



CENTRE DE RECHERCHE SUR L'ANTI-CORRUPTION

Students Acting for Accountability and Quality of Education

PROJECT REPORT

2022–2024

Kinshasa and South Kivu · January 2022 – June 2024

Global Partnership for Education · Education Out Loud (Operational Component 2) · Oxfam IBIS

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The project at a glance

Secondary schools in which all students can – and do – successfully demand accountability from the education institutions they rely on.

US\$430,177

received in 2022 and 2023; with the US\$751 Year Zero balance, US\$430,928 spent on the project

2,250

students aged 14–19 trained to monitor education services

204

Integrity Clubs in South Kivu and Kinshasa (2022)

416

teachers (278) and school principals (138) trained



EDUCATION OUT LOUD

The project

Secondary schools in which all students can – and do – successfully demand accountability from the education institutions they rely on.



Funded by the Global Partnership for Education through **Education Out Loud** (Operational Component 2) with Oxfam IBIS, **Students Acting for Accountability and Quality of Education** ran for 30 months, from January 2022 to June 2024, in 6 municipalities of South Kivu and 6 municipalities of Kinshasa. It supported the delivery of the DRC Education and Training Sector Strategy 2016–2025, so that students, especially girls, receive accountable, inclusive and equitable quality education services.

OBJECTIVES

Four specific objectives

1. By the end of 2024, 50 senior education officials, 6 civil society organizations and 10 parliamentarians are working closely with CERC to embed anti-corruption and accountability protocols in the education sector;
2. by the end of the project, 2,250 students aged 14–19 are engaged and supported to become active agents of positive change, championing anti-corruption and accountability behaviour and demanding that education reforms meet their needs;

3. by the end of the project, 150 secondary schools are supported to embed Integrity Clubs, to ensure the long-term sustainability of anti-corruption and accountability efforts in the education sector;
4. student-led advocacy and campaigns attract wider support and demand for anti-corruption and accountability measures in education.

APPROACH

Community Integrity Building

Students were trained as community integrity monitors in **Integrity Clubs**. They monitored school infrastructure and the delivery of education services and shared their findings on CERC's online platform, **EduCheck**. The problems they identified were discussed and solved in **Education Clusters**, where parents, students, teachers and authorities work together; the data then fed advocacy with education authorities and parliamentarians.

EDUCATION OUT LOUD (OPERATIONAL COMPONENT 2), WITH OXFAM IBIS · 2021

Year Zero: preparing the project



In 2021, Year Zero allowed CERC to gather evidence with students, teachers, parents, civil society and education officials, to build its team's skills and to write the project with them.

Year Zero prepared the Students Acting for Accountability and Quality of Education project.

Year Zero: preparing the project (continued)

CERC received the Year Zero funds in mid-June 2021, about three months after the period began, and adjusted its work plan; because of Covid-19, workshops were limited to 20 participants, so more of them were held. The full proposal process ended on 21 January 2022.

MAY-JULY 2021

Evidence from the field

CERC consulted **534 students** (271 boys and 263 girls), **39 principals** and **50 teachers**, 21 parents' committees, 19 representatives of 8 civil society organisations working in education, and 12 senior education officials. It used mixed methods: participative workshops on what motivates young people to act, formal meetings with the Provincial Directorates and Ministries of Education of South Kivu and Kinshasa and the National Ministry of Education, and 16 key informant interviews. Evidence was collected over 40 days, and analysed and written up in three weeks; US\$7,540 was spent on it, from the stakeholder analysis and data collection to the theory of change, the GESI strategy and the reports.

The study of the Integrity Club model showed that:

- students aged 14 to 18 are highly positive agents of change, motivated to improve the services and projects delivered to their communities;
- teaching young people the benefits of integrity, and the skills to practise and demand it, gives them the confidence to choose integrity over corruption;
- Integrity Clubs encourage young people to keep taking part in civil society;

- education officials and service providers who expect to be monitored by students are encouraged to act with integrity;
- even where the status of girls is low, over 40% of the monitors trained by CERC are girls.

JULY 2021

Four consultative workshops

In July 2021, four consultative workshops brought together organisations working in education and Ministry of Education officials to discuss the challenges of transparency and accountability in the sector and how to overcome them. The civil society side included the national association of parents of students, the parents' associations of Catholic and Protestant schools, three teachers' unions, the African Zone League for the Defence of Children and Students' Rights and the National Coalition for Education for All; 9 participants from 6 faith-based education coordinations also took part. With 12 senior officials of the Ministry of Education, the workshop focused on bringing Integrity Clubs into every secondary school and the Integrity Education Handbook into the national curriculum.

JULY-SEPTEMBER 2021

Writing the project

Building on these results, the whole programme team defined the project's context, objectives, outcomes and outputs, its theory of change and overall strategy, the monitoring framework and the budget, and wrote the proposal.

The Year Zero produced a **gender equality and social inclusion (GESI) strategy**, a **KAP baseline survey**, the **theory of change** and a **research report** with recommendations for integrity education and student-led monitoring in secondary schools.

2021

Stronger skills

- Training of the programme team in programme development and management, and in monitoring, evaluation and learning;
- training in adaptive management and theory of change, and in bringing human rights, gender and inclusion into programme design, implementation and evaluation;
- in October 2021, training of 6 programme staff in high-level advocacy and policy engagement;
- a due diligence action plan, drawn up during Year Zero and implemented, which strengthened CERC's governance and management systems.

LESSONS

What Year Zero taught

- Key stakeholders must take part in every phase of the proposal, not only in the initial analysis; their participation made the project respond to the need for more advocacy and accountability in education.
- The programme team needs strong skills in research, project development and budgeting.
- Female students reported sexual harassment and sexual bribery in exchange for grades; there was not enough time to study these issues, which CERC committed to research further.

CERC rated the process followed during Year Zero as **satisfactory**, and the final products – proposal, logical framework, budget and monitoring framework – and the learning outputs as **highly satisfactory**.

Results in 2022



OBJECTIVE 3

204 Integrity Clubs and 2,250 young monitors

In 2022, CERC established **204 Integrity Clubs** in South Kivu and Kinshasa, empowering **2,250 students** aged 14–19 to monitor education services in their schools. Student-led advocacy resolved **33% of the problems identified**.

OBJECTIVES 2 AND 3

138 principals and 278 teachers trained

CERC trained 138 school principals and 278 teachers from 150 secondary schools in South Kivu and Kinshasa in integrity building and anti-corruption measures in the school system.

OBJECTIVE 1**Consultation workshop and memorandum of understanding**

CERC brought together 96 participants in Bukavu and Kinshasa – senior education officials, 3 members of parliament, journalists, teachers' union representatives and school founders – to evaluate its anti-corruption approach in the education sector. The workshop led to a memorandum of understanding, endorsed by the Ministry of Primary, Secondary and Technical Education through the Provincial Directorate of Education of South Kivu 1, to include Integrity Clubs in every secondary school in South Kivu and Kinshasa.



Signing the memorandum of understanding. Bukavu. Photo: CERC

RESEARCH**A KAP survey of the Integrity Club model**

CERC conducted a knowledge, attitudes and practices (KAP) survey of its Integrity Club model with 2,250 students in 150 schools, to identify effective delivery models and the key stakeholders.

Young people recognised the importance of integrity and were motivated to improve their schools; where focal teachers and headteachers were supportive, the climate for monitoring was positive; families who attended awareness sessions were more likely to support monitoring.

OBJECTIVE 4**Two bills with APNAC DRC**

With the African Parliamentarians' Network Against Corruption (APNAC DRC), CERC drafted two bills to include Integrity Clubs and integrity education in the DRC's education system.

Results in 2023 and 2024**2023****Consultation workshops in Kinshasa and Bukavu**

Two multi-stakeholder consultation workshops in Kinshasa and Bukavu brought together **97 policymakers** to review policies, programmes and curricula on integrity and anti-corruption in secondary schools. Government officials, educators and NGOs contributed to strategies against corruption and to a culture of integrity in schools.

2023

A memorandum of understanding with APNAC DRC

CERC signed a memorandum of understanding with APNAC DRC to support integrity reforms in the public sector, with a programme to reform the education sector.

APRIL 2024

The bill at the National Assembly

Drafted with members of parliament, education specialists and civil society, CERC's bill provides for **Integrity Clubs** – structures within schools, made up of elected students who promote integrity and transparency – and an **integrity education course** in the regular curriculum of all secondary schools.

In April 2024, CERC and APNAC DRC took the bill to the National Assembly and called on the public and civil society to support it.

2022-2024

EduCheck

Integrity Club members used **EduCheck** to report school problems and the fixes they obtained, giving education officials reliable, real-time data from each school.

2022 AUDITED – 2023 NOT AUDITED

Funds received and expenditure



CERC received **US\$361,361** for the project in 2022 – two transfers to its account at the Trust Merchant Bank (TMB) – and **US\$68,816** in January 2023: **US\$430,177** in all. With the US\$751 in cash at the start of the project, brought forward from the Year Zero, the project had **US\$430,928**, which it spent: US\$273,341 in 2022 (audited) and US\$157,587 in 2023 (not audited). The project accounts are kept in US dollars, on a cash basis.

2022-2023

Funds received

Funds received	US\$
Transfer of 17 March 2022	258,115
Transfer of 21 October 2022	103,246
Received in 2022	361,361
Instalment of January 2023	68,816
Received in 2023	68,816
Total funds received, 2022-2023	430,177
Year Zero balance brought forward (cash at the start of the project, 1 March 2022)	751
Total project resources, 2022-2023	430,928

2022

Expenditure by heading (audited)

Heading	US\$
Objective 1 – education officials, civil society and parliamentarians	10,032

Heading	US\$
Objective 2 – 2,250 students as agents of change	124,956
Objective 3 – 150 schools and Integrity Clubs	24,282
Objective 4 – student advocacy and campaigns	1,689
Direct costs	92,849
Administrative costs	19,534
Total expenditure 2022 (audited)	273,341

Totals as in the audit report. At 31 December 2022, the theoretical cash balance was US\$88,771, carried forward to 2023.

2023

Expenditure by budget line

Budget line	US\$
Category 1 – the four project objectives	101,836.96
– objective 1: high-level advocacy and policy engagement	5,836.22
– objective 2: Integrity Clubs and monitoring	72,101.53
– objective 3: training of teachers and principals, Education Clusters	15,995.72
– objective 4: student-led advocacy and campaigns	7,903.49
Category 2 – direct project support	39,216.41
Category 3 – administration, audit and bank charges	16,533.63
Total expenditure 2023 (unaudited)	157,587.00

2023 resources: the balance of US\$88,771 carried forward from 2022 and the instalment of US\$68,816 received in January 2023.

YEAR ZERO, 2021

Funds received and spent before the project

Direct project support	Received US\$	Spent US\$
Capacity building	8,300.00	8,200.00
Evidence collection, analysis and presentation	7,575.00	7,540.00
Development of tools and strategies	1,800.00	1,800.00
Proposal development	5,715.00	5,420.00
Bank charges	596.00	349.86
Total	23,986.00	23,309.86

Year Zero finance report to Oxfam IBIS, June–December 2021 (not audited): a balance of US\$676.14. The 2021 audit of CERC's accounts records US\$23,239.50 of expenditure – US\$70.36 less, all in bank charges (US\$279.50 instead of US\$349.86) – and a balance of US\$746.50 owed to GPE/Oxfam IBIS. CERC's ledger took over US\$746.41 and the bank account also held US\$5.06 of CERC's own funds kept for fees: the US\$751 in cash at the start of the project in the 2022 audit, which works in whole dollars.

AUDIT 2022

Independent auditor's report

The 2022 statement of expenditure and income was audited by **DWAC** (Divine Wisdom for Assisting and Consulting), Kinshasa, in accordance with International Standards on Auditing; the report, signed by Mac NGUBI, Chartered Accountant, is dated 7 April 2023.

The auditor expressed a qualified ("except for") opinion, based on unforeseen expenses of US\$5,158 incurred without Oxfam IBIS's formal approval, an unjustified difference of US\$2,517 on administrative staff costs, insufficient evidence for accommodation costs of US\$3,800, and unjustified cash advances of US\$7,120 at 31 December 2022.

Our partners



CERC thanks the Global Partnership for Education and Oxfam IBIS through Education Out Loud, the education authorities of South Kivu and Kinshasa, the African Parliamentarians' Network Against Corruption (APNAC DRC), and the students, teachers, parents and principals of the Integrity Clubs.





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www.cerc.cd

32, Avenue CPA, Quartier CPA Mushi, Commune de Mont-Ngafula, Kinshasa, DRC

info@cerc.cd · +243 977 757 227

CERC is a registered non-governmental organisation (NGO) (Registration number: F.92/42579) and given Legal Personality by the Ministry of Justice: JUST/SG/20/21311/2021.

CERC holds Special Consultative Status with the United Nations Economic and Social Council (ECOSOC).

