

EVALUATION REPORT

Evaluation to enhance the sustainability of school-based accountability models



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Front cover photo: monitoring board of the Integrity Club of Mapimo Girls School, with student members of the Club, teacher and Kesho Kenya representative.

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LIST OF ACRONYMS & ABBREVIATIONS

| | |
|-----------------|---|
| BoM | Board of Management |
| CSO | Civil Society Organisation |
| EACC | Ethics and Anti-Corruption Commission |
| FGDs | Focus group discussions |
| Hol | Head of Institution (also referred to as school principal) |
| JWG | Joint working group |
| KESSHA | Kenya Secondary School Heads Association |
| KII | Key informant interview |
| MEAL | Monitoring, Evaluation, Accountability and Learning |
| MoE | Ministry of Education |
| NORAD | Norwegian Agency for Development Cooperation |
| OECD/DAC | Organisation for Economic Co-operation and Development/ Development Assistance Committee |
| SHINE | Students acting for Honesty, Integrity and Equality |
| Sida | Swedish International Development Cooperation Agency |
| ToC | Theory of Change |
| ToR | Terms of Reference |
| TSC | Teachers Service Commission |

EXECUTIVE SUMMARY

Introduction

This is an evaluation of an Integrity Action programme that has established school-based accountability models known as “Integrity Clubs” (Clubs) in ten schools in Magarini Sub-County in Kenya’s Kilifi County. The programme is running during the current grant period, from January 2024 to December 2025, and it is being implemented by Integrity Action’s partner, Kesho Kenya. The Clubs are extra-curricular societies that enable teenagers aged 14–18 to learn about accountability, to monitor issues affecting their education, and to work with school management to resolve any problems they find.

The evaluation aimed to contribute to strengthening the sustainability of Clubs that were established in ten new schools to help Integrity Action (and Kesho Kenya) improve the likelihood that the new Clubs would continue beyond December 2025. The evaluation employed a mixed methods approach that included theory-based and participatory approaches. A total of 379 respondents were reached in 15 schools visited, including 45 Board of Management (BoM) representatives, 53 teaching and non-teaching staff, 271 students, three stakeholders (two from the Ministry of Education [MoE] and one from the Ethics and Anti-Corruption Commission [EACC]), and seven Kesho Kenya staff.

Findings

The findings are organised around the evaluation questions as indicated in the Terms of Reference (ToR) and reflect three evaluation criteria—relevance, effectiveness and sustainability—of the Organisation for Economic Co-operation and Development/Development Assistance Committee (OECD/DAC). The findings consolidated the first two criteria into a “programme relevance and effectiveness” section.

Programme relevance and effectiveness: The findings focused on the value accrued and changes seen by various stakeholders within the school ecosystem, namely students and staff (teachers, administration and management), and representatives from the MoE and the EACC.

Value and changes to students: Clubs were valuable to students because of the personal development and positive behavioural changes they had experienced or envisaged experiencing in the future. Some of these included improved self-confidence and assertiveness, a deeper understanding of personal responsibility and accountability, acquired leadership skills, and increased societal trust. The Clubs also gave their members an opportunity to explore values such as honesty, leadership, respect, and fairness through debates, creative arts, and real-life problem-solving activities. These values were appreciated by both Club members and non-members, since Club members influenced their peers to practice the ideals they had learnt in the Clubs. Participation in the Clubs appeared to positively influence the students’ (members and non-members) attitudes and behaviours towards their academic pursuits. Students reported increased self-discipline, including prioritising studies and avoiding absenteeism.

Value and changes in schools: The findings show that teachers were influenced by the presence of Clubs to improve their punctuality, preparation, and general responsiveness to student needs. In several schools, the presence of Clubs meant that teachers were more aware they were being

observed and thus became more conscientious in fulfilling their duties. Key changes noted were an increase in the number of teachers (in schools where there had been shortages) following requests by Club members, prompt arrival to class by teachers, and teachers availing themselves to students for extra lessons. As for the non-teaching staff, Club members monitored and reported areas that needed improvements. This led to positive changes, such as improved hygiene in school kitchens, and reduced complicity with truant students by some school security guards with truant students.

Regarding the learning environment, infrastructure and services, Club members have been able to collaboratively identify and solve problems in a civil manner. Some of these include resolving issues on the shortage of teachers, littering in schools, poor hygiene in the school toilets, water shortages, insufficient sports materials, and broken classroom furniture, among others. Notable infrastructure changes partly attributable to the influence of the Clubs in the schools were the construction of new buildings such as laboratories and toilets, painting of buildings, installation of solar panels in some schools, replacement of broken windows and furniture, and installation of handwashing facilities. Findings also show improvements in provision of support materials and participation in extra-curricular activities. Changes in administrative support, particularly by the Heads of Institutions (Hols) and BoM, varied from school to school, and depended on how supportive the school management and administration were of the Clubs. As such, some of the changes described above, particularly to the teaching and non-teaching staff, relied on support from the Hols.

The findings show there were no major changes in gender dynamics observed among students and staff. This is attributed to equitable sharing of responsibilities in mixed schools. Only a few changes in support to students with special needs were reported. One challenge was the socio-economic challenges of the students, as some students (including Club members) from poor backgrounds were frequently absent from schools due to school fees arrears.

Value and changes to stakeholders: The Clubs were relevant to key stakeholders. Clubs were instrumental to EACC's initiatives, particularly in its role of conducting public education and awareness of anti-corruption and ethical issues. The Clubs are also valuable to the MoE because they support its mandate in ensuring Clubs are established in schools. They also support the role of the quality assurance and standards officers through the values instilled in students, which may contribute to improved discipline and academic performance.

Sustainability of Clubs: The findings are structured around three aspects of sustainability: continuity of the Clubs, possibility of adoption by other schools, and sustained outcomes of the Clubs.

Continuity of the Clubs: Findings from the evaluation show that the Clubs are unlikely to continue operating after the external intervention concludes, contrary to what was indicated in the Students acting for Honesty, Integrity and Equality (SHINE) Final Narrative Report of 2022. Resource constraints by schools and external stakeholders and competing demands also negatively impact sustainability of the Clubs.

Possibility of adoption by other schools: Respondents believe the Clubs can be replicated in other schools, but the following barriers would have to be overcome: human and financial resource constraints for schools and stakeholders; and parents' inability to pay school fees, which leads to student absenteeism.



Tree-planting activity of the Club at the Marereni Secondary School

Sustainability of the outcomes: The evaluation has highlighted positive attitudes and behavioural changes among the students, which they have internalised. These changes are likely to remain with the individual students beyond the life of the project. However, a challenge for the schools will be maintaining a critical mass of students consistently and continually practising these values to the extent that these behaviours become part of the school culture.

Conclusion and recommendations

Conclusion: The evaluation has shown that Clubs are an important part of extra-curricular activities in secondary schools that contribute positively not only to students, but also to the overall school ecosystems. Where Clubs are active, the changes witnessed have been significant and efforts should be made to sustain these.

Recommendations: The final section of this report contains recommended improvements for long-term sustainability of the Clubs initiative. Below are five proposed immediate actions for course correction to strengthen the current Clubs in schools:

1. Formalise sustainability plans at the school level—this will help to address the lapse of Clubs after external support ceases.

Action: Partner with each school to co-create simple, practical sustainability plans for its Club. This should include specifying Club activities within the annual school activity budgets, clarifying teachers' roles, and incorporating the Clubs into the schools' extra-curricular programmes.

2. Strengthen teacher engagement beyond Club patrons—relying on a single teacher or two teachers as patrons makes Clubs fragile when that person(s) leaves or loses motivation.

Action: Conduct refresher trainings and/or awareness sessions about Clubs for all teachers, BoM members, parents and others (possibly at schools' annual general meetings) so they understand, support, and help sustain the Clubs as part of a whole-school culture.

3. Revitalise joint working groups (JWGs) and stakeholder collaboration— the evaluation found that JWGs are inactive or non-existent and therefore cannot support community and stakeholder linkages to Clubs.

Action: Reactivate JWGs in each school, define clear roles for Hols, BoM, parents, EACC, and MoE, and hold at least one meeting per term to monitor progress and resolve barriers to Club success.

4. Simplify and focus Club activities on behaviour change—Club members should be allowed to identify pertinent problems touching on school infrastructure for the administration and other stakeholders to address.

Action: Focus Club activities on achievable issues like peer behaviour, cleanliness, respect for property, and advocacy for integrity—supported by simple reward systems (e.g. monthly integrity champions). At the same time, allow students to identify, document, and seek stakeholders' intervention to address relevant problems affecting them.

5. Improve monitoring, documentation and peer-learning—evidence of success motivates teachers and students but is poorly shared.

Action: Document positive changes and share stories through platforms like KESSHA meetings, WhatsApp groups for teachers, and youth-led forums. Encourage peer-learning visits between new Clubs and other schools that are successfully implementing and sustaining the Clubs.

1. INTRODUCTION

Integrity Action is an international development organisation based in London that supports communities around the world to secure quality projects and inclusive services from the institutions that provide them. When working with younger people, Integrity Action's model is to establish student-led groups called Integrity Clubs (Clubs) within secondary schools. The Clubs programme in Kenya is ongoing from January 2024 to December 2025, and is being implemented by Integrity Action's partner, Kesho Kenya. Together they have established Clubs in ten schools in Magarini Sub-County. This evaluation was commissioned to understand how to enhance and reinforce the Clubs' sustainability. The evaluation was carried out by a team of three consultants of Owl RE evaluation and research consultancy¹ from July 2024 to June 2025.

1.1. Evaluation objective

The evaluation aimed to contribute to strengthening the sustainability of the Clubs that were established in ten new schools in Kilifi County, Kenya. This involved capturing emerging outcomes from the new Clubs and revisiting and learning from schools where Clubs were established during a previous programme referred to as Students acting for Honesty, Integrity and Equality (SHINE).² In this report the previous schools are referred to as SHINE schools.

The overarching aim of the evaluation is to help Integrity Action (and Kesho Kenya) increase the likelihood that the new Clubs will continue beyond the current grant period (January 2024 to December 2025). The evaluation consequently had a threefold approach: to learn what has worked before, to assess what is happening in the new schools, and to shape positive and sustainable impacts for the future.

1.2. Evaluation approach and methodology

Evaluation approach: A mixed methods approach encompassing both theory-based and participatory approaches was used for this evaluation as described below.

- **Theory-based approach:** Though Integrity Action has an overarching organisational Theory of Change (ToC), there wasn't a specific ToC for the current project. However, there was a tentative ToC for the previous SHINE programme. Consequently, a ToC specific to the new Clubs model was developed as part of this evaluation (see Figure 2), as there were some outcomes in the SHINE programme that are not relevant to the current project. It is hoped that this ToC will provide a framework upon which the remaining phase of the current project can be revised (if deemed necessary), and hopefully used to build upon future projects, so that the outcomes/changes can lead to longer, more transformative change, and hence sustainability of the Clubs.

¹ Obando Ekesa, Team leader (Kenya) and evaluators Cynthia Awuor (Kenya) and Glenn O'Neil (Switzerland).

² From 2017–2021, Integrity Action implemented Students acting for Honesty, Integrity and Equality (SHINE) in five countries: Afghanistan, Democratic Republic of Congo, Kenya, Nepal and Palestine.

- **Participatory approach:** This approach focused on the stakeholders³ engagement, principally through obtaining their feedback as respondents. It also entailed participation from Integrity Action and Kesho Kenya staff throughout the entire evaluation process—including inception data collection, the presentation of preliminary findings, and review of the evaluation report.

Evaluation matrix: The evaluation matrix below provided a framework for the collection of data using the above two approaches.

Table 1: Evaluation matrix

| Evaluation questions | Key issues/indicators considered | Sources of data | Data collection approaches and tools |
|---|--|---|--|
| What is, or should be, the value of past and present Clubs in the eyes of stakeholders in Kilifi County? Which specific aspects of the approach do these actors support or encourage, what changes would they suggest, and why? | Assessing the relevance of the Clubs, i.e. whether Integrity Action's approach is seen to be "doing the right things". | Integrity Action and Kesho Kenya staff Various stakeholders (Ethics and Anti-Corruption Commission [EACC], Teachers Service Commission [TSC], Ministry of Education [MoE]) | Review of secondary data (project reports, baseline survey report, government reports, etc.), key informant interviews focus group discussions |
| What specific changes (if any) have there been in outcome areas targeted by Clubs? | Assessing the effectiveness of the Clubs, i.e. whether the approach is achieving what it set out to do. This included the quality of services and of the wider school environment, the engagement of students with their education, and changes in individual Club members' confidence, leadership, or other life skills. | Schools (teachers, students, and Board of Management [BoM]) Community | |
| What signs are there (if any) of other actors adopting elements of the Club approach, or otherwise adapting their behaviours in response to Integrity Action's programmes with Kesho Kenya? | Assessing sustainability. Included recommendations from SHINE schools, behavioural changes in students and non-school actors, and the extent of replication/extension of the Club approach. | | |

³ The key stakeholders were EACC, MoE, students, teachers and BoM.

Data collection: Qualitative data were collected using key informant interviews (KIIs) and focus group discussions (FGDs) during field visits in May 2025 to 15 schools—ten new schools and five schools from the previous SHINE programme, including Kilifi Township Secondary School, Mnarani Secondary School, Pwani School for the Deaf, Shariani Secondary School, and Takaungu Secondary School. A total of 379 respondents were reached, as detailed in Table 2 below. Data were collected from students who were members and non-members of the Clubs, and from teachers who were patrons and non-patrons of the Clubs, including some non-teaching staff in some schools, as shown in Table 3 below. Additionally, a review of project documents and secondary literature was undertaken iteratively throughout the evaluation process. A list of the documents reviewed can be found in Annex 3.

Table 2: List of persons reached via key informant interviews (KIIs) and focus group discussions (FGDs)

| Stakeholders | New Schools | SHINE Schools | Total |
|--|-------------|---------------|------------|
| KIIs | | | |
| Board of Management (BoM) | 32 | 13 | 45 |
| Teaching and some non-teaching staff | 41 | 12 | 53 |
| Total | 73 | 25 | 98 |
| FGDs⁴ | | | |
| Form 2s | 96 | 5 | 90 |
| Form 3s | 99 | 15 | 105 |
| Form 4s | 56 | 0 | 56 |
| Total | 251 | 20 | 271 |
| Stakeholders interviewed | | | |
| Ministry of Education (MoE) | 2 | | |
| Ethics and Anti-Corruption Commission (EACC) | 1 | | |
| Kesho Kenya staff outcome discussion | 7 | | |
| Total | 10 | | |

⁴ No Form 1s were in the schools because of the current transition in the education system from what is known as the 8 – 4 – 4 education system to a competency-based education system, and 2025 has the last cohort of Form 2s in the 8 – 4 – 4 system.

Table 3: Categories of students and teachers reached

| Students reached in new schools ⁵ | | | |
|---|--------------|------------------------------------|------------|
| Name of school | Club members | Non-Club members | Total |
| Fundi Issa Secondary School | 19 | 6 | 25 |
| Galana Boys Secondary School | 22 | 10 | 32 |
| Galana Girls Secondary School | 15 | 5 | 20 |
| Magarini Girls Secondary School | 19 | 6 | 25 |
| Mapimo Boys Secondary School | 19 | 9 | 28 |
| Mapimo Girls Secondary School | 9 | 3 | 12 |
| Marafa Boys Secondary School | 20 | 10 | 30 |
| Marereni Secondary School | 16 | 14 | 30 |
| Ngomeni Secondary School | 11 | 10 | 21 |
| Shomela Secondary School | 16 | 12 | 28 |
| Total | 166 | 85 | 251 |
| Teachers and some non-teaching staff reached ⁶ | | | |
| Name of school | Club patrons | Non-patrons and non-teaching staff | Total |
| New schools | | | |
| Fundi Issa Secondary School | 2 | 4 | 6 |
| Galana Boys Secondary School | 2 | 3 | 5 |
| Galana Girls Secondary School | 1 | 5 | 6 |
| Magarini Girls Secondary School | 1 | 2 | 3 |
| Mapimo Boys Secondary School | 1 | 2 | 3 |
| Mapimo Girls Secondary School | 1 | 0 | 1 |
| Marafa Boys Secondary School | 2 | 4 | 6 |
| Marereni Secondary School | 2 | 7 | 9 |
| Ngomeni Secondary School | 1 | 1 | 2 |
| Shomela Secondary School | 1 | 1 | 2 |
| Total | 14 | 29 | 43 |
| SHINE schools | | | |
| Kilifi Township Secondary School | 1 | 1 | 2 |
| Mnarani Secondary School | 1 | 3 | 4 |
| Pwani School for the Deaf | 2 | 0 | 2 |
| Shariani Secondary School | 1 | 0 | 1 |
| Takaungu Secondary School | 0 | 3 | 3 |
| Total | 5 | 7 | 12 |

⁵ In the SHINE schools visited, all students were non-members of Clubs because Clubs were not in existence.

⁶ In some schools visited, there were a few non-teaching staff who also participated in the interviews. Additionally, Club patrons (or former patrons) were still found in the SHINE schools visited.

Data analysis: The data collected were cleaned and uploaded onto Deedose, a qualitative analysis software. The analysis was done using codes based on themes from the evaluation questions, which are the guiding framework upon which the findings are presented in this report.

Limitations: A limitation encountered by this evaluation was the limited number of stakeholders outside the schools reached during the evaluation, particularly from the Ministry of Education (MoE), Teachers Service Commission (TSC) and Ethics and Anti-Corruption Commission (EACC). Three respondents (two from MoE and one from EACC) were reached against a target of 12 stakeholders (four EACC representatives including from headquarters, four MoE representatives from headquarters and county level, and four TSC representatives from headquarters and county level). The evaluators strived to bridge this gap by reviewing and incorporating relevant literature from these organisations into the report.



Focus group discussion (FGD) for the evaluation with students at the Ngomeni Secondary School

2. PROJECT BACKGROUND

From January 2017 to December 2021, Integrity Action supported Clubs in over 500 schools through SHINE. In partnership with local Civil Society Organisations (CSOs), Integrity Action delivered SHINE across Afghanistan, the Democratic Republic of Congo, Kenya, Nepal, and Palestine. Funding was provided by the Norwegian Agency for Development Cooperation (Norad), the Swedish International Development Cooperation Agency (Sida), and the Allan and Nesta Ferguson Charitable Trust, with a total programme budget of approximately GBP £1.2 million. SHINE's Clubs engaged more than 12,000 members who identified and helped resolve a range of issues within their schools—from inadequate sanitation facilities to teacher conduct and attendance.

Building on the experience of the SHINE Clubs, but with a fraction of the budget, Integrity Action launched a new Clubs programme in 2024 focused exclusively on Kilifi County, Kenya. Funded by the Allan and Nesta Ferguson Charitable Trust and Sida, this work is being implemented by Kesho Kenya—a local CSO that previously partnered with Integrity Action to establish and support 45 SHINE Clubs in Kilifi North Sub-County. The programme established ten new Clubs across Magarini Sub-County, an area often under-served by the development community, and will support them until December 2025. The goal is to extend the benefits of Clubs to new communities, drawing on the lessons learned through SHINE, while responding to local needs and context. The ten schools and their status are indicated in Table 4 below.

Table 4: List of ten schools in the current funding phase

| Name of school | Status of school |
|-------------------------------|---|
| Fundi Issa Secondary School | Mixed (girls and boys), day and boarding school |
| Galana Boys Secondary School | Boys-only, boarding school |
| Galana Girls Secondary School | Girls-only, day and boarding school |
| Magarini Secondary School | Girls-only, boarding school |
| Mapimo Boys Secondary School | Boys-only, day school |
| Mapimo Girls Secondary School | Girls-only, mixed day and boarding school |
| Marafa Secondary School | Boys-only, day and boarding school |
| Marereni Secondary School | Mixed (girls and boys), day school |
| Ngomeni Secondary School | Mixed (girls and boys), day and boarding school |
| Shomela Secondary School | Mixed (girls and boys), day school |

The core components of Clubs are:

- **Students are trained as monitors.** Through interactive exercises, students are trained on their rights and entitlements within the school community, how to identify problems in education delivery, how to record issues through monitoring, and how to constructively engage with school authorities for effective problem resolution. This includes training on communication, negotiation, and problem-solving skills.
- **Students identify and monitor problems.** Problems are recorded and solutions are sought by discussing the issues with school authorities, teachers and other students or parents. Schools are encouraged and supported to establish working groups for collaborative discussion, but Clubs can decide who to engage and how. Solutions that are implemented

are also recorded, to keep track of duty bearers' responsiveness and the students' success rate in leading to find solutions.

- **Students meet regularly to learn about integrity and accountability.** Students explore these concepts through exercises and discussion points. This is facilitated by the focal teacher based on the training in the [Club Guidebook](#) and [Integrity Clubs in Schools: A How-to-guide](#). Students are supported to understand the role they can play as active members of their communities and to develop debating and communication skills.
- **Clubs champion integrity and accountability within their schools.** The Clubs are comprised of 20–30 student members and focal teacher(s), referred to as Club patron(s). Working with a select number of students gives each member more opportunities to participate in meetings and other engagements with school authorities. Club members often spread awareness through their schools through presentations and events to indirectly engage other students.

3. EVALUATION FINDINGS

The findings are organised around the evaluation questions as indicated in the Terms of Reference (ToR), which reflect the OECD/DAC evaluation criteria of relevance, effectiveness and sustainability. However, evaluation questions 1 and 2 are combined so that the findings are structured around both the values and changes seen (titled as Programme relevance and effectiveness) among key stakeholders (students, schools, and external stakeholders). All the findings are triangulated with secondary data from various documents, including but not limited to the 2022 SHINE Evaluation Report, the 2022 SHINE Final Narrative Report, results from the 2024 baseline survey for the new Clubs, and relevant MoE and EACC documents.

3.1. Programme relevance and effectiveness

Key findings: The evaluation found that Clubs were relevant to both the new schools and previous SHINE schools, despite the Clubs no longer existing in the latter.

The Clubs helped their student members in their personal development and led to positive behavioural changes, such as improvements in self-confidence, assertiveness, a deeper understanding of personal responsibility and accountability, and trust. The Clubs also influenced non-members with these values. The Clubs appeared to positively influence the students' (both members and non-members) attitudes and behaviours towards their academic pursuits.

The teachers were also reportedly influenced by the presence of Clubs to improve their punctuality, preparation, and general responsiveness to student needs. Regarding the learning environment, infrastructure, and services, Club members have been able to collaboratively identify and solve problems in a civil manner. The Clubs were reported to have partly influenced infrastructure changes, improvements in provision of support materials, and participation in extra-curricular activities in some schools.

The Clubs were also valuable to key stakeholders. They supported the EACC's initiative of conducting public education and awareness of anti-corruption and ethical issues. They ensured the Clubs were established in schools while supporting the MoE's quality assurance and standards officers in instilling positive values in students.

The findings under this section consolidate two evaluation questions as they address similar and interchangeable issues. The questions were: 1) What is, or should be, the value of past and present Clubs in the eyes of stakeholders in Kilifi County? Which specific aspects of the approach do these actors support or encourage, what changes would they suggest, and why; and 2) What specific changes (if any) have there been in outcome areas targeted by Clubs?

Question 1 reflects the OECD/DAC criterion of relevance, i.e. whether Integrity Action's approach is seen to be "doing the right things". Consequently, the findings for the above evaluation questions are split into two categories: 1) assessing the value of past and present Clubs and 2) the specific Club aspects that the actors support and their suggested changes. The forward-looking changes are detailed in the recommendations in Chapter 4.

Question 2 reflects the OECD/DAC criterion of effectiveness, i.e. whether the approach is achieving what it set out to do. Therefore, the evaluation explored what had changed (or not), for whom, in which circumstances, and why. Consequently, the findings under this criterion sought to capture emerging outcomes from the new Clubs.

The current programme has the following three objectives:

- **Outcome 1:** Kesho Kenya actively engage non-state actors and state agencies to support project implementation in ten public secondary schools in Kilifi County.
- **Outcome 2:** Schools actively foster and champion the establishment of a fair and equitable society, ensuring that individuals, regardless of their age, gender, race, and ability, are granted equal rights and opportunities.
- **Outcome 3:** Youth adopt values of care, integrity, responsibility and transparency as monitors and become active agents of change.

In the context of this analysis, “value” means the importance, worth or usefulness of something.⁷ The findings are categorised according to the value accrued and/or changes seen to the various stakeholders within the school ecosystem, namely students, schools (teachers and school administration and management—the BoM and the Hols), and external stakeholders (MoE and EACC). For the instances of value cited, these were found in most schools visited, both in SHINE and new schools, unless stated.

3.1.1. Value and changes to students

The evaluation sought the views from Club members and non-members in order to get an overall perspective of the students’ perceived value of the Clubs—both at a personal level and overall in the school—and the changes that the Clubs had helped to bring about in their schools. The students indicated the following changes as relevant to them in the past, present and future.

Personal development and behavioural changes

Club members consistently described how their involvement promoted personal growth because of the benefits they had accrued or envisioned acquiring in the future. They reported improvements in self-confidence, assertiveness, a deeper understanding of personal responsibility and accountability, gaining leadership skills, and increased societal trust. This is similar to what the students indicated in the 2024 baseline survey,⁸ in which they stated that they hoped to gain the following skills: problem-solving, teamwork, leadership, and communication. These aspects were corroborated by Club non-members, who attested to seeing positive changes not only in the Club members’ attitudes and behaviour, but also among the other students, because the Club members acted as agents of positive change. These findings corroborate the expected changes indicated in the baseline survey findings, i.e. positive changes in students’ attitudes, behaviour, skills and capabilities.

For instance, Club members described feeling more capable of speaking out and leading their peers, with several citing the Club as a stepping stone to becoming school prefects or even head boys/girls. Having the confidence to express themselves and tackle/confront issues were mentioned as the greatest personal changes experienced by Club members in the new schools.

⁷ <https://dictionary.cambridge.org/dictionary/english/value>

⁸ Integrity Clubs baseline survey, 2024

This included being able to approach teachers and Hols when the need arose. As one student at Fundi Issa Secondary School said, *“Club members are invited to do presentations on integrity-related issues [at the] school assembly. We are now more confident, take initiative, and are even doing presentations [elsewhere], for example in the annual general meetings.”*

In addition, Club members took up leadership positions (e.g. being elected to student councils) in their respective schools. In some schools, this is attributed to the confidence and sense of responsibility members displayed. A student in Magarini Girls School shared this example: *“Club members have confidence to express themselves in front of the public even in the school assembly... now some Club members have become better students. This has been noticed by the students and teachers, and some have been elected to become school prefects.”* This also occurred in the previous SHINE programme, as indicated in the SHINE Evaluation Report and the SHINE Final Narrative Report.

Clubs gave the students platforms to explore values such as honesty, leadership, respect, and fairness through debates, creative arts, and real-life problem-solving activities. A few students noted that their participation in Club events (such as drama competitions or inter-school trips) helped them overcome shyness and become more socially engaged. In addition, the findings show that Club members (and other students by extension) took responsibility for their actions and behaviour, including improved communication between the students and teachers and/or the school administration. Examples include students taking care of their classrooms and school compounds in terms of cleanliness, reduced breakages of classroom windows, proper litter collection and disposal, school beautification through tree-planting, etc. They also self-reported misdemeanours and returned lost items. A teacher from Shomela Secondary School shared this example:

“A student came to me, who initially hesitated to share what she had done, but nevertheless reported that she had broken a water pipe. I assessed the damage and informed the principal. I felt good because she took the initiative yet she’s not a member of the Club, and so I prevailed upon the principal not to punish her. It is something good, which needs to be sustained.”

It is worth noting that the values of integrity, responsibility, and transparency were not only appreciated by Club members but also the non-members, as the findings show that the Club members influenced their peers to practice the ideals they had learnt in the Clubs. A teacher in Ngomeni Secondary School attested:

“I have seen drastic changes in the students. This [school] environment is hostile, where sometimes the students became rowdy. Now, I see other students respecting Club members and students even keep each other in check.”

A teacher at Galana Boys shared this example:

“In the dorms, there was shouting and stealing at night last year. This year, it is quieter, due to peer counsellors in the Club who talked to other students. The Club engaged the [student] school president who is also a member of the Club, who talked to the students about noise at the school assembly.”

Academic engagement

Participation in Clubs appeared to positively influence the students' attitudes and behaviours towards their academic pursuits. Students (both members and non-members) reported increased self-discipline, including prioritising studies and avoiding absenteeism. For example, in one school, Club members lobbied the principal to help struggling students rent a room near school to avoid long commutes and ensure sufficient study time.

Feedback from students, teachers and the school administration indicates positive attitudes and behaviours in academic interest such as reduced absenteeism (especially for the day students), improved discipline (such as reduction in truancy and student unrest), improved attitudes towards teachers, and fewer exam misbehaviours. These changes were corroborated in all ten new schools and are similar to changes reported in the SHINE evaluation, baseline survey, and project reports.

Some examples from the respondents include:

"Last year, students were getting late, but we have organised ourselves not to be late."—Form 4 student in Shomela Secondary School.

"For the first time, it is reported that there are some students who are now taking initiative to study/learn on their own. Some students have rented a room (a pseudo-boarding facility) near the school, so that they can extend their daily study times."—Teacher at Mapimo Boys Secondary School.

3.1.2. Value and changes in schools

Teaching and non-teaching staff conduct

Teaching and learning remain at the core of any learning institution, and often teachers are the first line of service providers to the students. Consequently, teaching services are an important factor in the students' academic performance. Teachers not only impart knowledge to students but also help shape their attitudes and future after they leave the school environment.

The findings show that teachers were influenced by the presence of Clubs to improve their punctuality, preparation, and general responsiveness to student needs. In several schools, the presence of Clubs meant that teachers were more aware they were being observed and thus became more conscientious in their duties. One teacher from Marereni Secondary School stated:

"It [the Club] has had a positive impact on both teachers and students. For teachers, it is making us lead by example (seeking to be fair and avoid favouritism). For the students, they have presented drama skits in the school assembly to sensitise others, and this has helped students."

The key changes noted were an increase in the number of teachers in some schools (where there had been shortages) following requests by Club members, prompt attendance in classes by teachers, and teachers offering extra lessons (commonly referred to as remedial classes). A student from Magarini Girls commented:

"[Some] teachers were lax in teaching, habitually arriving late in class. The Club members reported one such case to the school administration, and the issue was remedied. This has led to improved quality of teaching."

Non-teaching staff are also part of the school ecosystem and contribute to the students' academic performance. As such, they can both support and/or negatively impact students. Club members in schools have therefore monitored the non-teaching staff and reported areas that needed improvement. This has led to positive changes, such as improved hygiene in school kitchens, and reduced complicity with truant students by some school security guards.

Learning environment, infrastructure and service improvements

One of the aims of the Clubs⁹ is to increase accountability and responsiveness of school management to the students. Consequently, one benefit of the Clubs is that the members are able to collaboratively identify and solve problems in a civil manner. The findings show that Club meetings, in combination with the monitoring boards, provided a good avenue for students to engage the school administration to collaboratively find solutions to identified problems. For example, Club members in some schools were able to report cases of truancy as well as other emerging grievances and disciplinary issues to school authorities. In some instances, this helped mitigate student delinquency. For example, in one school, Club members reported the vandalism of lights to the school administration, and the vandals were sent home to prevent further disturbances.

Club members reported some problems they had identified and were resolved included a shortage of teachers, littering in schools, poor hygiene in the school toilets, water shortages, insufficient sports materials, and broken classroom furniture, among others. In the 2024 baseline survey,¹⁰ the students had rated the condition of different aspects of their schools' physical environment, some of which had been ranked very poorly (e.g. the toilets and water fountains). The fact that they were able to report and have these issues resolved was valuable to the students, and it helped create student ownership over addressing problems in their schools.

Notable infrastructure changes partly attributable to the influence of the Clubs in the new schools were construction of new buildings such as laboratories and toilets, painting of buildings, installation of solar panels in some schools, replacement of broken windows and furniture, and installation of handwashing facilities. In addition, the students supported their schools by taking care of their school infrastructure and environment because their attitudes had improved, as indicated in various examples in section 3.1.1.

Findings also show improvements in provision of support materials and participation in extra-curricular activities. A student at Galana Boys shared this example: *"Last year, the school did not participate in drama festivals. A Club member approached the Hols on this, and subsequently, the school [participated in the] drama festival at the sub-county and county [levels] this year."*

Changes in administrative support, particularly by the Hols and BoM, varied from school to school, and depended on how supportive the school management and administration were of the Clubs. Some of the changes described above, particularly related to the teaching and non-teaching staff, relied on support from the Hols. The changes in infrastructure were also dependent upon support from the school administrations and the budget available to the schools.

Gender dynamics

The findings show there were no major changes in gender dynamics observed among students and staff because the responsibilities in mixed schools were shared equitably. The respondents

⁹ [Integrity Clubs in Schools: A How-to-guide](#)

¹⁰ Integrity Clubs baseline survey, 2024

indicated that boys and girls were mostly assigned similar duties in schools. Tasks include cleaning classrooms and dormitories, clearing litter in the school compounds, washing their crockery and cutlery after meals, etc. Leadership positions are equitably designated for boys and girls so that there are positions for head boy and head girl.

One student at Fundi Issa Secondary School commented, “[There are] no major differences in responsibilities [between] boys and girls engaged in leadership”. A teacher in Magarini Girls stated, “Girls are empowered to take leadership roles.” It should be noted that this aspect was not evaluated in depth.

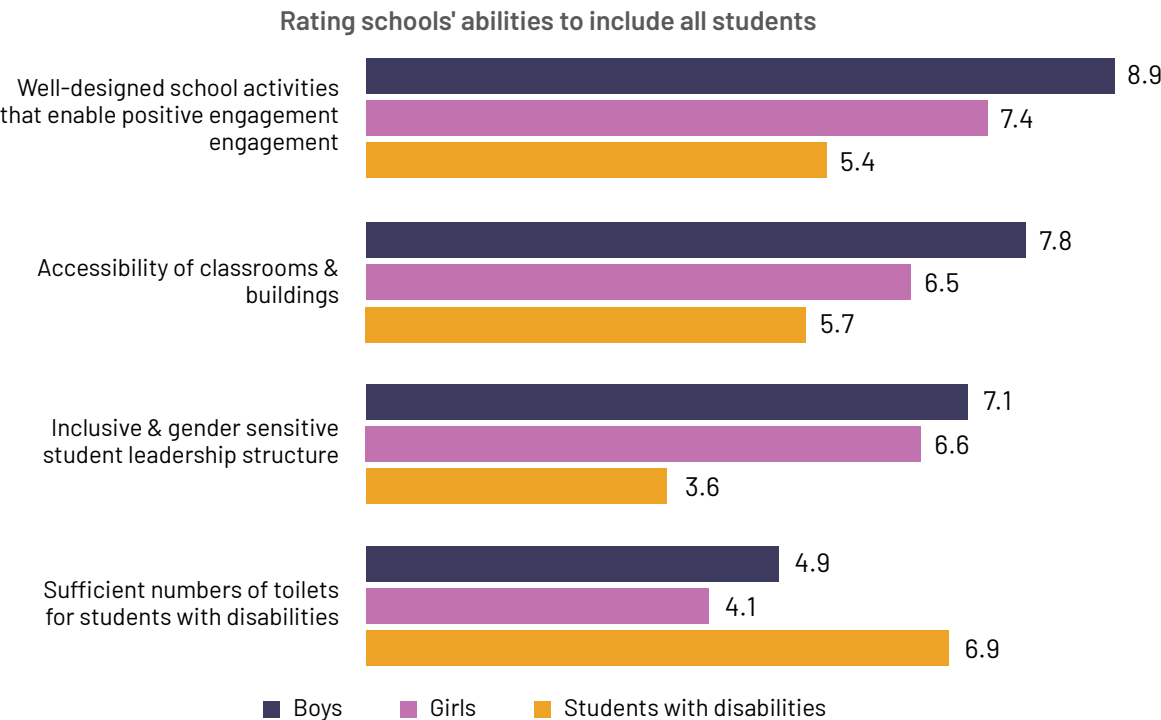
Changes in inclusivity

Only a few changes in support to students with special needs were reported. For example, in Magarini Girls, a student with a physical disability was being supported with mobility within the school, while at Fundi Issa Secondary School, new buildings incorporated ramps to ensure accessibility for students with physical disabilities. The evaluators noted that schools were respectful of the students’ religious beliefs. For example, Muslim students were permitted to dress and sit with genders separated in accordance with their faith.

One challenge to inclusivity, however, was socio-economic in nature, as some students (including Club members) from poor backgrounds were absent due to school fees arrears, and the school administration lacked ways of supporting them. Organisations like Kesho Kenya and Tiko have programs for supporting needy students, but the support was limited to only a few students due to budget constraints.

These findings are similar to those in the baseline, which showed divergent views by students in their rating of various areas of inclusivity, as shown in the chart below:

Figure 1: Students’ perception of inclusivity at schools with Clubs assessed at baseline (scale 1-10)¹¹



¹¹ Integrity Clubs baseline survey, 2024

The chart included the disaggregated views of students with disabilities, with the caveat that the population sample was too small for significant conclusions to be drawn.¹² Similarly, for the evaluation, the responses were also from a small group of students.

3.1.3. Value and changes to external stakeholders

Clubs added value to the EACC's efforts on integrity and MoE's oversight in schools. They were also instrumental in EACC's initiatives to conduct public education and awareness on anti-corruption and ethical issues. EACC has a mandate to establish Clubs in institutions of learning in Kenya but it lacks the staff needed to reach all schools. The Clubs established by Kesho Kenya were important in helping EACC meet this mandate. Kesho Kenya is working closely with and supporting EACC's Education, Training and Public Awareness Officer to reach more schools, raise awareness and build sensitivity around integrity and ethical issues, demystify the roles of EACC to the wider school community (including parents), and establish more Clubs in Kilifi County. EACC views Clubs as a scalable model for youth engagement on ethics. One official mentioned that the Clubs served as "incubators of ethical leadership," helping students develop values that extend beyond school life.

The Clubs have been valuable to the MoE because they support its mandate in ensuring Clubs are established in schools. They support the role of the quality assurance and standards officers through the values inculcated in students, which may contribute to improved discipline and academic performance. MoE officials appreciated the Clubs' ability to instil discipline and civic responsibility in students, teachers and Hols. They suggested that scaling Clubs nationally would support efforts under the Competency-Based Curriculum, which emphasises values and life skills.

3.1.4. Club aspects that actors support

The respondents indicated that the following Club approaches are important:

- Students meet regularly to learn about integrity and accountability through discussions, debates and exercises facilitated by the focal teachers/patrons. These meetings help students understand the roles they can play in their schools and wider communities. They also foster and/or strengthen communication and debate skills.
- Clubs champion integrity and accountability in their schools. They work with a select number of students which gives each member the opportunity to actively participate in Club meetings and relevant engagements with school authorities. Club members spread awareness and teach sensitisation on integrity and accountability in their school communities by making presentations, hosting events, and implementing various positive initiatives and activities.
- Students are trained as monitors to know their rights and entitlements within the school community, how to identify problems in education delivery, to record the problems, and to constructively engage with school authorities, fellow students and parents (as applicable) for effective problem-solving. Subsequently, they track progress towards resolution over time. The Club model encourages and supports schools to form joint working groups (JWGs) to collaborate to identify, respond to, and resolve problems.

The suggested changes by the respondents are aggregated and listed as part of the recommendations in Chapter 4 below.

¹² *Ibid*

3.2. Sustainability of Clubs

Key finding: The findings show that Clubs have not been institutionalised in schools, negatively impacting their sustainability. The Clubs are unlikely to continue without external intervention due to resource constraints and competing demands in schools.

Though the respondents feel that Clubs can be created in other schools, resource constraints and socio-economic barriers remain challenges.

The beneficial outcomes of positive attitudes and behavioural changes among the students are likely to continue because they are internalised, but it will be difficult to have a critical mass of students consistently and continually practising the values gained to the extent that the behaviours become part of the school culture.

The evaluation question in this section was: *What signs are there (if any) of other actors adopting elements of the Club approach, or otherwise adapting their behaviours in response to Integrity Action's programmes with Kesho Kenya?* This question focuses on the OECD/DAC sustainability criterion, which was the core focus of the evaluation. The evaluation addressed aspects of sustainability that the new schools would incorporate to ensure the Clubs would last beyond the current project funding phase. The evaluation team visited five previous SHINE schools to determine if the Clubs were still operational and incorporated any recommendations from them. Behavioural changes needed among other non-school actors, primarily MoE, were addressed as part of ensuring sustainability of the Clubs.

3.2.1. Continuity of Clubs

Findings from the evaluation, particularly from the SHINE schools, show that the Clubs are unlikely to continue operating after the external intervention concludes. In all five of the SHINE programme schools visited, the Clubs were no longer operational.¹³ Key reasons given for this include:

- Lack of continuity of Clubs among students
- Transfers of Club patrons, with no teachers interested in taking over
- Lack of support from the Hols, especially when a new one is posted in the schools
- Lack of follow up by Kesho Kenya due to resource constraints
- Lack of budgetary support for the Clubs
- Time constraints among Club patrons due to other assigned responsibilities and commitments in the schools.

¹³ Of note, only five out of 45 SHINE schools were visited, therefore it is possible that some Clubs are still active in the remaining 40 schools. However, given that a common pattern (discontinuation of Clubs) was seen in all schools visited, it does imply that this may be a trend across all or most of the remaining 40 schools.

A teacher from the Shariani Secondary School (a SHINE school) shared the following example:

“During SHINE, they [Club members] took up leadership positions in the school. All members of the school students’ council were Club members... [but] this year it took the school a long time to constitute the students’ leadership council because they [students] are not interested [and] are not willing. So, the teachers had to handpick students to assume leadership positions in the school.”

This statement illustrates that the Clubs were impactful in SHINE schools and how the situation changed after the Clubs stopped being active, showing that continuous engagement by the teachers, Hols, and even Kesho Kenya is needed to ensure the sustainability of the Clubs.

Although the SHINE Final Narrative Report (2022) stated that 100% of the Clubs set up by Kesho Kenya are still active, researchers conducting this evaluation found it was no longer true.¹⁴ Released five months after the end of the SHINE programme and partners’ official engagements with Clubs, the Report stated that there was a cohort of teachers who were committed to championing integrity and accountability in the education sector, but the findings of this evaluation do not bear this out, both in the new schools and in SHINE schools. The evaluation found that the selection of Club patrons in nine new schools was not done in a participatory manner. The Club patrons were appointed by their Hols and as such, the teachers may have lacked motivation and considered the tasks related to the Clubs as extra duties beyond their normal school tasks.

Resource constraints and competing demands also negatively impact sustainability of Clubs. The teachers, Hols and key stakeholders cited availability of adequate resources as vital to the sustainability of the Clubs. One key consideration highlighted by some respondents is that the Clubs, just like other extra-curricular activities in schools, need budgetary allocation from the MoE. The schools run on funds from two main sources: 1) MoE provides per-student funding as part of government support to schools through universal secondary education and 2) parents pay school fees. The MoE has structural guidelines that allocate fees for key budget items, such as administration, repairs, maintenance and improvements, activities, etc. Based on these guidelines, the school management and administration are expected to define their own budgets annually, including amounts apportioned for extra-curricular activities, which are slotted into the “activities” budget line. It therefore means that if the Clubs are not considered an important extra-curricular activity, then they are unlikely to receive financial support for their activities from the schools’ budgeted funds.

According to teachers and students, the external intervention by Integrity Action and Kesho Kenya kept the Clubs active in the SHINE schools. This was not direct financial support, but support in the form of capacity building and guidance to the schools and Clubs. Once this external support ended, so did the Clubs (in the SHINE schools visited).

The establishment of Clubs in schools is under the mandate of EACC, but the evaluation found that they are also resource-constrained. For instance, in the region visited, there was only one EACC officer in charge of education, training and public awareness, whose key mandate is to conduct public education and awareness on anti-corruption and ethical issues. The officer’s area of coverage included three counties (Kilifi, Lamu and Mombasa) in the coastal region, which makes it logistically challenging to reach all the schools. The officer therefore relies on support from other agencies (that are also resource-constrained) to support their work.

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3.2.2. Possibility of adoption by other schools

Respondents were asked if they thought Clubs can be adopted by other schools, and their responses were unanimous. The Clubs can be replicated in other schools provided the following barriers could be overcome:

- **Resource constraints**—the human and financial resources described above. The schools also struggle to have sufficient funds for their activities and thus must prioritise academic-related activities first. As a consequence, extra-curricular activities are sometimes not supported.
- **Socio-economic challenges**—the findings show that students are faced with a myriad of socio-economic challenges, primarily poverty. Some students' parents struggled to pay school fees, and therefore school absenteeism was common. For those who are Club members, this negatively impacts their academic progression and participation in Clubs.

3.2.2. Sustainability of the outcomes

Behavioural changes are one of the key outcomes of the Clubs, as discussed in Section 3.1.2. The evaluation has highlighted significant internalisation of positive attitude and behavioural improvement among Club members. These changes are likely to remain with the individual students beyond the life of the project. However, it may remain a challenge for the schools to maintain a critical mass of students consistently and continually practising these values to the extent that these behaviours become part of the school culture.

For instance, the SHINE evaluation reported that the programme led to improved engagement and response from school management, teachers and peers by creating opportunities for dialogue between Club members and these groups. These improvements were found in the new schools but have dissipated in the previous SHINE schools. This demonstrates the critical role that various stakeholders play in ensuring sustainability of the Clubs' outcomes, as follows:

- **Teachers** play an integral role in shaping the students' lives, both through the knowledge they impart and the modelling roles they have. Therefore, they are important in instilling the virtue of integrity, and involving a greater number of teachers in integrity-related issues is important.
- **School management and administration (the BoM)** are critical to the sustainability of the Clubs because of their influence on policy formulation and their support of the school administration with integrity-related issues. For example, in Marereni Secondary School, the BoM had championed integrity, but its term was coming to an end and it was important to ensure the new BoM understands this role and is able and willing to continue prioritising integrity.

The Hols in secondary schools have an umbrella body called Kenya Secondary Schools Heads Association (KESSHA), which is a professional organisation comprised of approximately 7,000 members drawn from public and private secondary schools. KESSHA was established in the late 1960s with the sole purpose of providing professional advice to its members across the 47 counties in Kenya.¹⁵ KESSHA has structures from the sub-county level up to the national level, and they hold regular meetings to share and learn from each other. The involvement of such a stakeholder would be vital in ensuring sustainability of the Clubs in schools, bearing in mind that the MoE has directed schools to establish Clubs, according to a stakeholder.

¹⁵ <https://kessha.or.ke/>

- **Key stakeholders EACC and MoE** are vital to the Clubs. EACC has a mandate to establish Clubs in schools. According to EACC, Clubs are to be established in all institutions of learning in Kenya, based on a hierarchical structure at three levels: national, county and school (see Annex 4 for detailed structure and roles). The roles and responsibilities are well-articulated, but the evaluation findings show that these structures, apart from those at the school level, are inactive. The reasons for this gap could not be established due to the limitation of not interviewing representatives at the county and national levels from EACC and MoE.

The roles of the stakeholders are clearly outlined in EACC's manual for establishing Clubs, which states, "The success of the Club shall be reinforced by efforts and contributions of stakeholders".¹⁶ The manual lists the stakeholders and indicates their roles (see Annex 5). The stakeholders identified must play an active role for the Clubs to become vibrant and sustainable in Kenyan schools.

Equally important is the role of the MoE in sustainability. The Clubs are part of the MoE's mandate, but they are not yet fully integrated in school programmes. The evaluation found a lack of collaboration between EACC and MoE at Magarini Sub-County level in Kilifi County. Stronger collaboration and coordination between these two government agencies will be important to ensure the sustainability of Clubs.

Another key stakeholder in sustainability is the community. The SHINE evaluation indicated that there was an absence of strong evidence to show that the programme enabled members within the wider community to engage directly in school issues, and the COVID-19 pandemic posed the greatest challenge to sustained engagement. The current evaluation has also shown a weak link between the schools and the community, even though BoM representatives are primarily from the school communities. However, in most schools, the engagement of BoM with Clubs was limited. Many of the BoM personnel interviewed were unaware of the Clubs and only heard about them during the evaluation. An additional hurdle was that the community engagement was to occur through JWG's. However, the evaluation found either that JWG's had not been established in most of the new schools or, if they had, they had not yet met to commence engagement or develop any plans.

3.3. Theory of Change

The current programme's three outcomes (indicated in Section 3.1), together with Integrity Action's vision,¹⁷ were used as a guiding framework for the development of a Theory of Change (ToC).

In addition, the ToC mirrors some of the outcomes outlined in EACC's manual. The manual outlines the following objectives and expected outcomes of the Clubs:

- Attitude change among the youth and generational transformation in Kenya leading to a low incidence of corruption
- Increased number of youths actively participating in decision-making, governance and anti-corruption processes

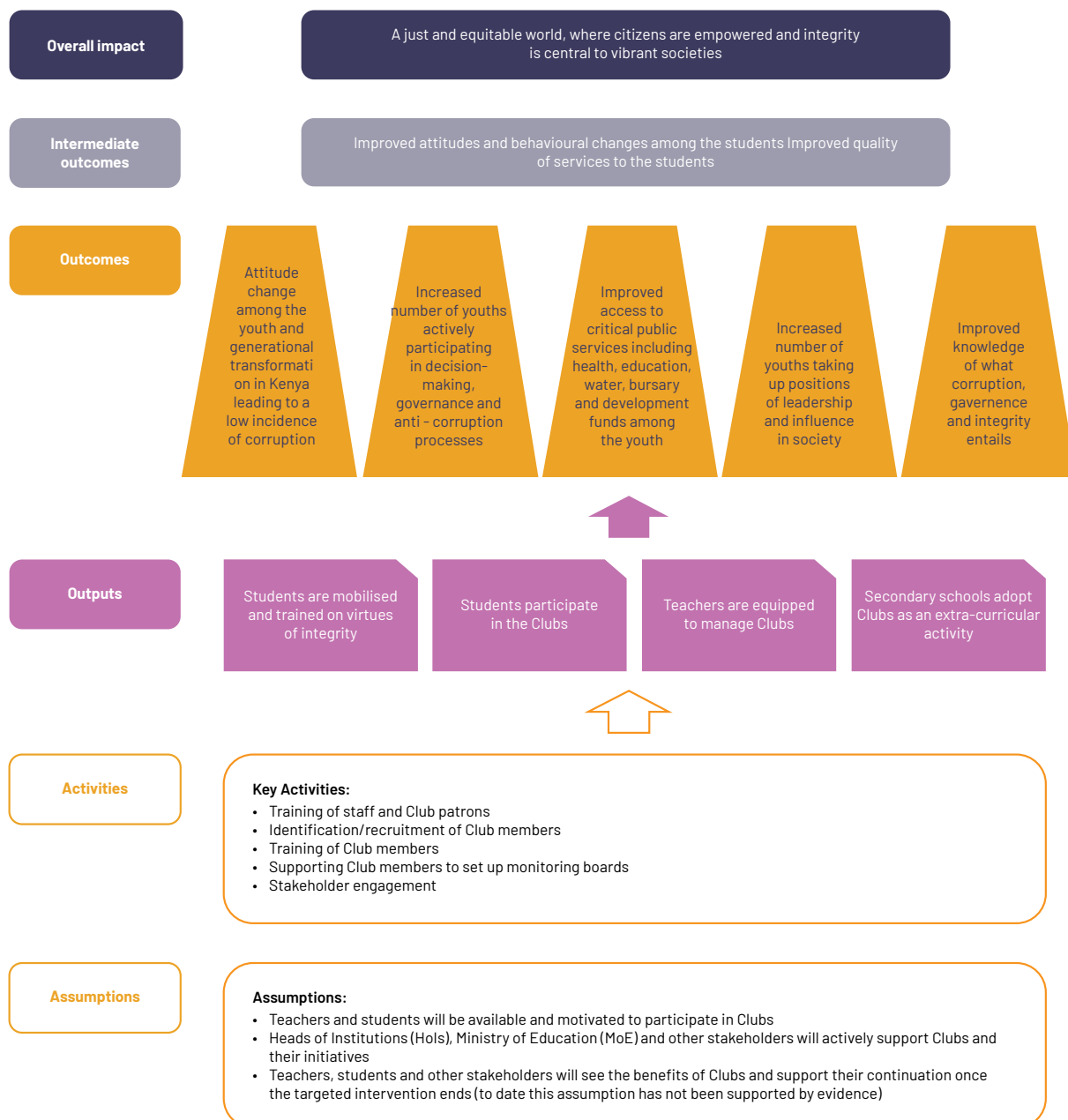
¹⁶ Manual for the Establishment of Integrity Clubs in Institutions of Learning in Kenya

¹⁷ Integrity Action's vision is for a just and equitable world, where citizens are empowered and integrity is central to vibrant societies.

- Improved access to critical public services including health, education, water, bursary and development funds among youth
- Increased number of youths taking up positions of leadership and influence in society
- Improved knowledge of what corruption, governance and integrity entails

These aspects and findings of this evaluation have been integrated into a model ToC for the current intervention as illustrated below.

Figure 2: Model Theory of Change (ToC) for new Clubs



4. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The evaluation has shown that Clubs are an important part of extra-curricular activities in secondary schools, improving interactions both among students and between students and the school infrastructure. Where Clubs are active, they have made a positive impact on the school ecosystems and efforts should be made to maintain them. However, sustainability of the Clubs remains a major challenge, and concerted efforts are needed to ensure they are not abandoned after external intervention concludes.

Recommendations

The following recommendations focus on areas that were identified by students, teachers, Hols, BoM and external stakeholders as having the potential to be further optimised by Kesho Kenya and Integrity Action in order to reach the goals of the Clubs and ensure their sustainability. These are categorised into two areas: A. Suggested improvements for long-term sustainability of Club initiatives and B. Immediate proposed actions to improve the sustainability of current Clubs in Kenya.

A. Suggested improvements for long-term sustainability of Club initiatives

A-1: Clubs planning, monitoring and evaluation

- During the formation of a Club, a collaborative approach with the key stakeholders is important. The evaluation showed that the schools were not involved in their selection, and the Clubs' patrons were appointed by Hols. This has had a negative impact on the sustainability of the Clubs. In addition, a stronger partnership between EACC and MoE at sub-county level is needed.
- During the inception of future Club projects, changing the perspectives of schools to fully incorporate the Clubs as a key component of their extra-curricular activities is more likely to establish them as ongoing Clubs rather than temporary ventures.
- Documenting and showcasing outcomes and impact of Clubs is vital to ensure their sustainability. One important forum could be in the KESSHA meetings. Club proponents and implementers could seek to engage with KESSHA as a key partner to sensitise other Hols and generate more interest in the Clubs. The KESSHA meetings are opportunities to share experiences and good practices, disseminating knowledge and generating stronger interest, support, and engagement with the Clubs among Hols. In addition, stakeholders could employ various ways of learning and sharing, including social media platforms, fostering and strengthening peer-to-peer learning between schools, print and audio-visual broadcast media, among others.
- Kesho Kenya could support stakeholders in schools to draft simple, actionable sustainability plans for Clubs. These could be tailored to the needs of specific schools and rely on available resources.

A-2: Project implementation

- Stakeholders could involve more teachers in addition to the Club patrons. Teachers can profoundly influence their students, and when they understand the benefits they would accrue from Clubs, they are more likely to support their implementation.

- Simple, affordable reward systems on integrity issues for the students such as monthly recognition (for example, the best behaved, or the most punctual, etc.) can be implemented. The schools could issue certificates of participation to Club members, which could incite continued participation and interest. Kesho Kenya could take inspiration from one of the Kenya Integrity Plan's key activities that seeks to develop and implement recognition and awards of integrity champions.¹⁸
- The evaluation found that JWG's were either non-existent or weak. Strengthening the roles and functions of these groups would support the effectiveness and sustainability of the Clubs.

A-3: Sustainability

- Kesho Kenya could integrate follow-up activities of Clubs with their other programmes/projects to support continued interest in and sustainability of the Clubs. Consequently, future projects should have funds allocated for follow-up on previous Clubs.
- Strategies for greater collaboration between MoE and EACC on Club initiatives are recommended. Kesho Kenya could organise a forum to jointly engage the two and discuss ways of working together going forward.
- Advocacy and influence are often crucial, particularly in shaping policy. Since the MoE is tasked with policy formulation in the education sector, it would be beneficial if Kesho Kenya would develop ways in which it can influence MoE, particularly using evidence-based strategies. Kesho Kenya can advocate for schools to allocate resources and institutionalise Clubs and to integrate the Clubs' key messages within other extra-curricular activities such as music, drama, or presidential awards schemes. Additionally, Kesho Kenya, EACC and other stakeholders could advocate for the establishment of Clubs in educational institutions at all levels, starting at primary schools.
- Partnerships are vital in any intervention and therefore it is important for Kesho Kenya to continually seek and form relationships between Club stakeholders and other potential supporters (such as corporate entities) to promote scaling up and sustaining the Clubs.

B. Immediate proposed actions to improve the sustainability of current Clubs

In addressing the changes to be incorporated into the projects in response to Section 3.1.1, and based on the findings and recommendations in the evaluation report, below are five immediate actions for course correction to strengthen current Clubs in schools:

1. Formalise sustainability plans at the school level—this will help to address the lapse after external support ceases.

Action: Help each school create simple, practical sustainability plans for its Club. This should include budgeting Club activities within the annual school activity budgets, clarifying teachers' roles, and integrating the Clubs into the schools' extra-curricular programmes.

¹⁸ The Kenya Integrity Plan (2023–2028) is a strategic plan developed by the Kenya Leadership Integrity Forum, which is a national body that was established in 2006 during the launch of the National Anti-Corruption Plan.

2. Strengthen teacher engagement beyond Club patrons—relying on a single teacher or two makes Clubs fragile when that person(s) leaves or loses motivation.

Action: Conduct refresher trainings and/or awareness sessions about Clubs for all teachers, BoM members, parents and others (perhaps at schools' annual general meetings) so they understand, support, and help sustain the Clubs as part of a whole-school culture.

3. Revitalise JWG and stakeholder collaboration—the evaluation found that JWGs are inactive or non-existent and therefore cannot support community and stakeholder relationships to Clubs.

Action: Reactivate the JWGs in each school, define clear roles for Hols, BoM, parents, EACC, and MoE, and hold at least one meeting per term to monitor progress and overcome barriers to Club success.

4. Simplify and focus Club activities on realistic behaviour change—Club members should be allowed to identify pertinent problems touching on school infrastructure for the administration and other stakeholders to address.

Action: Focus Club activities on achievable issues like peer behaviour, cleanliness, respect for property, and advocacy for integrity—supported by simple reward systems (e.g., monthly integrity champions). At the same time, allow students to identify, document, and seek stakeholders' intervention to address problems that affect them.

5. Improve monitoring, documentation and peer-learning—evidence of success motivates teachers and students but is poorly shared.

Action: Document positive changes and share stories through platforms like KESSHA meetings, WhatsApp groups for teachers, and youth-led forums. Encourage peer-learning visits between schools with new Clubs and other schools that are successfully implementing and sustaining the Clubs.



Parents' sensitisation meeting at Marereni Secondary School

ANNEXES

ANNEX 1: Data collection tools

Interview Guide

| | |
|---------------------|--|
| Name of Interviewee | |
| Gender | |
| Designation/Title | |
| Organisation | |
| Location | |
| Interviewer | |
| Date | |

Preliminary: Introduce yourself, the objective of the evaluation, and assure the interviewee of confidentiality of the data to be collected. Ask the interviewee if s/he has any questions.

Note: The questions will be adapted to the stakeholder being interviewed and should take a maximum of 1 hour.

1. Could you please introduce yourself and explain your involvement with the Integrity Clubs project and for how long?

Relevance:

2. (This follow up question is based on the introduction and the respondent's role in the ICs)

[Ask for previous SHINE programme]

What value has the ICs had in your school and/or community?

What worked well, and why?

What did not work well, and why?

[Ask for new ICs]

What value do you foresee ICs having in your school and/or community?

So far, what is working well, and why?

And what is not working well, and why?

Effectiveness:

3. Have there been any changes (**so far for new IC schools**) seen in the school in terms of:
 - Quality of services provided to the learners? Please describe these.
 - Changes in school infrastructure and facilities in the school, e.g. classrooms, toilets etc.? Please describe these.

- Learners' attitudes to their education? Please describe these.
 - Changes in IC members e.g. leadership, confidence, etc.? Please describe these.
 - Changes in gender dynamics and power relations among: students? And staff? Please describe these.
 - Changes due to support from other stakeholders/ state and non-state actors? Please describe these.
 - Changes in engagement and inclusion of very vulnerable/marginalised students e.g. persons with disabilities, students from very poor families, students from ethnic and religious minorities etc.? Please describe these
 - Changes in the learners' towards integrity, responsibility, and transparency.
4. What major factors may have brought about these changes?
 5. What has been Kesho Kenya's/Integrity Action's role in helping to bring about these changes (i.e. their value-addition)? How effective have they been, and are there any areas that may need improvements? Please elaborate.

Sustainability

6. Do you think ICs model can be adopted by other schools? If, yes, why and how? If no, why not—what would be the barriers/challenges?
7. What do different key stakeholders see as their role in sustaining the ICs, either in the current schools or establishing them in new schools? What initiatives can the schools and/or communities undertake to help sustain this model?
8. Do you have any other suggestions for improvements?

Thank you for your time!

Discussion Guide for learners

Questions to be adopted based on the school. These are guiding questions and follow up questions will be asked based on the discussions.

Old Schools:

For those who are IC members, why did you choose to join ICs? For those who are not IC members, why did you not join?

What value has the ICs had in your school and/or community, so far?

What worked well, and why?

What did not work well, and why? What are your suggestions for improvement?

What were the main results of the ICs? What changed for you in the school?

Probe for any of the following changes:

- Quality of services provided to the learners? Please describe these.
- Changes in school infrastructure and facilities in the school, e.g. classrooms, toilets etc.? Please describe these.
- Learners' attitudes to their education? Please describe these.
- Changes in IC members e.g. leadership, confidence, etc.? Please describe these.
- Changes in gender dynamics (roles and responsibilities of boys and girls) and power relations among: students? And staff? Please describe these.
- Changes due to support from other stakeholders/ state and non-state actors? Please describe these.
- Changes in engagement and inclusion of very vulnerable/marginalised students e.g. persons with disabilities, students from very poor families, students from ethnic and religious minorities etc.? Please describe these
- Changes in the learners' towards integrity, responsibility, and transparency.

New Schools:

Why did you join (or not join) integrity club?

What value do you foresee ICs having in your school and/or community?

So far, what is working well, and why?

And what is not working well, and why? What are your suggestions for improvement?

What do you anticipate will be the main results of the ICs? What changes would you like to see in your school?

Probe for any of the following changes:

- Quality of services provided to the learners? Please describe these.

- Changes in school infrastructure and facilities in the school, e.g. classrooms, toilets etc.? Please describe these.
- Learners' attitudes to their education? Please describe these.
- Changes in IC members e.g. leadership, confidence, etc.? Please describe these.
- Changes in gender dynamics (roles and responsibilities of boys and girls) and power relations among: students? And staff? Please describe these.
- Changes due to support from other stakeholders/ state and non-state actors? Please describe these.
- Changes in engagement and inclusion of very vulnerable/marginalised students e.g. persons with disabilities, students from very poor families, students from ethnic and religious minorities etc.? Please describe these
- Changes in the learners' towards integrity, responsibility, and transparency.

ANNEX 2: List of Interviewees

| # | Name | Gender | Organisation | Designation |
|-----------------------|---------------------------------|--------|-------------------------------|--------------------------------|
| New IC Schools | | | | |
| 1 | Franklin Mwadena Iha | Male | Fundi Issa Secondary School | BoM Chair |
| 2 | James Karisa | Male | Fundi Issa Secondary School | Principal |
| 3 | Bran Jackson Baya | Male | Fundi Issa Secondary School | Teacher |
| 4 | Jonathan Kalume Kitsao | Male | Fundi Issa Secondary School | Accounts Clerk |
| 5 | Michael Kazungu Tsui | Male | Fundi Issa Secondary School | IC Patron |
| 6 | Nyakwara Bill Integrity Actionh | Female | Fundi Issa Secondary School | Deputy IC Patron |
| 7 | Philemon Kimutai Kemboi | Male | Fundi Issa Secondary School | Teacher |
| 8 | Sulubu Khandi Kenga | Male | Fundi Issa Secondary School | Teacher |
| 9 | Cosmas Mwang'ombe | Male | Galana Boys Secondary School | Teacher |
| 10 | Grace Kaindi | Female | Galana Boys Secondary School | Teacher |
| 11 | Jackson Nzau | Male | Galana Boys Secondary School | Principal |
| 12 | Katrina Haluwa | Female | Galana Boys Secondary School | IC Patron |
| 13 | Mutinda Japhet | Male | Galana Boys Secondary School | Teacher |
| 14 | Nyale Nyanje Nyale | Male | Galana Boys Secondary School | IC Patron |
| 15 | Risper Anjana | Female | Galana Boys Secondary School | BoM Teacher Representative |
| 16 | Anderson Kau | Male | Galana Girls Secondary School | Teacher |
| 17 | Florence Mwambire | Female | Galana Girls Secondary School | Secretary |
| 18 | Kirui Nicholas | Male | Galana Girls Secondary School | Teacher |
| 19 | Mary Godana | Female | Galana Girls Secondary School | Teacher |
| 20 | Samwel Oyoo Ogolah | Male | Galana Girls Secondary School | Teacher |
| 21 | Sarah Kapombe | Female | Galana Girls Secondary School | Deputy Principal and IC Patron |
| 22 | Caroline Zoka | Female | Magarini Secondary School | Principal |
| 23 | Vicky Chizi | Female | Magarini Secondary School | Deputy Principal |
| 24 | Wanjala Lazaro | Male | Magarini Secondary School | Teacher (BoM representative) |
| 25 | Mwatsuma Muhambi | Male | Magarini Secondary School | IC patron |
| 26 | Simiyu Wanyonyi | Male | Magarini Secondary School | non-teaching staff |
| 27 | Valentine Mapenzi | Female | Magarini Secondary School | Deputy IC Patron |
| 28 | Charo Kazungu Kinguru | Male | Mapimo Boys Secondary Sch. | Parents Association Chair |

| # | Name | Gender | Organisation | Designation |
|----|--------------------------|--------|------------------------------|-----------------------------------|
| 29 | Daniel Otieno | Male | Mapimo Boys Secondary Sch. | Guidance and Counselling Teacher |
| 30 | George N. Tuva | Male | Mapimo Boys Secondary Sch. | Principal |
| 31 | Jeremiah Kazungu | Male | Mapimo Boys Secondary Sch. | BoM Chair |
| 32 | Joshua Malingi Mkami | Male | Mapimo Boys Secondary Sch. | Former Board Member |
| 33 | Kwamboka Kinaro Maadzini | Female | Mapimo Boys Secondary Sch. | IC Patron |
| 34 | Renson Vidzo Kambi | Male | Mapimo Boys Secondary Sch. | IC Patron |
| 35 | Beatrice Mwaringa | Female | Mapimo Girls Secondary Sch. | Principal |
| 36 | George Ochieng | Male | Mapimo Girls Secondary Sch. | BoM teacher representative |
| 37 | Margaret Mose | Female | Mapimo Girls Secondary Sch. | Patron and Guidance & Counselling |
| 38 | Daniel Wanje Mwadore | Male | Marafa Boys Secondary School | Parents Association Chair |
| 39 | Harriet Akoth | Female | Marafa Boys Secondary School | Teacher |
| 40 | Jefa Ella | Male | Marafa Boys Secondary School | Teacher |
| 41 | Josephine Kalume | Female | Marafa Boys Secondary School | IC Patron |
| 42 | Patrick Momanyi | Male | Marafa Boys Secondary School | IC Patron and HoD ICT |
| 43 | Patrick Mulei | Male | Marafa Boys Secondary School | HoD Guidance & Counselling |
| 44 | Paul Mbitha Mwanbire | Male | Marafa Boys Secondary School | BoM Chair |
| 45 | Salali Beth | Female | Marafa Boys Secondary School | Teacher, HoD Science |
| 46 | Seif Juma Dzilla | Male | Marafa Boys Secondary School | Principal |
| 47 | Ann Mwakio | Female | Marereni Secondary School | Teacher |
| 48 | Brian Obongo | Male | Marereni Secondary School | IC Patron |
| 49 | Daniel Kiamba | Male | Marereni Secondary School | Ag. Principal |
| 50 | Emmanuel Thoya | Male | Marereni Secondary School | Teacher |
| 51 | Everlyne Mose | Female | Marereni Secondary School | Teacher |
| 52 | Ezekiel Kitsao | Male | Marereni Secondary School | BoM teacher representative |
| 53 | Faith Kerubo | Female | Marereni Secondary School | Teacher |
| 54 | Faith Mwende | Female | Marereni Secondary School | IC Patron |
| 55 | Hadija Abdi | Female | Marereni Secondary School | Teacher |
| 56 | Johnson Ziwawi | Male | Marereni Secondary School | BoM Member |
| 57 | Krapf Ombati | Male | Marereni Secondary School | Teacher |
| 58 | Lucy Luvuno | Female | Marereni Secondary School | Parents Association Chair |
| 59 | Suleiman Bakari | Male | Marereni Secondary School | Teacher |

| # | Name | Gender | Organisation | Designation |
|----------------------|-------------------------|--------|--------------------------------|----------------------------------|
| 60 | David Dyeka | Male | Ngomeni Secondary School | Deputy Principal |
| 61 | Fatma M Yussuf | Female | Ngomeni Secondary School | Parents Association member |
| 62 | Fatuma M. Gulamu | Female | Ngomeni Secondary School | BoM Member |
| 63 | Hussein Mohammed | Male | Ngomeni Secondary School | BoM Member |
| 64 | Michael Jefwa | Male | Ngomeni Secondary School | IC Patron |
| 65 | Mulkat Fadhil | Male | Ngomeni Secondary School | BoM Member |
| 66 | Yusra Simai Tora | Female | Ngomeni Secondary School | Parents Association Chair |
| 67 | Twaha M. Mwatsahu | Male | Ngomeni Secondary School | Principal |
| 68 | Francisco Kadawe | Male | Shomela Secondary School | Deputy Principal |
| 69 | Harrison Kitsao | Male | Shomela Secondary School | IC Patron |
| 70 | Joseph N. Katana | Male | Shomela Secondary School | Ass. Chief, Shomela Sub Location |
| 71 | Kilonga Shungu | Male | Shomela Secondary School | Principal |
| 72 | Sylvia Z. Kisaghi | Female | Shomela Secondary School | Parents Association Chair |
| 73 | Rev. Samson K Cheu | Male | Shomela Secondary School | BoM Chair |
| SHINE Schools | | | | |
| 74 | Jackson K. Charo | Male | Kilifi Township Secondary Sch. | Community member |
| 75 | Kambi Zobe | Male | Kilifi Township Secondary Sch. | Deputy Principal |
| 76 | Nancy Kitsao | Female | Kilifi Township Secondary Sch. | IC Patron |
| 77 | Sholo Benjamin Kambi | Male | Kilifi Township Secondary Sch. | Chief Principal |
| 78 | Walter K. Mwaro | Male | Kilifi Township Secondary Sch. | Parents Association Chair |
| 79 | Cheisakane Collins (Eng | Male | Mnarani Secondary School | Teacher |
| 80 | Hamisi S. Mada | Male | Mnarani Secondary School | Principal |
| 81 | Irine Dennah | Female | Mnarani Secondary School | Vice Chair, BoM |
| 82 | Jennifer Njeru | Female | Mnarani Secondary School | Teacher |
| 83 | Kevin Obare | Male | Mnarani Secondary School | Ag. Deputy |
| 84 | Mwanaidi Jira | Female | Mnarani Secondary School | IC Patron |
| 85 | David Opiyo Otieno | Male | Pwani School for the Deaf | Former IC Patron |
| 86 | Irene Mbore | Female | Pwani School for the Deaf | BoM Teacher Representative |
| 87 | Lillian Achieng | Female | Pwani School for the Deaf | Former IC Patron |
| 88 | Mwanahamisi Komora | Female | Pwani School for the Deaf | Principal |
| 89 | Anthony Tuva | Male | Shariani Secondary School | Former IC Patron |

| # | Name | Gender | Organisation | Designation |
|--------------------------|------------------|--------|--|--|
| 90 | Buluku Splinter | Male | Takaungu Secondary School | Teacher and former IC Patron in Kilifi Township |
| 91 | Elizabeth Ngolo | Female | Takaungu Secondary School | Teacher |
| 92 | Eunice M. Dena | Female | Takaungu Secondary School | BoM Chair |
| 93 | Henry C. Mbugwa | Male | Takaungu Secondary School | BoM Vice Chair |
| 94 | Janet Mwangombe | Female | Takaungu Secondary School | BoM member |
| 95 | Kennedy Mati | Male | Takaungu Secondary School | Teacher |
| 96 | Matano Salim | Male | Takaungu Secondary School | Principal |
| 97 | Mohamed Abdultif | Male | Takaungu Secondary School | Youth Leader |
| 98 | Zulekha A. Bates | Female | Takaungu Secondary School | Parents Association Chair |
| Stakeholders | | | | |
| 99 | Ismael Barrow | Male | Ministry of Education, Magarini Sub-County | Sub-County Director of Education |
| 100 | Simeon Khamisi | Male | Ministry of Education, Magarini Sub-County | Sub-County Standards Quality Assurance and Standards Officer |
| 101 | Shallet Walongo | Female | Ethics and Anti-Corruption Commission | Education & Public Awareness Officer |
| Kesho Kenya Staff | | | | |
| 102 | Beatrice Njeri | Female | Kesho Kenya | Ag. Executive Director |
| 103 | Elizabeth Ligata | Female | Kesho Kenya | Safeguarding Officer |
| 104 | Jared Mose | Male | Kesho Kenya | Finance Officer |
| 105 | Mercy Essendi | Female | Kesho Kenya | Project Officer |
| 106 | Sharon Nina | Female | Kesho Kenya | Intern |
| 107 | Shekha Mkame | Female | Kesho Kenya | Communications Officer |
| 108 | Victor Odhiambo | Male | Kesho Kenya | MEAL Manager |

Annex 3: List of documents reviewed

1. Integrity Clubs baseline survey, 2024
2. Kesho Kenya's ICs Implementation Plan
3. Gender, Climate and Social Responsiveness Scale for Integrity Clubs
4. INTEGRITY ACTION Programme MEL Plans
5. Quality evidence criteria
6. Learning from SHINE case studies
7. Revised SHINE ToC (unofficial)
8. SHINE Final Narrative Report May 2022
9. Evaluation of SHINE Initiative Report
10. Integrity Action Annual Report 2023
11. Integrity Action Theory of Change
12. Integrity Club Guidebook
13. Integrity Club in Schools: A How to Guide
14. EACC (n.d.) *Manual for the Establishment of Integrity Clubs in Institutions of Learning in Kenya.*
15. Integrity Action (May 2022) *Students acting for Honesty, Integrity and Equality (SHINE) project (April 2017 – December 2021): Final Narrative Report to Norad, May 2022*
16. Integrity Action (n.d.) *Integrity Clubs in Schools: A How-to-guide (According to young people).*
17. Integrity Action (2020) *Citizen-Centred Accountability: How can we make it last?* Briefing Note: Bringing together perspectives on the sustainability of citizen-centred accountability mechanisms.
18. Kesho Kenya (n.d.) *Semi Annual Progress Report.* Project Name: Integrity for Accountability Semi-Annual Project Report January – June FY24. Submitted to Integrity Action

Annex 4: Structure of Integrity Clubs as laid down by EACC¹⁹

Structure of Integrity Clubs at the National Level

At the national level, Integrity Clubs will be coordinated and managed by a National Steering

Committee which shall comprise the following:

- Coordinator—Senior Officer
- Assistant Coordinators—2 officers
- 2 officials from the Ministry of Education
- 8 regional representatives
- 2 stakeholders
- Patron—EACC Secretary/Chief Executive

The National Steering Committee members shall elect a national chairperson, vice-chairman, secretary and treasurer.

Roles of the National Steering Committee

- Developing policies and regulations for the Clubs.
- Organizing national activities for the Clubs.
- Providing oversight and evaluation of Integrity Clubs at the national level.
- Developing strategic networks, linkages and partnerships.

Role of the National Patron of Integrity Clubs

The Secretary / Chief Executive Officer (CEO) of EACC or his or her representative shall be the National Patron of the Clubs. The National Patron shall serve as an advisor to the Integrity Clubs.

Roles of the County Integrity Club Coordinators

- Coordination of inter-county Club activities with the help of Regional Coordinators within their jurisdiction.
- Represent the Clubs within a county at the regional level.

¹⁹ Ethics and Anti-Corruption Commission (2013) *Manual for the Establishment of Integrity Clubs in Institutions of Learning in Kenya*

Roles of the School Club Leadership

The Club leaders shall perform all such duties and functions as may from time to time be determined by the Club. These include:

- Steer the Club toward the achievement of its objectives.
- Represent and defend the interests of the Club.
- Advocating for integrity and good governance.
- Mobilizing resources for Integrity Club initiatives.
- Drawing the Club calendar of events in conjunction with the Club members.
- Planning and implementing activities that promote integrity and good governance.
- Receiving agenda from members, discussing and taking action where appropriate
- Addressing integrity issues through active participation in the Club activities.
- Encouraging the participation of Club members in all Club activities.
- Liaising and working in harmony with other Integrity Clubs, organizations, associations, and government agencies in matters regarding integrity and good governance.

Annex 5: Role of Integrity Club Stakeholders²⁰

ROLE OF STAKEHOLDERS

Introduction

A stakeholder is a person or a group that has interest in the success of a plan, system, program or organization e.g. a worker in a company or a parent of a child in a school. The success of the Integrity Club shall be reinforced by efforts and contributions of stakeholders. The stakeholders of Integrity Club include:

- i. The Ethics and Anti-Corruption Commission
- ii. Ministry of Education and its Semi-Autonomous Government Agencies (SAGAs)
- iii. Managers of institutions of learning
- iv. Educational partners
- v. Sponsors
- vi. National Economic and Social Council
- vii. Parents
- viii. Community
- ix. Students
- x. Media Action

Roles of stakeholders

(i) The Ethics and Anti-Corruption Commission (EACC)

- Training the Club patrons and other trainers.
- Sponsorship of some Club activities.
- Provision of integrity Information, Education and Communication materials.
- Co-ordination of Integrity Clubs at national level.
- Organizing Integrity Club Forums.
- Monitoring and evaluation.
- Advocacy.
- Research.
- Review of guidelines.
- Registration of Integrity Clubs.
- Liaison and international linkages.

²⁰ Ethics and Anti-Corruption Commission (2013) *Manual for the Establishment of Integrity Clubs in Institutions of Learning in Kenya*

(ii) The Ministry of Education

The Ministry of Education plays key roles in the successful implementation of Integrity

Clubs in institutions of learning. These include:

- Providing implementation framework.
- Approval for establishment.
- Co-coordinating Integrity Clubs.
- Mainstreaming the curriculum in line with the ethics and integrity guidelines.

(iii) Managers of Institutions of Learning

- Officially recognize the existence of the club by appointing Club Patrons.
- Provide meeting rooms.
- Give support to club leaders and members.
- Sponsor Club activities.
- Monitor the performance of the Club at school level.

(iv) Educational Partners

- Provide financial and technical assistance such as capacity building and training.

(v) Sponsors

- Give recognition and acceptance.
- Provide financial support.
- Give moral guidance.
- Link the Club with other institutions.
- Advocate for the vision of the Club.