**Technical Analysis of Current Situation (Local Context)**

In Democratic Republic of the Congo, poor educational access and poor quality education has been linked with the historic Instability the country has seen since 1996. Also, Corruption hampers all development efforts, but it is a debilitating presence in the education sector, undermining the goal of ensuring that all children and youth go to school and learn. In a country where international aid is meant to improve the quality of life, corruption denies this and can put future funding in jeopardy.

Examples of corruption in education abound. Academic fraud, for instance, is rife and is regarded as a serious threat to integrity and reliability of certification in secondary education. Procurement wastage in the education sector, including school buildings, false maintenance costs and text books paid for but never received, costs the public dearly. And “ghost” or absentee teachers who feature on the list of active teachers in schools are a huge drain on parent’s pending (school fees in DRC are paid by parents). As a result, educational performance among the poorest populations is severely hampered and the system’s ability to deliver is harmed.

Ensuring that educational funds are invested and administered in a fair and transparent manner protects a country’s most valuable asset, its children. If Young people come to believe that school or university admission and marks can be bought, a country’s economic and political future is in jeopardy and this entrenches a culture of corruption. Students may graduate with poor skills and thus contribute less to the economy and public sector.

Stepping up the fight against corruption in education is necessary not only to keep children in school and meet literacy and development goals, but also to ensure that the next generation is prepared to say no to corruption, and get skills and knowledge allow them to monitor and fix problems within public and education services and infrastructures.

**Rationale for the Proposed Intervention**

One idea that is gaining ground is that young people which represent half of active people in the Democratic Republic of the Congo can hold policy-makers and services providers accountable and thus contribute to improved quality of service delivery. This resonates strongly in the development sectors – health, education and social protection – which involve close interactions between providers and citizens/users of services.

Young people have the potential to drive real change as today’s citizens and tomorrow’s leaders. Many young people are passionate about creating a better services in theirs schools and communities. To act on their values, they need the skills and knowledge that this ELIMU BORA project seeks to offer through Integrity Clubs**.**  **Elimu Bora is a Kiswahili word meaning Quality Education.**

Integrity Clubs sets out to inspire youth (future leaders) and invest in those who will be making public decisions in the near future. To be established in Uvira, Walungu, Kabare, the Integrity Clubs will offer an intensive integrity building training for students aged 14 to 19 years old on the concepts of gender equality and social inclusion, civic empowerment, democracy, public monitoring, transparency and accountability and inspires trained students to stand up to monitor education and infrastructure services in their schools and communities and provide citizen-led oversight and feedback through “DevelopmentCheck”.

DevelopmentCheck offer remarkable opportunities for promoting transparency, accountability and civic participation because it allow rapid data collection and supports citizens, contractors and governments to resolve service delivery problems through constructive engagement (Joint Working Groups).

This project aims to improve the state of the infrastructure, the physical conditions of students in the classroom and the availability of educational resources in secondary schools. Thus making education relevant to attract students and convince parents that sending their children to school is a worthwhile investment.

**Past Performance in Proposed Area of Intervention**

CERC is comprised of mainly young people with significant experience in integrity clubs implementation, analytical research, civic activism, advocacy and Law. By developing different integrity building mechanisms, In may 2017, CERC conducted a households corruption survey surveyed around 1000 people in South-Kivu to provide baseline study aimed to help government, civil society and the private sector to formulate and implement policies and programs to strengthening integrity and good governance in DRC and thereby reduce corrupt practices.

In order to scaling up effort beyond civil society on the introduction of Community Integrity Building in communities, In May 13, 2017, a total of 40 persons from 23 grassroots organisations in Uvira were trained in anti-corruption strategies and provided with social accountability approach and tools such as the Community Integrity Building, DevelopmentCheck Online platform and Health/Education Assessment tools.

As part of effort to raise youth’s voice on issues relating to the failing rate of infrastructure projects and social basic services in the communities in which they live. CERC realised that it needed to train 27 community monitors drawn from approximately 5 local villages and townships in social accountability. They are actively engaged to monitor 9 projects and 3 public services and the work of public officials at local level and demand from decision makers, contractors and services providers to provide better quality services/projects and become accountable.

**Major Objectives**

A] Encourage secondary schools to embed Integrity Clubs to ensure long term sustainability of anti-corruption and transparency efforts in education.

B] Engage and support trained youth monitors to be active agents of positive change championing anti-corruption and transparency behavior and actively involved in monitoring education and infrastructure services.

C] Improving the infrastructure and services in schools and community - and achieving a 55% Fix Rate in problems found within infrastructure projects in schools and in local communities.

**Intermediate Result(s)**

A] Capable schools are able to sets and manage Integrity Clubs - and leading on embedding anti-corruption and transparency measures directly benefiting youth monitors.

B] Trained youth monitors are actively championing anti-corruption and transparency behavior and engaged in monitoring education infrastructures.

C] Trained and supported young girls and boys are able to meet key stakeholders, discuss and propose solutions to community problems - and achieving 55% Fix Rate in problems found within infrastructure projects in schools and in local communities.

**Counterpart Involvement**

CERC will strengthen collaborations and synergies with similar NGOs carried out the same project aimed at improving transparency in services delivery such as LICOCO (Ligue Congolais de Lutte Contre la Corruption), NSCC (Nouvelle Société Civile du Congo), UNOCHA, FOCHI, OSBDEC, ADIF, Max Impact and APED, and broaden the scope of possible partnerships with these organizations. The high number of civil society initiatives aimed at increasing transparency and combating Corruption justifies that any project must take into account and collaborate with other relevant initiatives in order to create synergies, for example in the field of training and advocacy.

**Complementarity and Coordination with Key Stakeholders**

This project demonstrate how corruption and lack of transparency can be prevented, but also that the activities of youth monitors should be complemented by those of civil society and government, particularly with regard to advocacy.

The multi-stakeholders meetings led by United Nations for Humanitarian Coordination (UNOCHA Uvira) is an important mechanism for ensuring that through more and better cooperation, NGOs can achieve greater results and impact together. It will also be essential that CERC strengthen partnerships with civil society and youth-led and youth-based organizations, networks and movements, governments at national and sub-national levels, including philanthropic organizations and the private sector to ensure alignment and complementarity with existing initiatives and strategic approaches.

**Value for money**

CERC will maintain appropriate internal controls to prevent the misuse of funds. We will ensure that funds are spending in accordance with the approved budget lines and each payment is covered by a receipt. We will ensure that our staff produce good results without costing a lot of money.

**Sustainability and scalability**

* CERC will advocate at all levels and sectors of the government in order to raise awareness across all government bodies to help to ensure that Integrity education well integrated in education curriculum and Integrity Clubs be recognised as national integrity education policy.
* CERC will continue to work closely with Integrity Clubs from capacity development of youth monitors, to advocacy.
* CERC will develop partnerships with, international and regional organizations and development partners in order to advocate on youth development issues, and promote cooperation with regard to youth mainstreaming and advocacy, policy development, technical and programmatic partnerships and information knowledge management, and impact assessment.

**Gender Analysis**

Girls and young women continue to face multiple and interlocking forms of discrimination in Democratic Republic of the Congo, leaving them often among the most marginalized, vulnerable and hard-to-reach young people. Investing in girls and young women is particularly important, in all expected result of this project. Major development indicators demonstrates that unleashing the potential of girls and young women is an effective tool to address poverty, improve health and sanitation and reduce violence in communities.

Emphasis will be continually put on teachers training topics relating to both gender and equity and community participation activities in order to improve the school environment for girls. Specific gender activities to be implemented will be focused on Gender sensitivity and equity training among community members. It is important to note that gender and equity issues will be also included in every type of training or youth monitoring.

However, we will continue to complement the gender mainstreaming strategy with targeted interventions to promote gender equality and the empowerment of women, especially where there are flagrant cases of persistent discrimination against women and Inequalities between women and men in our target communities.

**Inclusion of marginalised groups**

People living with disabilities and minority communities face a broader range of obstacles preventing them to actively engage in the public sphere. CERC will ensure that youth from marginalised groups are integrated in all programmes phases and accepted as partners in decision-making and invited to express their views.