



AN AUDIENCE RESEARCH TO DETERMINE
INFORMATION GAPS ON CORRUPTION
AMONG STUDENTS IN KENYA

By

The National Anti-Corruption Campaign Steering Committee

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FOREWORD

Over the past six years, the National Anti-corruption Campaign Steering Committee (NACCSC) has undertaken a nationwide anti-corruption campaign to create awareness, sensitize and educate the Kenyan people against corruption in line with the provisions of the Gazette Notice No. 4124 Of 28th May, 2004 and subsequently Gazette Notice No.8738 of 14th August, 2009. The campaign aims at effecting attitudes, behavior practices and culture of Kenyans towards corruption and targets all sectors of the country: Private, Public, Civil Society, Religious Organizations and the Individual.

In the implementation of the campaign, NACCSC has had face-to-face interactions through direct encounters with the public that greatly informed the campaign. The District Fact Finding Visits to the old 72 Districts, during which the Steering Committee interacted with public officials, members of the public, civil society and religious groups is one such interaction. The issue of providing specifically tailored education, information and communication; and advocacy campaign for the youth came out clearly during these meetings.

On the basis of the foregoing coupled with the recognition by NACCSC that the youth are a very important segment of the society which comprise over 60% of the population, NACCSC sought to design and develop a campaign strategy targeting the youth, both in and out of learning institutions. To achieve the strategy, this study was, therefore, designed with the aim of determining the information gaps on corruption among the youth in order to formulate and package specific information which is youth friendly and can address corruption among youth.

It is the hope of NACCSC that the findings of this study will go along way in addressing the much felt needs and current demand for specific, accessible and easy to understand information on corruption for the youth in Kenya. The report has shed a lot of light on various corruption issues concerning youth/students and has elicited the need for critical interventions in order to guide the youth/students to develop intolerance to corruption as they advance their careers and take leadership positions in this country.

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Preface

The report is divided into four main parts. Part I contains the Executive Summary. Part II consists of Section 1 which provides a background to the study. Section 2 describes the design of study, the methodology that was employed in data collection and analysis. Section 3 is on Media Monitoring Data on Corruption Messages. Section 4 presents the study findings using descriptive statistics and frequency distributions of the key variables. It also discusses the findings. Finally, Section 5 includes conclusions and recommendations.

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EXECUTIVE SUMMARY

i. Introduction

Corruption in Kenya has had a history that has spanned several years. In the Corruption Perceptions Index 2005 Kenya was ranked 144th out of 159 countries for corruption (least corrupt countries are at the top of the list). It is estimated that the average urban Kenyan pays 16 bribes per month. Most of these bribes are fairly small but large ones are also taken. While most people agree that corruption is evil, it is disheartening to note that a fair number of people are engaging in this vice regardless of age, social status, colour and ethnic background. It is for this reason that fighting corruption, which affects all Kenyans, both old and young, requires the involvement of all segments of society, the students included. Sensitizing the students is important since they will be in leadership positions in future. With this in mind, an audience research was commenced to study the attitudes, knowledge and perceptions of the youth in Kenya on corruption. The specific objectives of the study were:

- i. To find out the current knowledge levels of Kenyan students on corruption
- ii. Determine information gaps on corruption among students
- iii. Identify the current main perception of students on corruption
- iv. Determine the corrupt practices among students
- v. Find out the corruption levels at the various levels of learning
- vi. Locate the various areas/activities prone to corruption among students
- vii. Determine levels of involvement against corruption among students both at individual level and collectively.
- viii. Obtain suggestions from the students on how best to reach them at individual level to empower them to say not to corruption

The study had three aspects sought to complement each other namely:

- i. A view of media monitoring data on corruption advertisements put up in the last two years- set up to evaluate the kind of messages put up in both the print and electronic media to inform the research on the information available.
- ii. A Qualitative Research – incorporated two mini-group discussions in Nairobi with children aged 7 to 10 years and 12 focus group discussions with students aged 11 to 25 years. A detailed discussion guide was used for the focus group discussions while for the mini-groups the students wrote a composition on “Corruption in Kenya” from which issues for further probing were derived.
- iii. A Quantitative Research- in different institutional types i.e. primary, secondary, college or technical institutes and Universities in Kenya. It targeted students aged 11 to 25 years and had a sample size of 2044.

ii. Advertisements aired

Putting up advertisements, whether on print or electronic media is one of the methods used to reach different target audiences. With this in mind, it was necessary to begin the study with a review of advertisements put up on corruption in the last two years to find out if there were any messages targeting the youth who are the focus of this study. Synovate (formerly the Steadman Group) has a 24 hour media monitoring unit which continuously monitors all the information put up on various media; be they print or electronic. It is from the media monitoring data for the last two years that a review was done on advertisements prepared on corruption.

In 2008, there was a massive decrease in the number of advertisements aired on corruption in Kenya among the electronic media. In 2007, GJLOS had the highest level of exposure by brand with an estimated expenditure of 22 Million Shillings, followed by NACCSC at 10 Million Shillings. In 2008, GJLOS is not reported as having sponsored messages on corruption. This means that in that year, NACCSC had the highest number of messages on corruption sponsored at 14 Million Shillings. (This has been estimated using the advertising rate cards of various media). Most of the advertisements aired on corruption were sponsored by a joint initiative between Governance, Justice, Law and Order Sector (GJLOS) and the National Anti-Corruption Campaign Steering Committee (NACCSC), while some were initiatives by GJLOS alone, Kenya Police and NACCSC. During the last two years, most of the companies that put up advertisements on corruption did so during the A1 media segments while the others did so during the B1 and C1 media segment¹. In 2007, the radio station mainly used by the partnership between GJLOS and NACCSC was Kiss Fm (20%) and Metro Fm (16%), while GJLOS alone used a variety of radio stations. The NACCSC also used a variety of radio stations with the highest incidence being witnessed by regional KBC stations (99%), KBC English Service (87%), KBC Kiswahili Service (71%) and Metro Fm (70%). In 2008 on the other hand, NACCSC was the main investor in corruption messages on radio and different from the previous year, was the spread in terms of the radio stations used. The Kenya police concentrated on Easy Fm (100%), Citizen Fm (87%), Musyi Fm (20%) and KBC Swahili Service (7%). In 2007, GJLOS seemed to dominate the television advertisement field on corruption messages while in 2008 on the other hand, it was noted that NACCSC was the only organisation that sponsored advertisements on television. Of this made by NACCSC, 37% of the advertisements were on KBC TV, 31% on KTN, 17% on NTV and 15% on Citizen. Most of these advertisements on corruption in 2007 were aired in the month of December (799 broadcasts), May (675 broadcasts) and July (580 broadcasts).

¹ A1 media segment is usually peak time, usually just before news or in the middle of news or even before a program with a very high viewership. On radio, this will typically be between 5am – 10am and 4pm – 7pm. The B1 segment is the segment immediately before peak time or immediately after peak time. On radio this will usually be between 10am – 4 pm. The C1 media segment is during the off-peak period and in radio, this will usually be between 7pm – 10pm.

iii. How students spend their time

To develop a communication strategy to reach the students, it is important to know the activities that the students engage in. Most of the students interviewed spend their free time in school with their friend (87%) followed by teachers, (12%) and with the other administrators (1%). It appears as the students' progress with the different levels of learning, so does the level of interaction with their friends increase with the lowest being in primary school students (84%) compared to the 95% with university students. Sports/games are the most commonly participated activity aside from learning and in this group football dominates with football being the most preferred game. When outside school, most students spend their time with friends (42%), with parents and siblings (26%) and with parents only (21%). Only a small proportion of these students spend their time outside school alone or with house helps and other workers at home (both at 1%).

iv. Knowledge of corruption

While a significant proportion of the students (96%) have heard of the word corruption, the number seems to reduce as we go deep into the rural areas to 94% compared to the urban areas which stand at 98%. The number of male students who have heard of the word corruption is slightly higher than the females by only 3%.

v. Corruption issues

There was a huge consensus that corruption is bad for the schools and also for the country. Only a small proportion (3%) indicated that it was good and those who did so said it was a fast way to get what you want. While majority of the students (94%) agreed that it is not acceptable to practice corruption, an interesting proportion (5%) was of the opinion that it would depend on the situation. A majority of the students could not explain where corruption came from, some students were of the view that it originated from the colonial masters who ruled Kenya and used it as a methodology to rule and divide the local people. Some of the causes of corruption listed were greed/selfishness (68%), poverty (59%), Unemployment (42%), poor leadership (39%) and lack of transparency and accountability (30%). Around 87% agreed that corruption is when people misuse a position of power in which they are placed for personal gain. What is however interesting is that a significantly high number of the students were of the opinion that the theft of public money/property for the benefit of the poor in the community was not corruption.

vi. Incidences of corruption

When asked whether they have seen someone who has asked for a bribe, slightly over half of the respondents replied in the affirmative and this figure tended to increase with the progression of the school categories with the highest figure (71%) being seen at the University level. However, only 11% admitted that they have ever asked for a bribe with the highest figure being seen in the Secondary Schools category. It therefore is no surprise that most of such students ask for bribes from other students (35%), from their friends (34%), and from their siblings (12%). On the question whether they have ever given a bribe, 21% of the respondents indicated they have done so with the highest figure again being at the Universities at 41%. Such bribes were given to policemen (23%) with the largest number of students doing so being

from urban areas (26%) and in Universities (47%) and Colleges (28%). Only 13% of the students on the other hand have taken a bribe, with a slightly larger figure being with males at 15% as compared to females at 11%. The figure of those who have taken a bribe at the time of the survey was at its highest in secondary schools at 18% and universities at 17%. These students tended to have taken a bribe from their fellow classmates (42%) and their friends (30%). While majority of the students have seen other students accept bribes or unusual favours (515 students), a significant portion (344 students) have seen the other students give bribes and unusual favours while the smallest proportion of these students have seen others ask for bribes and unusual favours (169 students). Almost all the students knew the rules and regulations in their schools but this did not prevent them from bringing prohibited items to the school. 5% of the parents were mentioned in assisting their children to bring the prohibited items in school. From the group discussions, parents mostly assisted in bringing food items and money from their children rather than drugs and weapons. The parents who mostly assisted in bringing food items were those of female students while from the male students it appeared that their parents gave them money even when it was prohibited.

About 44% of the teachers were aware that these prohibited items were getting in the schools and 83% were said to have taken action against the students indicating responsiveness of the teachers in ensuring discipline. The selection of prefects and representatives (33%), prefects allowing prohibited items, allocation of duties (both at 28%), teachers awarding marks unfairly and admission of unqualified students (both at 25%) were the activities listed prone to corruption in the institutions. Poverty (17%), Greed for money (11%) and bad role models (11%) were said to be the main things that motivate students to be corrupt.

vii. Perceptions on corruption

Approximately 47% indicated that they have been a victim of corruption outside school with this happening mostly in the urban areas, with male students and with secondary, college and university students. Only 20% of the students have personally been involved in corruption with higher figures been shown with the higher levels of learning and the lowest with the primary schools. Just 25% of the students have tried to stop corruption. They have tried to stop police officers from asking for a bribe (11%), stopping other students from bribing others (10%) and tried to stop exam leakage (7%). No more than 11% indicated that their friends have been involved in a situation where they tried to stop corruption. Corruptions was said halt or undermine development (48%), cause death and killings (42%), undermine/destroy democracy and good governance (36%) and also cause a loss of opportunities (32%).

From the quantitative study around the country, Members of Parliament and Politicians were said to be the most corrupt (37%), the Kenya Police (27%) with the government following at 9%. A majority (62%) of the students thought that the most corrupt persons in society were the older people over 50 years of age. The middle aged categorized as those between 36 to 50 years followed at 25%. However from the FGDs, an interesting issue arose when this issue was probed. It appeared that when it comes to the really huge scandals involving large amounts of money you will most probable come across the older people but when it comes to every day small corruption you will find the youth. The male gender was said to be the most



corrupt with a very significant difference between the men and the women with a difference of 85% in the opinions.

viii. The fight against corruption

Only 34% indicated that the government is doing enough to fight corruption in Kenya. Some of the organizations the students listed as fighting corruption in Kenya included KACC (81%), KNHCR (7%), Religious Groups (6%), Transparency International (6%), the Police (5%) and Media Organizations (4%). In the opinion of the students, KACC (33%), the Government (10%), Religious Institutions (8%), the Kenya Police (6%) and Media Organizations (3%) were mentioned as the organizations that are best suited to fight corruption. Most students, it appeared do not know what to do to fight corruption. They didn't seem to clearly identify the organizations fighting corruption especially at the lower levels. From the quantitative study, most of these students indicated that they would report corruption to the authorities (59%) while others indicated that it would depend on the situation (13%). There were some situations they would report while they would do nothing about the others. From the group discussions the students it appeared felt empowered to fight corruption collectively but individually were afraid to do so for fear of victimization. Only 37% indicated that nothing would be done even if you report so it would be a complete waste of time and they would do nothing when faced with an act of corruption outside the institutions while 8% indicated they would do nothing as they have no idea of what to do. Around 7% indicated the fear of being victimized if they reported or took action. Only 4% felt that they are still students and have no powers therefore they would do nothing when faced with a corrupt act. The individuals they thought best suited to fight corruption were the government leaders/ministers (28%), the president (20%), the citizens (14%), teachers/lecturers (8%), MPs (8%) and Religious leaders (6%). 84% of the students would want to be involved in fighting corruption in Kenya and this was almost evenly split across the country.

ix. Strategy in fighting corruption

Around 84% of the students have heard news and information on corruption in the last 6 months. This was mainly from TV (79%), Radio (59%), and Print (40%), at school (17%) and at Religious Centers (10%). The organization mostly mentioned as sponsoring or showing the messages were KACC (28%), KTN TV (13%), NTV (8%), Citizen TV (6%) and KBC TV (5%). In all the instances, more than 75% of the respondents agreed that they understood the message and that it was clear.

People should be educated more about corruption, be more vigilant in fighting corruption, and establish strict rules among other things in order to fight corruption in Kenya. Cases of corruption should be reported and the victims prosecuted and punitive actions taken. The best way mentioned to communicate to young people on corruption included using school clubs (44%), using teachers (27%), using religious institutions (16%), and using electronic media such as TV (38%) and Radio (27%).

x. Information gaps

Certain gaps have been identified among the students on corruption. They include:

- Lack of exact definitions on corruption - Although the students could not give the exact definition of corruption, a significant proportion of them could describe what kinds of acts amount to corruption.
- Confusion of the term Corruption and other general issues - They students tended to confuse corruption with other general issues, for example, in the rural areas especially for primary schools, the students tended to confuse corruption with other vices such as general selfishness, general crimes and nationalism. While it is known that corruption has links with these concepts, the difference should be made known to the students.
- Unclear information on the origin of Corruption. – While some of the students could also attempt to explain the origin of corruption and link it with colonial rule, the causes of corruption, and consequences of corruption as well as the benefits of fighting corruption a significant proportion could not and this needs to be addressed.
- Information on how to stop corruption – the students lack information on how to stop corruption. A tenth of them indicated that they have tried to stop a police officer from asking for a bribe and used methods ranging from staring, to questioning, to advising. While these may have worked in a few incidents, more information is required to create awareness on how to stop incidents of corruption.
- The roles of various organizations and individuals in the fight against corruption – there was confusion on the roles of various organizations in the fight against corruption. Most of the students confused the NACCSC with KACC and more information is needed in this area.
- Almost all the students indicated a yearning to be involved in fighting corruption however; most of the students had trouble explaining what they would do when faced with an act of corruption outside their institutions. Some said they wouldn't know where to report it to while others indicated they would be afraid to report it to the police. The worst area where the students had trouble explaining is the institutions where they would forward their grievances to and the procedures to follow.
- Consequences of corruption need to be emphasized to the students – while they are aware of the forms of corruption, and its effects, some of the students are still engaging in it and this needs to be addressed.
- The students at individual level do not feel empowered to fight corruption and this needs to be addressed accordingly.

xi. Conclusion and recommendations

From the study it is clear that while advertisements have been put up to inform people on corruption, a significant number of them had no specific target person and were meant for general public viewing. The study showed gaps on knowledge on corruption which need to be addressed by any communication strategy. From the gaps highlighted, the following recommendations have been made:

a. General recommendations

- Seeing that a high number of students participate in sports and more specifically, football, the NACCSC could come up with a program that will help the youth enjoy their usual favourite sports and at the same time incorporate lessons learnt on corruption.
- School clubs could be started in schools to educate such young people on corruption issues which could be sponsored by NACCSC. Such clubs could hold research activities, essay competitions, debates among other activities.
- More education could be focused on centers where they can report corruption as this was one area with an information gap.
- More youth centered approaches could be put in place to captivate youth to listen as they tended to refer to information on corruption as boring unless the media was uncovering a scandal. It would be interesting to include corruption lessons in the students' activities both in school and outside school.
- Hold national corruption information quiz days where the winners take away prizes and are tested on their corruption quotient. This will make students read more on corruption and clear the misconceptions they have with corruption.
- Encourage the leaders and persons in authority to be good role models to be emulated by the youth. They should be encouraged to put in place mechanisms to fight such graft.
- Use parents, specifically mothers and organize trainings for them on how to encourage good behavior among their children. They should also be made aware of the implications of assisting their children break school rules.
- Encourage teachers and administrators to be more vigilant in schools and train the students on good habits. Those who encourage corruption should go through strict disciplinary procedures.
- Put up good reporting mechanisms where corruption is reported and encourage the protection of the identities of the whistle blowers.
- Encourage more organizations to back KACC and NACCSC in the fight against corruption, be it in research, policy formulation and implementation, and also in educating the people. Religious organizations would be ideal for this.
- Encourage students to be involved in the fight against corruption.

b. Recommendations on media use

- NACCSC could tailor future communication through the media probably using existing programs targeting the youth addressing issues such as what they should do when faced with corruption, the institutions they should go to, and the procedures they should follow.
- Use documentaries to show what has been done over a period of time to fight corruption in Kenya. It is recommended that the NACCSC could enter into arrangements with producers of existing plays and programmes in both TV and Radio with really high viewership and listenership where they air in one

episode, a comedy on corruption, its ills and what to do when faced with corruption. Strategies need to be set out in Programs to attract the youth to listen such as free gifts to listeners of such shows and figures that appeal to the youth should be used instead.

- Media to use - An integrated dissemination strategy should be adopted by use of various channels that are accessible to different target groups. Radio is the most ideal media channel to reach the masses as majority of the sample has access to this medium, therefore making it the priority medium. For messages with a higher impact, TV was seen as the best medium. They should select the media segment to use in advertising. For example, if a message is targeting the really young children, an advert could be put when they are watching their cartoons and child programs. If it is targeting teenager and the older students, advertising during a program with a high viewership like Tahidi High on Citizen TV would do.
- Creativity in message development - Considering that there is clutter of adverts; the content in the anti-corruption materials should be unique to entice the young audience.
- Managing the cost of purchasing airtime – the media channels with high audiences charge a premium for advertising. With budget limitations it may be difficult to buy adequate advertising spots to have an impact on their target audience. We therefore propose that NACCSC lobbies the government to seek audience with the media houses and regulate a reduced cost for broadcast time for messages on corruption issues.
- Pre- testing materials - As NACCSC embarks on the developing the proposed anti-corruption communication strategy; it is proposed that the messages are pre tested among audiences. Pre-testing of communication materials is important to ensure that they are evaluated for believability, message takeout, cultural sensitivity, credibility, etc.
- Linking messages to services – apart from providing information on corruption to the target audience, it is important to provide information on where to report incidences of corruption to members of the public and also areas they can obtain more information from in an easier way. For example, what office do they report corruption? What is the procedure to follow?
- Providing channels to target audience – although access to radio is high, listener-ship may be hampered by lack of batteries to power the radios. There is also a proportion that does not have access to radio. An option would be to initiate radio listener-ship clubs in the Institutions where NACCSC provides a community radio to an administrator. The role of this custodian would be to mobilize students to listen to the radio.

From the study it is clear that while advertisements have been put up to inform people on corruption, a significant number of them had no specific target person and were meant for general public viewing. The adverts should therefore have a target in mind say the youth using icons they admire and in a language that will auger well with them



1.0 INTRODUCTION TO THE STUDY

1.1 Background information

Corruption can refer to many different types of illegal acts, though they will usually all involve a person abusing their authority for their own benefit, or for the benefit of family and (political) friends. This can be government officials using public money for their own personal use, or corporate executives improperly awarding contracts or taking other decisions in exchange for bribes. Incidents of corruption in Kenya are not limited to large corporations or government agencies. Bribe-taking is common among many lower-level officials, with the average city-dwelling Kenyan having to pay as many as 16 bribes each month just in the course of everyday life. According to current estimations, the youth comprise 60% of the current population of the country. One of the scourges that have adversely affected Kenya even among the youth is corruption, which in many ways has become endemic. In the 2008 Corruption Perceptions Index, issued by the anti-corruption organization Transparency International, Kenya ranks 147th out of 180 countries.

The National Anti-Corruption Campaign Steering Committee (NACCSC) was established by Government vide Gazette Notice No.4124 of 28th May, 2004 and Members drawn from Government Departments and Parastatals, Religious Organizations, Civil Society and the Private Sector appointed. NACCSC is mandated to carry out Nationwide Public Education/Sensitization and Awareness creation Campaigns aimed at effecting fundamental changes in the behavior, attitudes and practices of Kenyans towards corruption. In addition, it is mandated to identify strategic stakeholders and develop a mechanism for effective cooperation and involvement to facilitate changes in popular perceptions about corruption. It is also required to mobilize stakeholders across all sectors and the general public to evolve a strong anti-corruption culture and to participate in the fight against corruption. In order to do this, the National Anti-Corruption Campaign Steering Committee (NACCSC) wishes to adapt strategies that target the young generation and instill in them a strong anti-corruption culture. Such strategies need to be informed by empirical data if the campaign is to achieve a broad and holistic transformation of Behaviour, Beliefs, Habits, Practices, Attitudes and Actions of all the Kenyan youth.

1.2 Purpose of the study

To check the spread of corruption among the youth, NACCSC wishes to adapt strategies that target the young generation and instill in them a strong anti-corruption culture. Such a strategy needs to be informed by research data and it is for this reason that the NACCSC commissioned Synovate (formerly the Steadman Group) to conduct a survey among the youth in primary, secondary and university institutions in Kenya to establish the general knowledge levels, perceptions and practices of Kenyan students towards corruption. The study will help determine the information gaps on corruption among the students.

The study also seeks to find out the various levels/types of corruption among students and the students' involvement in the fight against corruption. The results of the study will provide critical information needed for designing future Anti-corruption strategies for youth and students in Kenya.

The specific objectives of the study were:

- i. To find out the current knowledge levels of Kenyan students on corruption
- ii. Determine information gaps on corruption among students
- iii. Identify the current main perception of students on corruption
- iv. Determine the corrupt practices among students
- v. Find out the corruption levels at the various levels of learning
- vi. Locate the various areas/activities prone to corruption among students
- vii. Determine levels of involvement against corruption among students both at individual level and collectively.
- viii. Obtain suggestions from the students on how best to reach them at individual level to empower them to say not to corruption

1.3 Limitations

Prior to the field work, letters were obtained both from the Ministry of Education and the NACCSC requesting various heads of institutions to allow us conduct the survey in the schools. Generally the fieldwork had few challenges some of which include:

- i. Some of the schools given from the master list of schools provided by the Ministry of Education do not exist and various substitutions were done on the selected schools.
- ii. A number of institutions were having exams while others were closed for half term therefore prolonging the period allocated for the survey.
- iii. Some heads of institutions especially in the urban areas, more so in Nairobi would deny entry into the schools even with the letters of introduction. The District Education Officers however assisted us in getting access to such schools

2.0 DESIGN OF THE STUDY

2.1 Description of research design and procedures used

An initial review was done of the existing media monitoring data on corruption both on print and electronic media in the last two years. The main study was conducted using both a qualitative and quantitative study methods.

2.1.1 Review of existing media monitoring data

Putting up advertisements, whether on print or electronic media is one of the methods used to reach different target audiences. With this in mind, it was necessary to begin the study with a review of advertisements put up on corruption in the last two years to find out if there were any messages targeting the youth who are the focus of this study. Synovate (formerly the Steadman Group) has a 24 hour media monitoring unit which continuously monitors all the information put up on various media; be they print or electronic. It is from the media monitoring data for the last two years that a review was done on advertisements aired on corruption.

2.1.2 Quantitative study

The second bit of the study was the quantitative research. This was done using face to face interviews with students from various institutions in the country. A structured questionnaire was designed to assist with this part of the study.

These interviews were targeted to be done at the institutions in order to cater for all the students, both day scholars and borders. The main objective of this sampling methodology for the study was to establish reliable and representative national estimates on issues regarding knowledge, perceptions and attitude of the students towards corruption. It is therefore important to extract a sample that adequately represents the whole nation. The sample was designed to provide estimates at four different institutional categories i.e. primary schools, secondary schools, colleges or technical institutes and universities. The target population covered students aged 11 to 25 years in the different institutions in both urban and rural areas. In examining the sample size for the study, sampling errors and non-sampling errors were taken into account. Increasing the size has the desired effect of reducing the sampling errors. Non-sampling errors on the other hand tend to rise with increases in the size of the sample, since it becomes more difficult to control the quality of a larger field operation. For purposes of quality assurance there is the need for the sample size to be operationally manageable for all survey activities.

Based on hindsight, time and resources available, a sample size of about 2000 students was deemed adequate to ensure that there are sufficient sampling units available for meaningful analysis and inferences about the population. The sample size was operationally manageable and in the end a total of 2044 interviews were completed. At the institutions, the students were randomly selected from the list of students using a skip that depended on the number of students targeted in that institution.

The sample frame for the study was derived from the Ministry of Education list of schools and divided across the country as follows:

Table 2: Sample distribution at secondary school level

Primary Schools			
Province	District	No. of School	No. of Students
Central	Kiambu	1	40
	Kirinyaga	1	60
	Nyeri	2	60
		4	160
Coast	Kilifi	1	40
	Malindi	1	40
	Mombasa	2	60
		4	140
Eastern	Embu	2	60
	Isiolo	1	40
	Machakos	1	40
		4	140
Nairobi	Nairobi	2	60
		2	60
North Eastern	Garissa	1	60
		1	60
Nyanza	Bondo	1	40
	Kisumu	2	60
	Nyamira	1	40
		4	140
Rift Valley	Baringo	2	40
	Nakuru	2	80
	Trans Nzoia	2	60
		6	180
Western	Butere	1	40
	Kakamega	2	80
		3	120
Total		28	1000

Table 2: Sample distribution at secondary school level

Secondary Schools			
Province	District	No. of School	No. of Students
Central	Kiambu	1	40
	Kirinyaga	1	40
	Nyeri	1	40
		3	120
Coast	Malindi	1	20
	Mombasa	1	40
		2	60
Eastern	Embu	2	40
	Machakos	1	40
		3	80
Nairobi	Nairobi	2	40
		2	40
North Eastern	Garissa	1	40
		1	40
Nyanza	Kisii Central	2	40
	Kisumu	2	80
		4	120
Rift Valley	Nakuru	2	80
	Trans Nzoia	2	40
		4	120
Western	Butere	1	20
	Kakamega	1	40
		2	60
Total		21	640
Total		49	1640

In the colleges, a total of 200 interviews were anticipated and these were split as follows:

Table 3: Sample distribution at college level

Colleges/Technical Institutes	Province	District	No. of Students
Mathenge Technical Institute	Central	Nyeri	20
Mombasa Technical Training Institute	Coast	Mombasa	20
The Savation Army Youth Polytechnic	Eastern	Embu	10
Nairobi Technical Training Institute	Nairobi	Nairobi	20
Kabete Technical Training Institute	Nairobi	Nairobi	30
Garissa Teachers Training College	North Eastern	Garissa	10
Kisumu Polytechnic	Nyanza	Kisumu	30
Rift Valley Technical Training Institute	Rift Valley	Eldoret East/Trans Nzoia	40
Sigalagala Technical Training Institute	Western	Kakamega	20
TOTAL			200

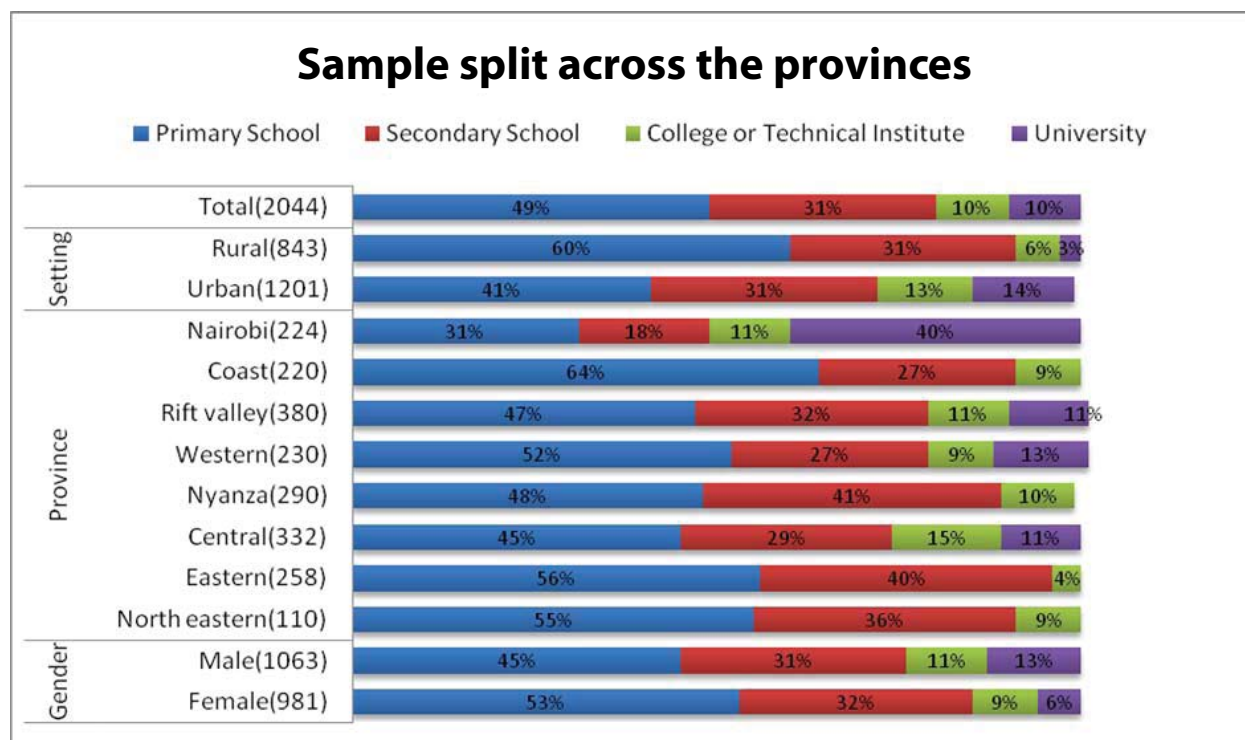
In the Universities again, a total of 200 interviews were anticipated and these were split as follows:

Table 4: Sample distribution at university level

University	No. of Students
Jomo Kenyatta University of Agricultural Technology	20
Maseno University	20
Egerton University - Njoro Campus	20
Moi University- Main Campus	20
Kenyatta University	20
University of Nairobi - Chiromo Campus	20
Masinde Muliro University of Science And Technology	20
University of Eastern Africa Baraton	20
United States International University (U.S.I.U.)	20
Catholic University of Eastern Africa	20
TOTAL	200

Some institutions did not exist as given in the Ministry of Education registers and the District Education Officers assisted in identifying other similar schools. Getting students in some universities proved difficult as some students were out of session requiring us to substitute this with colleges that had all their students in session. This is how it was achieved:

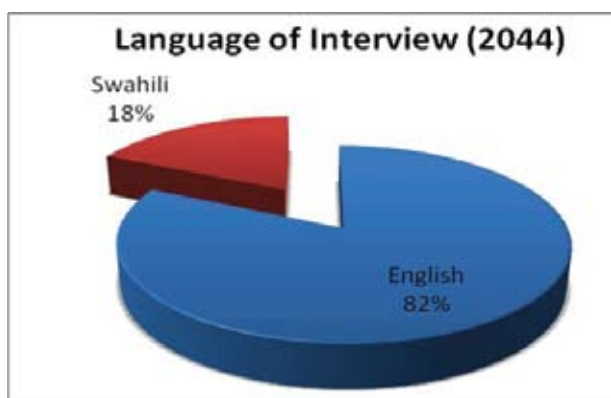
Graph 1: Sample split across the provinces



As noted, most of the interviews done with University students were done in Nairobi. This could be explained by the fact most of the universities are found in Nairobi Province.

In order to capture the views of different students, the questionnaire included translations in anticipation that some interviews would be done in the Swahili language. This was done to ensure that the interview was conducted in a language that the students were comfortable with, be it English or Swahili. As a result of this, most interviews were carried out in English (82%) while only 18% were carried out in Swahili. The interviews done in Swahili were predominant in Coast province.

Pie Chart 1: Language of interview



2.1.3 Qualitative study

A qualitative research was conducted with 2 mini group discussions and 12 focus group discussions (FGDs) with students whose ages ranged from 7 to 25 years. The lower limit was set at 7 years since this is the age from which the younger students can begin to express themselves. The upper limit of 25 years was set to cut off most of the older students who may be in Universities and Colleges.

- i. **Mini-Groups-** These are groups held with 3 to 5 students. This was chosen to target students from the lower age category in primary schools who would be difficult to focus on and control in larger numbers. Students aged 7 to 10 years old were given a task to write a composition on “Corruption in Kenya”. After this, the moderators went through the compositions to determine the students who could express themselves for later probing. The compositions were also useful in determining what students know about corruption. The topic for the composition was wide to allow the students express themselves better. From the compositions, a series of points were listed, and it is from this list that probing was done in the min-group discussions. The mini-group discussions were carried out in Nairobi at St. Austin’s Academy and at Olympic Primary Schools.
- ii. **Focus Group Discussions (FGDs)** were used for the other students from 11 to 25 years. A Focus Group discussion is conducted with 8 to 10 people with a moderator who guides the flow of the discussion. A detailed discussion guide was prepared and pretested before the actual survey. The FGDs were done in various areas as shown in the table below and a separate detailed discussion guide was administered.

Table 4: Focus group discussions sample distribution

Province	Area	School Name	Number
Central	Murang'a and Nyeri	<ul style="list-style-type: none"> • Kangema Primary School • Kagumo Boys Secondary School 	2
Western	Bungoma	<ul style="list-style-type: none"> • Mupeli Primary School • Fountain Gate Preparatory School 	2
Nairobi	Nairobi	<ul style="list-style-type: none"> • St. Georges Girls High School • Strathmore Secondary School • A consortium of University students • A consortium of College Students 	4
Rift Valley	Nakuru	<ul style="list-style-type: none"> • Moi Forces Academy Lanet • Highway Mixed Secondary School 	2
Nyanza	Kisumu	<ul style="list-style-type: none"> • Kisumu Day Secondary School • Liberty Secondary School 	2
Total			12

2.2 Methods and instruments of data gathering

Three methods were used for data gathering:

- i. **Using compositions** – this method was chosen for the younger students aged between 7 to 10 years. To understand what these students know, it was necessary to select a method that would assist in the free flow of ideas from which probing could be done.
- ii. **Using a detailed discussion guide** – a list of objectives were listed which was to guide the flow of the discussion. This set of questions was pretested to check on their efficacy.
- iii. **Using a structured questionnaire**

2.3 Statistical treatment

A 20% back checking was done in some institutions in the quantitative part of the study. Once the questionnaires were completed, a code list was created for the open ended questions which was applied for all the instruments. Once coding was completed, the questionnaires were scanned using the FORMIC scanner which captures the images and transfers the data for data processing and analysis using SPSS. With the qualitative part of the study, audio recorders were used to record the conversations. In addition to that, in each group, there was a note taker taking notes as a precautionary measure for technical problems with the recorders. Transcribers were applied to prepare transcripts from the group discussions and the notes were used to counter check that the information transcribed was correct. An analysis grid was created using all the transcripts from which analysis was done.

3.0 MEDIA MONITORING DATA ON CORRUPTION MESSAGES

This report summarizes the findings of a review of Advertising Messages on Corruption on behalf of National Anti-Corruption Campaign Steering Committee (NACCSC) to document the effort made by various organizations and groups involved in the fight against corruption who have sponsored messages on print and electronic media over the past two years in Kenya. This report provides insights on the extent to which the messages on these media have focused on Corruption issues.

Data for this study was collected through desk research, review of the monitoring records provided by the Media Monitoring Division of the Steadman Group (now Synovate). The key findings are classified into the following categories:

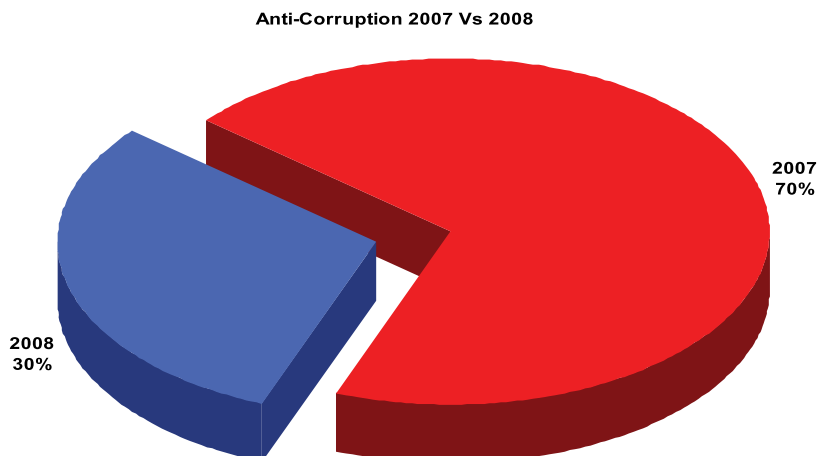
- a. Electronic Media
- b. Editorials

3.1 Electronic media monitoring

3.1.1 Number of messages aired

In 2008, there was a massive decrease in the number of messages and advertisements aired on Corruption in Kenya among the electronic media. Of the total number of messages aired in the two years i.e. 2007 and 2008, 70% of these were broadcast in 2007 while only 30% were shown in 2008.

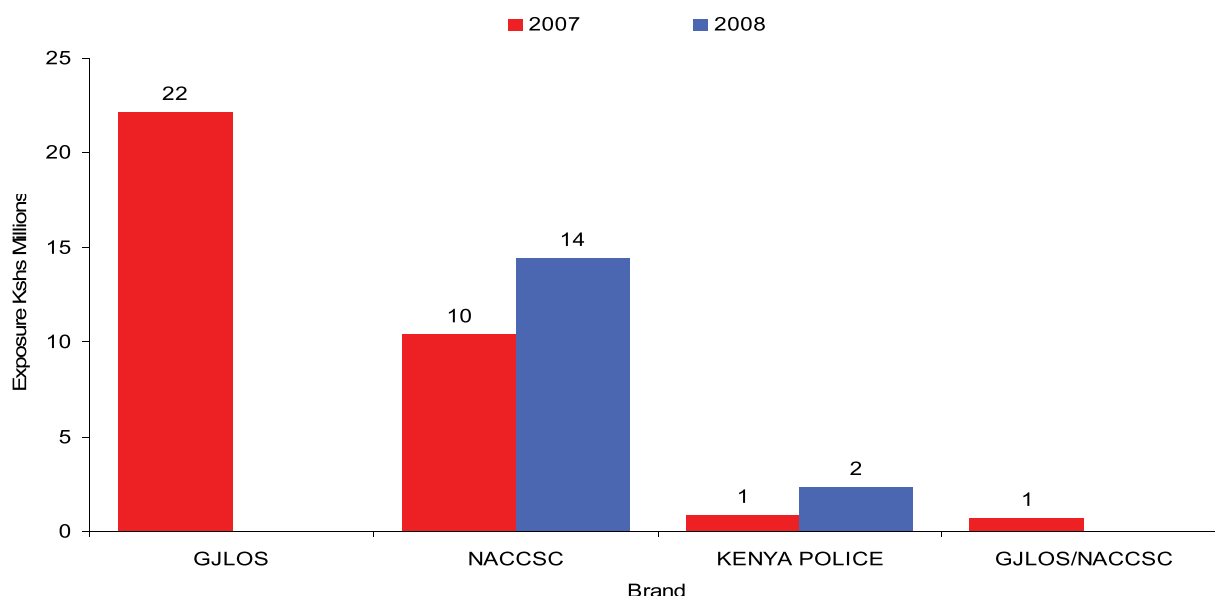
Pie Chart 2: Anti-corruption message advertised in 2007 & 2008



3.1.2 Corruption exposure by brand

In 2007, GJLOS had the highest level of exposure by brand with an estimated expenditure of 22 Million Shillings, followed by NACCSC at 10 Million Shillings. In 2008, GJLOS is not reported as having sponsored messages on corruption. This means that in that year, NACCSC had the highest number of messages on corruption sponsored at 14 Million Shillings. (This has been estimated using the advertising rate cards of various media).

Graph 2: Advertisements aired on corruption per organization



Most of the advertisements aired on corruption were sponsored by a joint initiative between Governance, Justice, Law and Order Sector (GJLOS) and the National Anti-Corruption Campaign Steering Committee (NACCSC), while some were initiatives by GJLOS alone, Kenya Police and NACCSC.

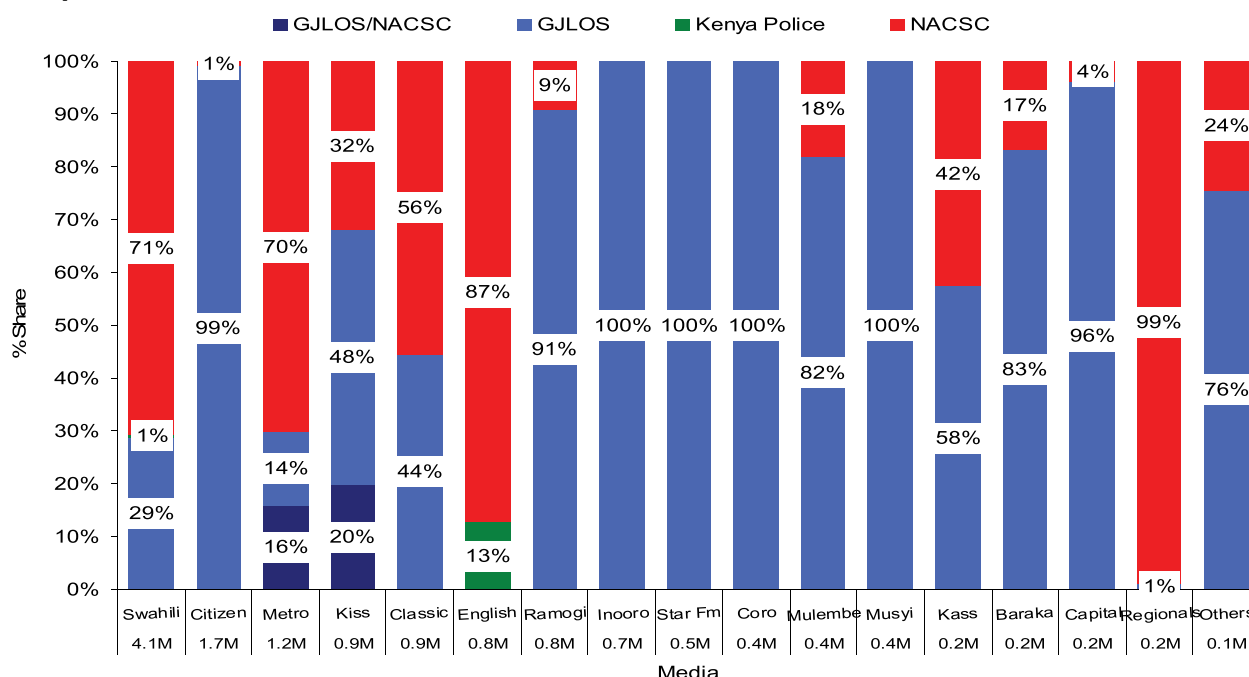
3.1.3 Exposure by media

During the last two years, most of the companies that put up advertisements on corruption did so during the A1 media segments while the others did so during the B1 and C1 media segment. A1 media segment is usually peak time, usually just before news or in the middle of news or even before a program with a very high viewership. On radio, this will typically be between 5am – 10am and 4pm – 7pm. The B1 segment is the segment immediately before peak time or immediately after peak time. On radio this will usually be between 10am – 4 pm. The C1 media segment is during the off-peak period and in radio, this will usually be between 7pm – 10pm. Companies may choose to advertise during this media period since it is cheaper to do so compared to the other media segments. These were set up as follows:

i. Radio

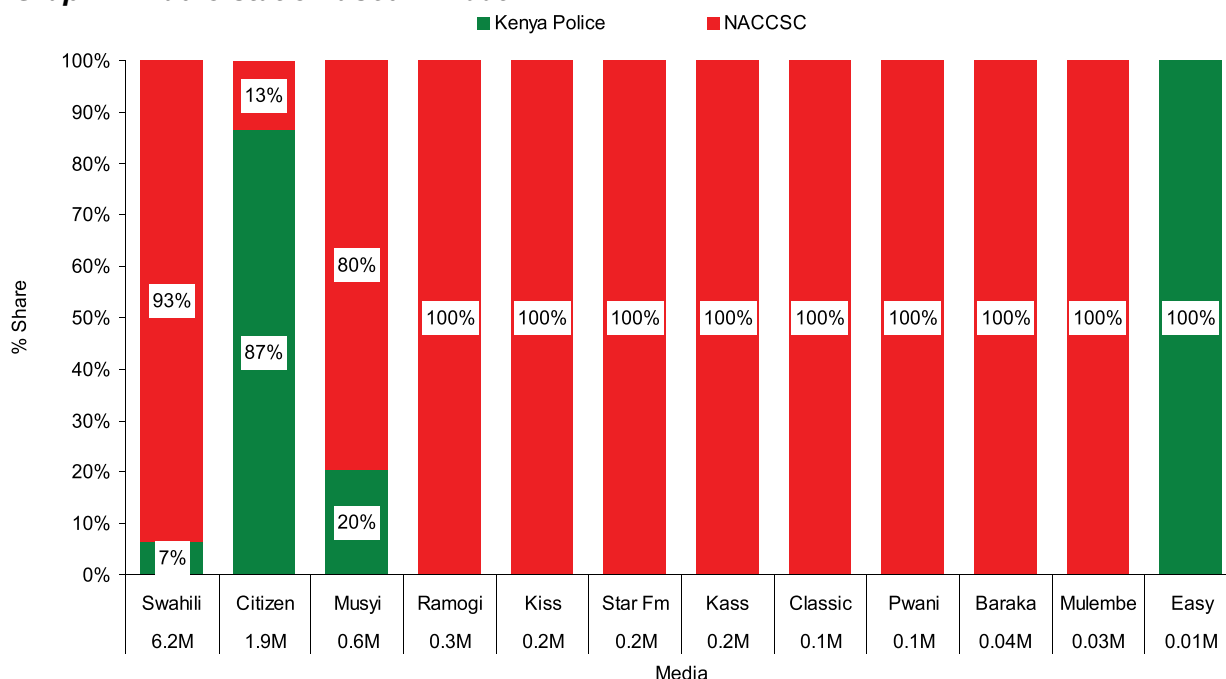
In 2007, the radio station mainly used by the partnership between GJLOS and NACCSC was Kiss Fm (20%) and Metro Fm (16%), while GJLOS alone used a variety of radio stations. The NACCSC also used a variety of radio stations with the highest incidence being witnessed by regional KBC stations (99%), KBC English Service (87%), KBC Kiswahili Service (71%) and Metro Fm (70%). From this, it is quite clear that the NACCSC has used more of the state owned radio stations as opposed to the other private owned stations. This created a need to diversify the radio stations used.

Graph 3: Radio stations used



In 2008 on the other hand, NACCSC was the main investor in corruption messages on radio and different from the previous year, was the spread in terms of the radio stations used. The Kenya police concentrated on Easy Fm (100%), Citizen Fm (87%), Musyi Fm (20%) and KBC Swahili Service (7%).

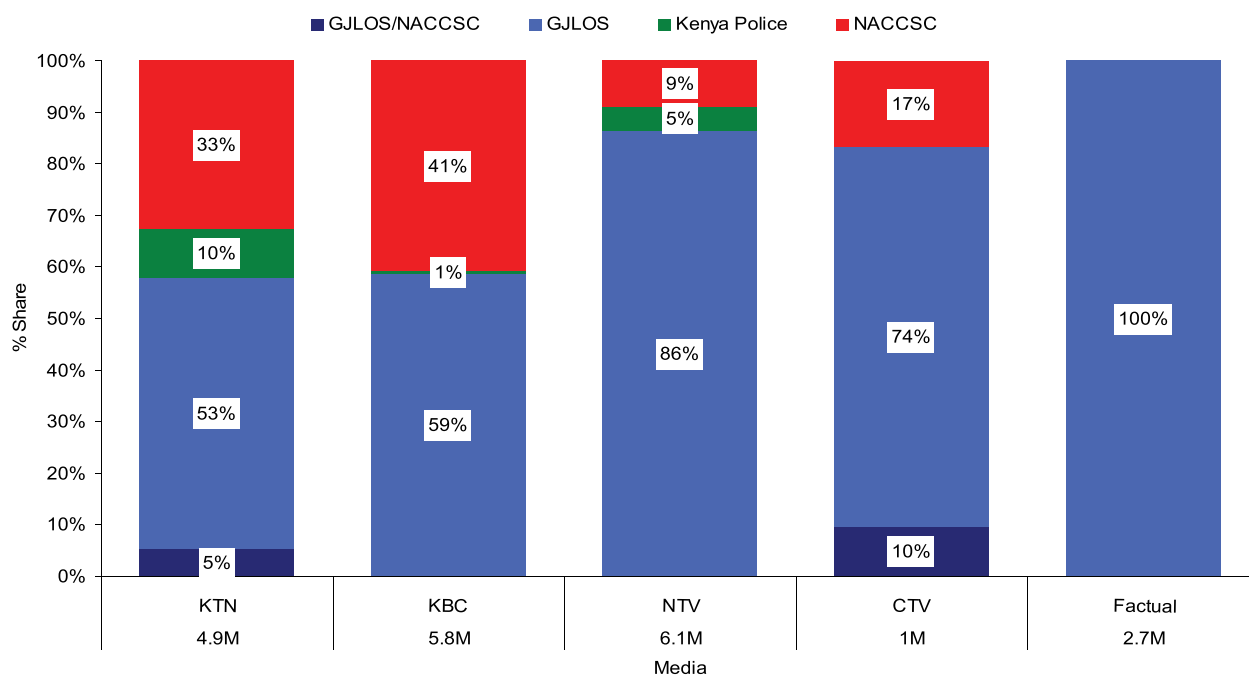
Graph 4: Radio station used in 2008



ii. Television

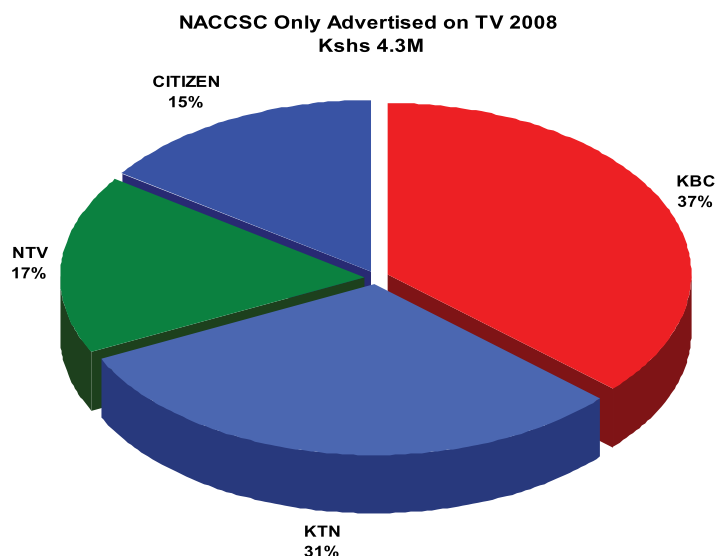
In 2007, GJLOS seemed to dominate the television advertisement field on corruption messages. All the messages aired on Factual Films were sponsored by GJLOS while 86% of the messages on NTV were sponsored by the organization. NACCSC on the other hand seemed to concentrate on KBC TV (41%), KTN (33%), CTV (17%) and NTV (17%). The Kenya Police advertisements on corruption were found on KTN (10%) and NTV (5%).

Graph 5: Television stations used in 2008



In 2008 on the other hand, it was noted that NACCSC was the only organisation that sponsored advertisements on television. Of the advertisements made by NACCSC, 37% of the advertisements were on KBC TV, 31% on KTN, 17% on NTV and 15% on Citizen.

Pie Chart 3: NACCSC only advertised on TV 2008



Most of these advertisements on corruption in 2007 were aired in the month of December (799 broadcasts), May (675 broadcasts) and July (580 broadcasts). February (162 broadcasts) and August (263 broadcasts) had the lowest number of broadcasts of advertisements on corruption. In 2008 on the other hand, July had the highest number of advertisements broadcasted standing at 809 broadcasts while August and February had the least amounts of broadcasts (2 broadcasts).

3.1.4 General overview of messages aired to the target population for the study

The messages aired were checked to see if they were suitable to the target population for this study i.e. 7 to 25 years. With the exception of the mature students in colleges and Universities, there was a general feel that those messages were inappropriate for the younger students. One on corruption bleeds Kenya was felt to be traumatizing to the really young students as it had a video of two tightly clasped hands that were bleeding and this was thought to be scary for the children. Advertisements targeting the really young need to be created and aired at appropriate time slots.

3.2 News editorials

Media monitored for this analysis included 339 media reports from 5 print titles, 29 radio and 5 TV stations. The analysis looks into unpaid for media exposure for articles, clips and mentions on issues related to corruption/graft. These reports were reported under Bribes for Work thematic. Negative reports were on sectors and thematic that reported continued, ongoing, past or immediate cases of corruption. Positive reports were those that reported progress in fighting graft and positive feedback on reports of corruption. The highest positive counts were under abuse of office where cases proceeded to court and persons involved were indicted; mostly under the parastatals. Government parastatals corruption related reports mostly centered on reports of Abuse of office and graft arising from bad procurement procedures. Foreign voices were reports emanating from statements by foreign envoys and other international institutions including TI over the need for action on corruption by the Kenyan government. Other prominent reports were on the Grand coalition as the President and PM came under criticism due to lack of perceived action on graft. The tone of reports was also indicated with most of them being negative, others neutral and others positive. In terms of tone of content, 3 out of every 10 reports indicated effort to fight corruption. These were courts cases, indictment and arrests of persons involved in corruption and positive feedback on reported incidences of corruption. Most positive action was reported among the parastatals as officials involved in graft were arrested and charged in court; however there were more negative reports within the same institutions, indicating more media focus on the actual acts of corruption and the fact that cases in court cannot receive commentary. Most Foreign voices were negative as they criticized the government over laxity and unwillingness to fight graft. Other negative reports were on graft within the Judiciary which has led to delay in prosecutions and also graft in parliament as MP's were accused of corrupt practices in house committees

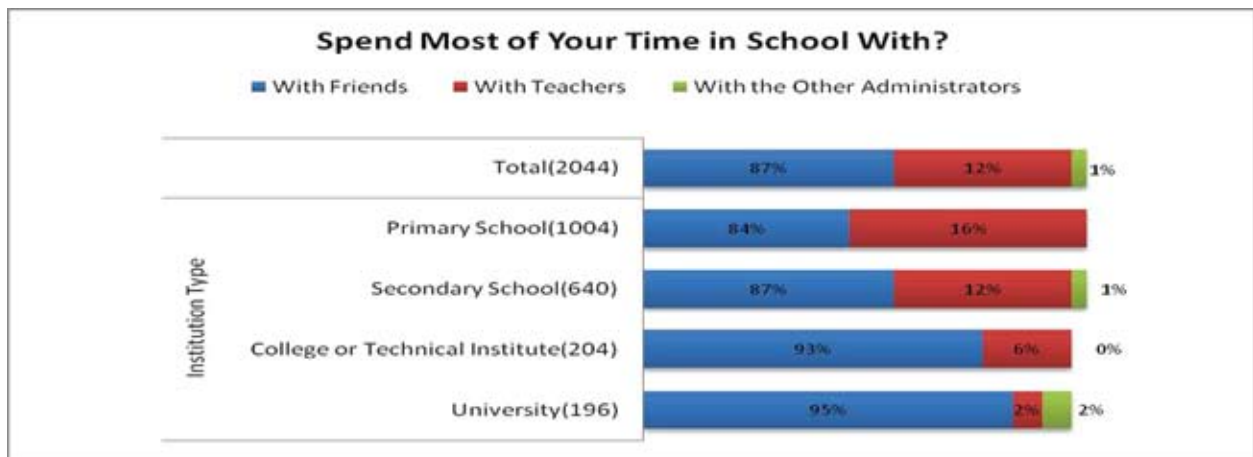
4.0 MAIN RESEARCH FINDINGS

This part of the report combines the findings of both the quantitative report derived from a sample size of 2044 students and the qualitative bit of the survey derived from the mini-groups and the focus group discussions (FGDs).

4.1 GENERAL INFORMATION ON THE STUDENTS

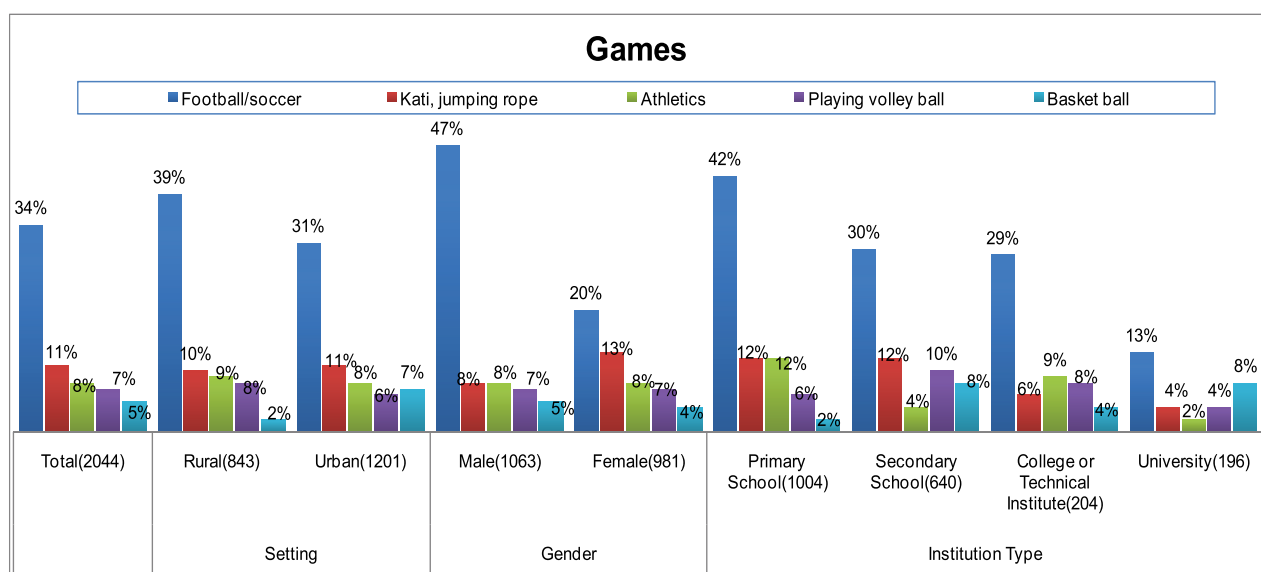
Most of the students interviewed spend their free time in school with their friend (87%) followed by teachers, (12%) and with the other administrators (1%). As the students' progress with the different levels of learning, so does the level of interaction with their friends increase with the lowest being in primary school students (84%) compared to the 95% with university students.

Graph 6: Spend most time



Sports/games are the most commonly participated activities aside from learning followed by school clubs with football/soccer being the most engaged game at 34%. This is more common with the male students (47%) and at primary schools (42%).

Graph 7: Games



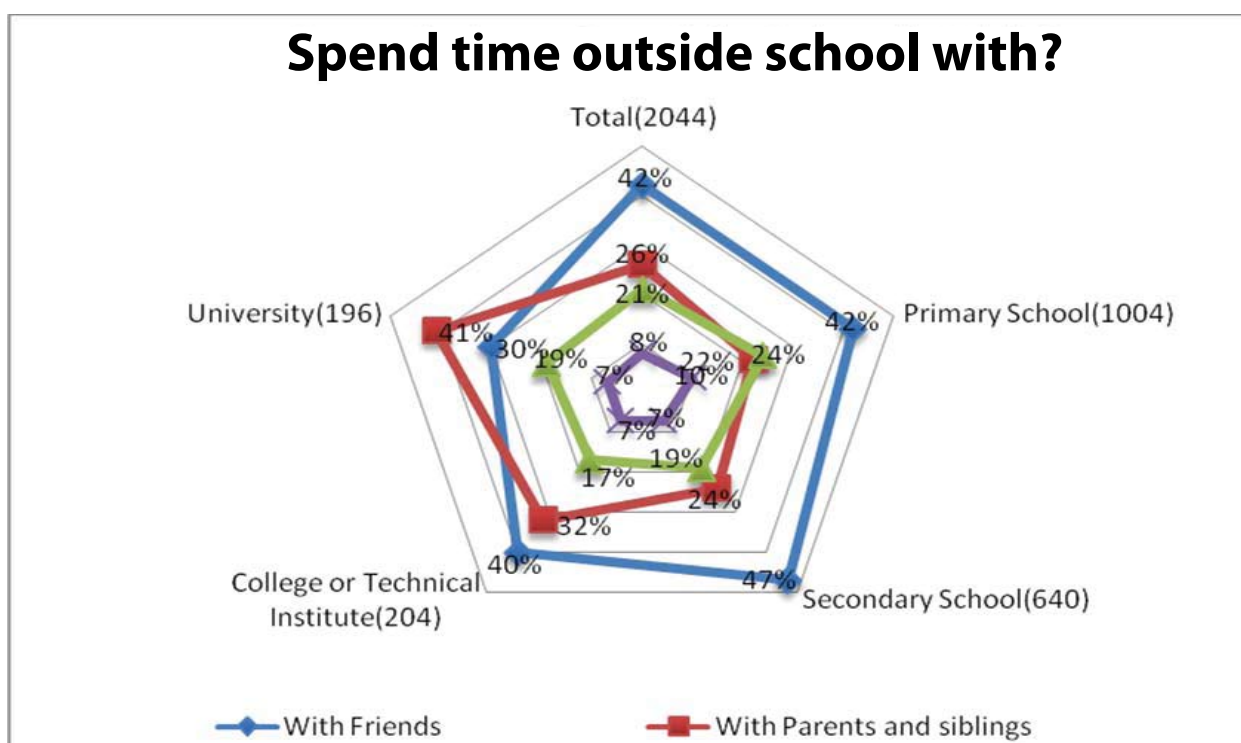
What is however worrying is that an average of 6% of the students, especially in colleges and universities have no activity in which they are involved when they are not having their classes and there is need to engage this group in some meaningful activity. These students admire their parents outside school with the most admired person being their mother (24%). The NACCSC could look into the idea of parent education focusing on the mothers in reaching the younger students. The other people they admire are shown in the table below:

Table 5: Person they admire the most

Person They Admire the Most?										
		Total (2044)	Setting		Gender		Institution Type			
			Rural (843)	Urban (1201)	Male (1063)	Female (981)	Primary School (1004)	Secondary School (640)	College or Technical Institute (204)	University (196)
1	Mother	24%	24%	24%	17%	31%	28%	22%	22%	12%
2	Both Parents	18%	18%	17%	17%	18%	19%	17%	14%	14%
3	Father	12%	13%	12%	16%	8%	11%	16%	11%	7%
4	Friend/Neighbour	10%	11%	9%	10%	10%	13%	6%	6%	6%
5	Sibling	4%	4%	4%	5%	2%	4%	3%	5%	3%
	None	3%	4%	3%	4%	3%	3%	4%	4%	3%

When outside school, most students spend their time with friends (42%), with parents and siblings (26%) and with parents only (21%). Only a small proportion of these students spend their time outside school alone or with house helps and other workers at home (both at 1%)

Fig. 1: Spend time outside school with?



While most students have activities that they do outside school, most of them play games (42%), read and are involved in Religious Activities (both at 18%). A relatively smaller proportion assists their parents around the house or is involved in household activities.

Pie Chart 4: Activities

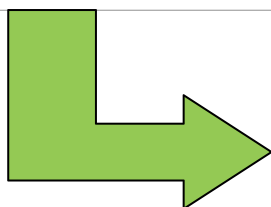
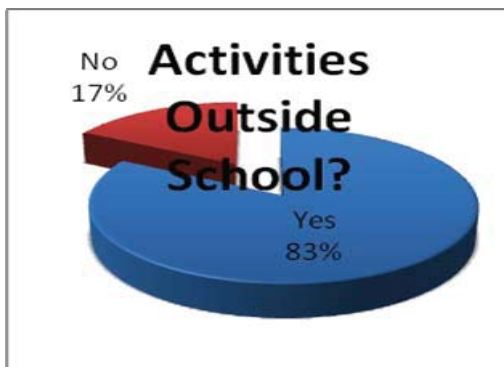


Table 6: Which activities

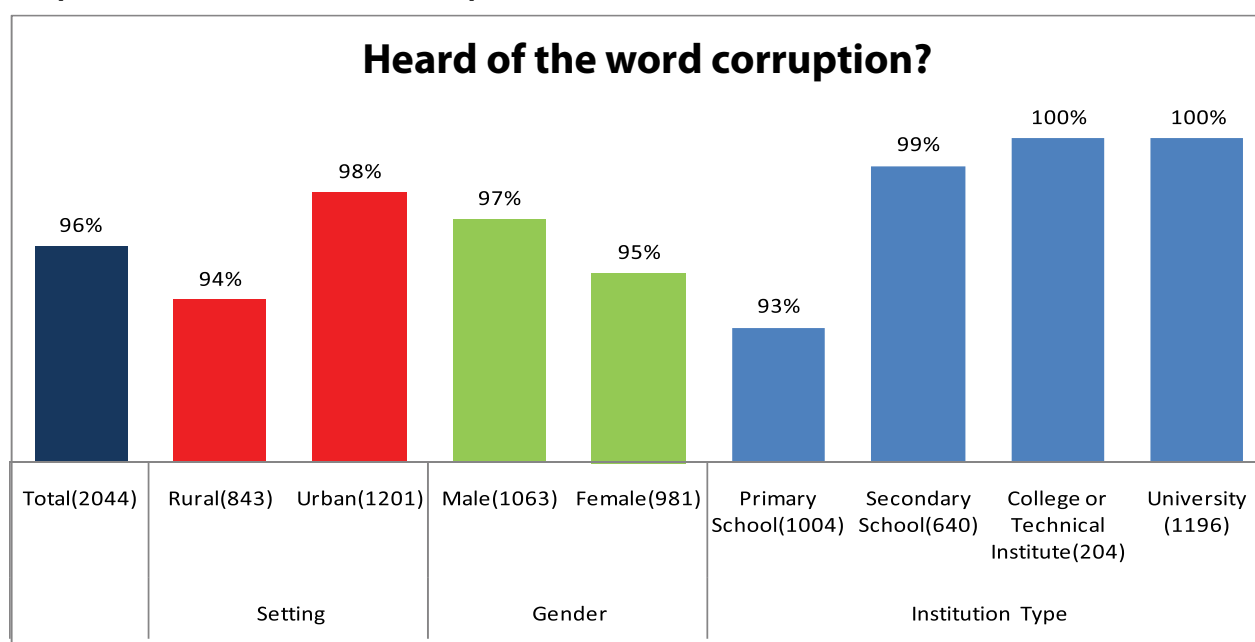
Which Activities?	Total(1693)	Gender		Institution Type			
		Male(896)	Female(797)	Primary School(891)	Secondary School(520)	College or Technical Institute(139)	University (143)
Playing games	42%	53%	30%	46%	43%	34%	29%
Reading	18%	15%	23%	23%	17%	3%	10%
Religious Activities	18%	14%	23%	14%	24%	19%	16%
House hold chores	17%	15%	19%	19%	16%	11%	12%
Washing	15%	9%	21%	23%	7%	5%	1%
Cultivating	12%	15%	7%	9%	11%	28%	15%
Helping my parents	11%	10%	13%	14%	11%	4%	4%
Going out with friends	8%	7%	9%	5%	10%	9%	14%
Cooking	7%	4%	11%	9%	7%	7%	0%

4.2 KNOWLEDGE OF THE WORD CORRUPTION

4.2.1 Heard of the Word Corruption

Almost all (96%) of the students have heard of the word corruption. The slight gap is explained by the fact that some (18%) of the interviews were done in Swahili where the language equivalent of the word corruption i.e. 'Ufisadi' was rather new to a number of students.

Graph 8: Heard of the word corruption?



It is interesting to note that as the students progress in the institutions of learning so does the exposure to the word corruption increase. In primary schools, 93% of the students have heard of the word corruption, 99% have heard it while in Colleges and Universities, all the students have heard of it.

4.2.2 Knowledge of corruption

Knowledge of corruption was tested on two levels:

- i. Definitive Level
- ii. Descriptive Level

The definitive level of knowledge was tested by asking the students to define the word “corruption”. None of the students interviewed could give a complete definition of the word corruption regardless of the level of learning. What was however high, was their ability to describe what corruption is about. 96% of the students could give a description of corruption. The descriptions tended to lean towards corruption being giving and receiving bribes (43%), getting something in the wrong way (10%), misuse of public resources (8%), misuse of power and being unfair (6%), favouritism (4%), stealing and being dishonest(both at 3%). This shows an information gap that needs to be addressed since the descriptions of corruption are skewed to one end leaving out on the many versions of corruption.

Table 7: Description of the word corruption

Description of the Word Corruption									
	Total(1970)	Setting		Gender		Institution Type			
		Rural(790)	Urban(1180)	Male(1034)	Female(936)	Primary School(935)	Secondary School(635)	College or Technical Institute(204)	University(196)
Giving and receiving bribes	43%	40%	46%	41%	46%	49%	40%	43%	29%
Getting something in the wrong way	10%	8%	11%	11%	8%	6%	12%	15%	15%
Misuse of public resources	8%	7%	9%	9%	6%	5%	9%	10%	15%
It is an illegal practice	7%	7%	7%	7%	7%	5%	9%	9%	15%
Misuse of power	6%	6%	6%	7%	4%	4%	7%	7%	15%
Being unfair	6%	8%	5%	6%	6%	6%	8%	3%	15%
Favoritism	4%	5%	4%	4%	5%	4%	5%	7%	15%
Stealing	3%	5%	2%	3%	3%	4%	2%	1%	15%
Being dishonest	3%	2%	4%	3%	4%	5%	1%	2%	15%
Going against the society norms	3%	3%	3%	3%	3%	3%	3%	3%	15%

This point where students are unable to define corruption but are able to describe what it is was further reinforced from the qualitative part of the study. The most common forms of corruption described by these students were:

- i. Policemen asking for and receiving bribes from motorists and other people. Some of the students especially in the urban areas admitted that their parents have participated in bribing policemen.
- ii. Doctors in public hospitals selling medicine that ought to be issued free of charge
- iii. Giving and receiving bribes for better services or to buy freedom
- iv. Embezzlement of national resources by key custodians
- v. Unequal distribution of national resources
- vi. Mismanagement of community funds
- vii. Illegal allocation of resources
- viii. The act of tribalism/tribalism/cronyism especially in the employment sector
- ix. Government protection of corrupt leaders
- x. Faking documentation
- xi. Giving jobs to unqualified and undeserving people

Students from urban areas, even at lower levels of learning could explain what corruption is, but this proved difficult with primary school students in rural areas. A case that was encountered while doing fieldwork is that of a 10 year old student in a public primary school in Nairobi who could describe corruption better than another 13 year old student in a rural public primary school. This could be explained by the fact that access to infrastructure such electricity which powers modern media has lower penetration in those rural areas as compared to an urban centre in Nairobi. This means that information aired on electronic media is more likely to reach those students where infrastructure is more developed and this is mostly in urban areas.

It is important to point out that in urban areas, students living in hardship prone areas were more knowledgeable on corruption issues. A case in focus happened during the mini-group discussions in Nairobi, where two selected schools i.e. Olympic Primary and St. Austin's Academy; note that the two schools have different characteristics, with one located in a slum and the other in a classy area. Further, one is a public school and the other is a private school with its students mainly from affluent families. The students at Olympic could describe better the incidence of corruption than the other school. This could have two implications; a positive and a negative.

- i. Positive Implication: the good knowledge on corruption of students in lower social class areas regardless of the challenges they face in terms of resources could drive them to fight corruption in the future.
- ii. Negative Implication: the students from the upper social classes while unexposed to issues of corruption have a higher chance of proceeding to universities and thereafter to leadership positions. The question arises on how well such students are prepared to fight corruption. The second negative implication is that the students from the lower social classes, who are more knowledgeable on these issues, may actually end up applying that knowledge to perpetrate corruption if no intervention is made.

The secondary and college/university students on the other hand displayed a clearer grasp of what corruption is and could give examples of corrupt acts both in the urban and rural areas. This could imply that while focus in transferring anti-corruption messages should be concentrated on the higher levels of learning, students in the lower levels of learning should not be totally ignored.

4.2.3 Misconceptions on the word corruption

While a high number of students (96%) could describe corruption, a number of misconceptions arose. There was a tendency to confuse corruption with other issues even in urban areas. Some of the most commonly confused terms with corruption especially at the primary schools were selfishness like refusing to help other people, general misconduct such as one incident given by a student who said that cars overtaking as corruption or some confusing nationalism with favoritism such as one incidence where an 8 year old considered being proud of being a Kenyan as favoritism. It was evident that some students perceived acts of kidnapping and asking for ransom as corruption. Some tended to generalize all bad things, general crime, going against social norms and selfishness as corruption. This was more of the case with the younger students than with the older students. This happened during both the qualitative and quantitative parts of the study. This indicated a misconception of what corruption really is.

4.3 MAIN PERCEPTIONS OF THE STUDENTS ON CORRUPTION

4.3.1 Origin of corruption

During the qualitative part of the study a question was posed on the origin of corruption. This was done in both the mini-groups and the Focus Group Discussions (FGDs) and the students had various ideas on the origin of corruption. The common one, highlighted in different groups, is that of corruption originating from the colonial masters who ruled Kenya and using corrupt practices as a method to rule and divide the local people. For instance, local leaders were said to have received bribes and favours like land to allow entry and implementation of colonial rule in Kenya. These practices were said to have been passed on to the Kenyan leaders and those who closely interacted with the colonial masters. After independence, upcoming generations learnt it and have since then modified the engagement in corruption to their benefit and at the expense of the citizens. Another theory that was fronted was that we found corruption and that there is nothing that can be done to eradicate it, since it mutates to other forms. That while strategies may be formed in fighting corruption, later on, they will need to be reviewed to cater for the mutating form that corruption takes. Some students however had no idea where corruption came from and resolved themselves to the fate of finding corruption in the world.

4.3.2 Causes of corruption

Some of the top six causes of corruption that were listed by the students included:

- i. Greed/selfishness (68%)
- ii. Poverty (59%)
- iii. Unemployment (42%)
- iv. Poor Leadership (39%)
- v. Lack of transparency and accountability (30%)

These same issues were repeated in both the rural and urban schools as well as also in the different institutions. What was however worrying is the 3% who did not know what causes corruption and this was mostly found in primary schools. Below is a table with a detailed representation on the students' views on the causes of corruption.

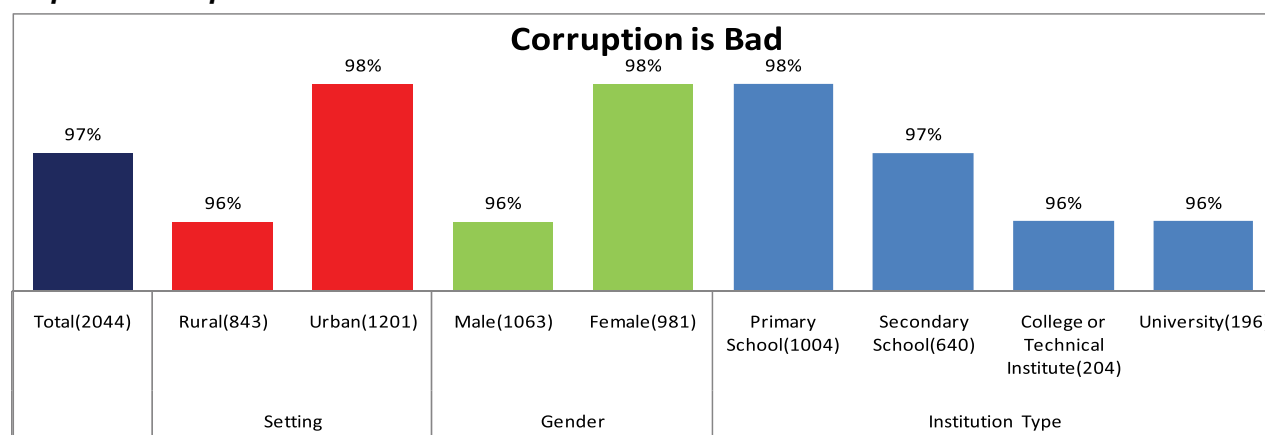
Table 8: Cause of corruption

Causes of Corruption									
	Total(2044)	Setting		Gender		Institution Type			
		Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(204)	Technical Institute(204)	University(196)
Greed/Selfishness	68%	65%	70%	69%	67%	60%	76%	74%	77%
Poverty	59%	59%	60%	59%	60%	55%	62%	68%	63%
Unemployment	42%	39%	44%	41%	43%	37%	47%	48%	46%
Poor Leadership	39%	36%	41%	39%	39%	31%	47%	49%	43%
Lack of Transparency and Accountability	30%	27%	33%	32%	29%	22%	37%	38%	45%
Weak Rules and Regulations	28%	24%	30%	29%	26%	24%	31%	26%	37%
Poor enforcement of rules and regulations	25%	22%	27%	25%	25%	17%	31%	36%	37%
Moral Decadence	23%	22%	24%	23%	24%	18%	29%	25%	33%
High cost of living	23%	21%	24%	23%	23%	19%	27%	25%	26%
Job Insecurity	23%	22%	23%	22%	23%	18%	28%	27%	26%
Giving too much power and/or discretion to office holders	22%	20%	23%	22%	22%	15%	29%	26%	25%
Culture of Corruption	20%	18%	21%	20%	19%	15%	23%	18%	35%
Poor Remuneration	20%	19%	22%	22%	19%	15%	25%	27%	26%
Absence of Rules and Regulations	19%	17%	20%	20%	18%	17%	21%	18%	20%
Lack of a Watchdog Institution(s)	13%	12%	14%	12%	14%	9%	18%	13%	18%
Poor Reporting Systems	12%	12%	13%	12%	13%	10%	15%	15%	15%
Don't know	3%	6%	1%	3%	4%	6%	1%	0%	1%

4.3.3 Is Corruption Good or Bad?

There was a huge consensus that corruption is bad (97%), both for the schools and also for the country. There was no major change with the different institutions of learning or with the different gender types or even with the different settings. This is one of the issues that scored a high level of agreement with the students.

Graph 9: Corruption is bad



This was further strengthened in the focus group discussions where the following statement was made by a primary school student in Kenya.

“...corruption has been defined by different people in variable ways. Some call it a monster, others a friend, while to others a benefactor. Corruption in the real sense is dishonest or illegal behavior. This has been rampant in Kenya. Many people have suffered greatly while some have benefited handsomely...on a scale of one to ten, corruption has a nine in terms of negativity. Very few people benefit from it...” Mweka Namuli Cecilia, Class 8 (School name)

The small proportion (3%) that indicated that corruption was good gave the reason that it is a fast way to get what you want. Some of the reasons given on why corruption is bad included increasing poverty levels (11%), causing a negative growth in development (10%), harming other people by bringing about unfairness/inequality (9%) and creating tribal animosity among people (9%). This indicated an understanding on why corruption is bad although more education on the ills of corruption need to be taught to the students in all the different institutions to increase their awareness levels.

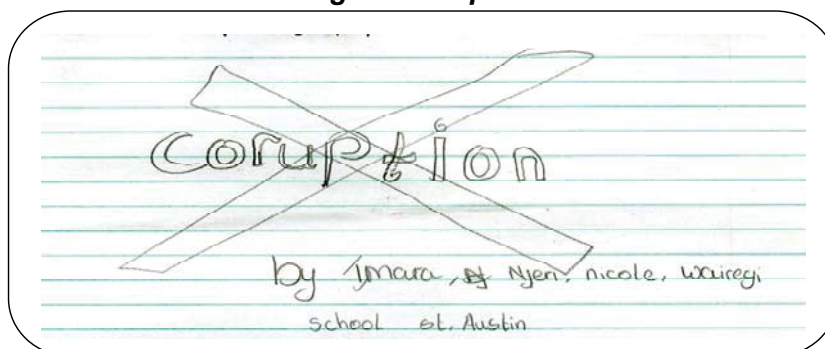
Table 8: Why is corruption bad?

Why is Corruption Bad?									
	Total(2044)	Setting		Gender		Institution Type			
		Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	College or Technical Institute(204)	University(196)
It increases the poverty levels in the societies	11%	13%	10%	12%	11%	12%	11%	10%	12%
Causing a negative growth in development	10%	7%	12%	11%	8%	7%	12%	10%	19%
It affects the economy of the country	9%	9%	9%	9%	9%	7%	14%	7%	10%
It harms other people since it brings unfairness/inequality	9%	8%	9%	8%	9%	7%	10%	13%	11%
Creates tribal animosity among people as it brings a lot of	9%	10%	9%	6%	13%	11%	11%	5%	4%

4.3.4 Is it acceptable to practice corruption (individual level and others)

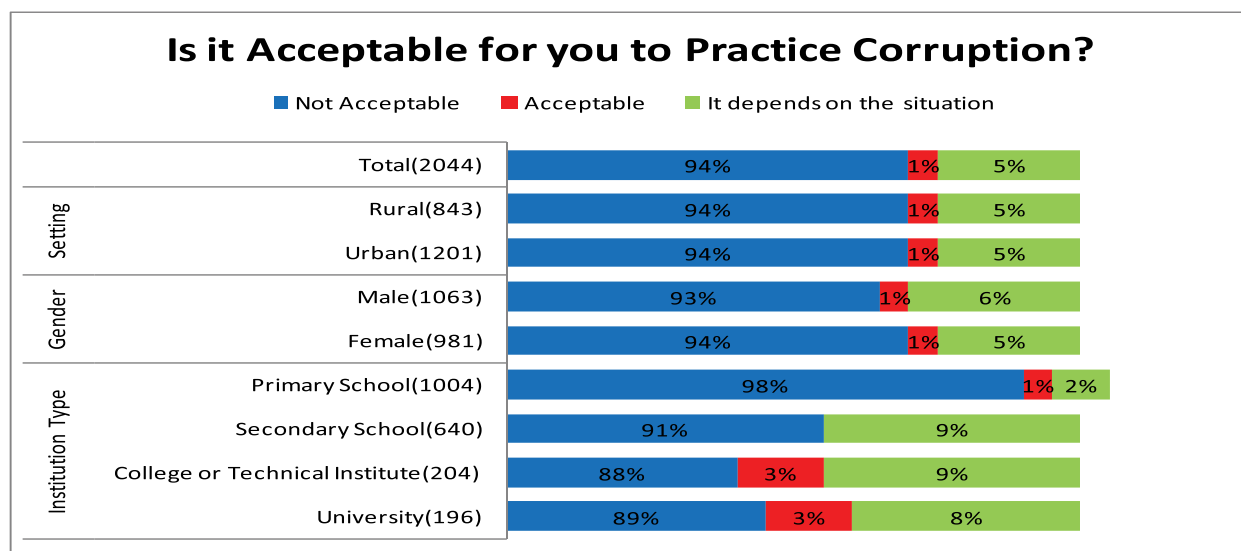
The issue on whether it is acceptable to practice corruption either at an individual level or at the society level was best captured by the thoughts of one of the younger students from Nairobi in a composition as shown below.

Fig 2: Corruption



This was further reinforced by the quantitative part of the study where a majority of 94% of the students agreed that it is not acceptable to practice corruption. An interesting proportion (5%) was of the opinion that it would depend on the situation.

Graph 10: Is it acceptable for you to practice corruption?



Some of the reasons given on the reason why it is not acceptable to practice corruption included affecting their ability to become responsible leaders in future (11%), it is illegal in the country (10%), the student's performance goes down (10%) among other reasons shown in the table below:

Table 10: Why is it not acceptable for you to practice corruption?

Why is it not acceptable for you to Practice Corruption?									
	Total(2044)	Setting		Gender		Institution Type			
		Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	College or Technical Institute(204)	University(196)
It will lead the students to be bad leaders in future	11%	11%	11%	11%	11%	9%	14%	12%	9%
Is illegal in the country to practice corruption	10%	12%	9%	10%	11%	12%	9%	11%	7%
The students performance goes down	10%	11%	10%	11%	10%	12%	9%	11%	10%
It will lead to adoption of students when they grow up	7%	6%	8%	8%	7%	8%	8%	5%	6%
Because they are the leaders of tomorrow, who will be the role models?	6%	5%	7%	7%	5%	3%	6%	11%	15%

This issue was further probed in the focus group discussions (FGDs) on the willingness of the students to engage in corrupt practices was tested. They students were asked the following question:

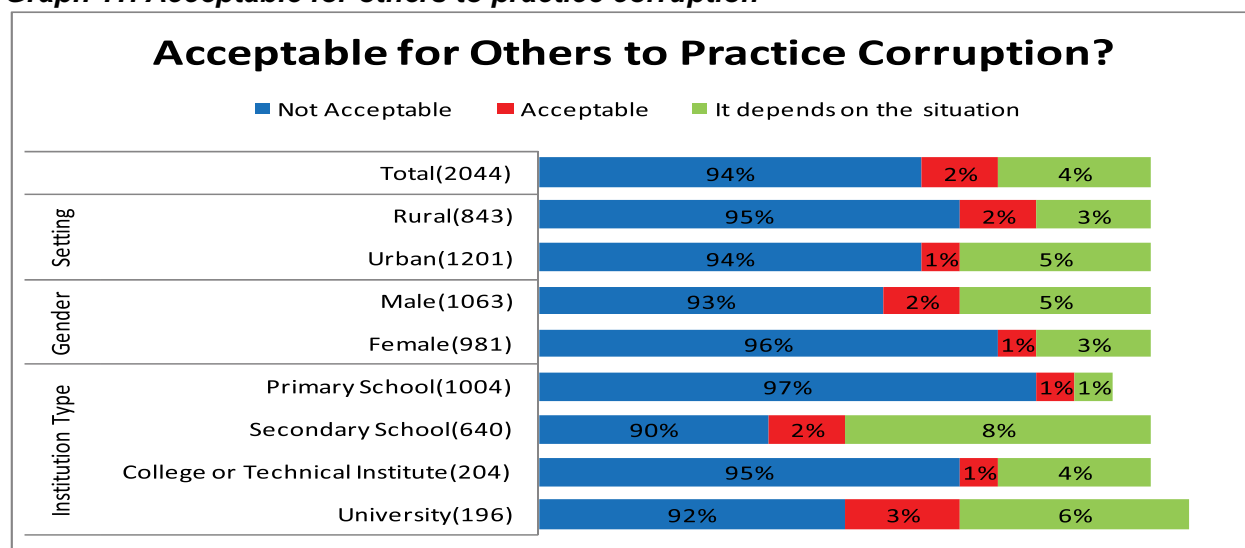
“You have been tarmacking for the last six months looking for a job after completing school. Your parents are no longer working and the family’s savings are slowly becoming depleted. You are getting really worried of the situation. You have come for a job interview in Maweni Corporation where I have been charged with the responsibility of recruiting people for the job of a clerk. There are hundreds of similar applicants who came for the interview on that day. There are only 20 vacancies to be filled. I approach you through my agents and inform you that if you are willing to give me Ksh. 10,000 I will give you the job. The first 20 people to do so will get the jobs. You have an idea of the person you can borrow the money from and know they would be willing to help you. Would you give me the money or not.”

On first response in each group, around eight of the ten students indicated that they would give the bribe. On further probing on the reason they would give the bribe, the main drive would be to get out of the difficult situation their families are in. However what was most interesting is that a big proportion, an average of five to six students per group of ten seemed to change their mind about giving the bribe out of fear of being conned. They indicated that they would wait and see whether another person would get the job after giving the bribe. Others feared being asked again for a bribe to keep the job or being unskilled to perform while on the job.

Some expressed fear of being found out and indicated that they would check the person’s credentials before giving any amounts for other favours. For the few who stuck with their response of giving a bribe (usually two students in each group), they indicated that they would fear the consequences of losing the money or being found out but their main drive would be to assist their families come out of a difficult situation. They indicated that this is a common practice and that they would not be the first people to engage in bribery to get services. This was then followed by the question on whether it was acceptable to engage in corruption and it was interesting to note that all the students interviewed indicated that it was not tolerable.

A question was also included to test their perception on whether it is acceptable for other people to practice corruption and the results were similar with 94% of the students indicating that it is not acceptable. The trend did not seem to vary with the different institutions or with the gender categories.

Graph 11: Acceptable for others to practice corruption



Some of the reasons given on why it is not acceptable to practice corruption included it being illegal in the country (14%); it will result in poverty of others, war, and hinder development (all at 9%).

Table 11: Why is it not acceptable for others to practice corruption?

Why is it not Acceptable for Others to Practice Corruption?									
	Total(2044)	Setting		Gender		Institution Type			
		Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	Technical Institute(204)	University(196)
Is illegal in the country to practice corruption	14%	13%	14%	14%	13%	13%	13%	15%	13%
It will result to poverty	9%	11%	8%	9%	9%	10%	10%	5%	6%
It can result to war	9%	10%	8%	8%	10%	13%	7%	2%	3%
It hinders development in the country	9%	8%	10%	11%	7%	9%	10%	9%	10%
The economy of the country will do gown	7%	7%	6%	8%	5%	6%	8%	7%	6%

4.3.5 Consequences of corruption

Almost all of the students from the various institutions interviewed knew the consequences of corruption. Some of the ideas listed included corruption undermining development (48%), causing death (42%), undermining democracy and good governance (36%) among other issues. Among the primary school students death as a consequence of corruption had the highest listing at 49% while in the other institutional categories corruption undermining development was the main outcome of corruption.

Table 12: Consequences of corruption

Consequences of Corruption									
	Total(2044)	Setting		Gender		Institution Type			
		Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	College or Technical Institute(204)	University(196)
Halts or undermines development/	48%	44%	50%	49%	47%	39%	56%	53%	62%
Death	42%	50%	36%	40%	44%	49%	40%	31%	24%
Undermines/ Destroys democracy and good governance/	36%	32%	39%	37%	35%	27%	47%	44%	41%
Loss of Opportunities/ unfavorable business environment	32%	28%	35%	34%	30%	21%	42%	46%	41%
Destroys motivation to perform well	26%	23%	28%	27%	25%	18%	32%	39%	33%
Destruction of Social Public	26%	23%	28%	27%	26%	22%	31%	27%	34%
Destroys capacity of institutions to perform well/	25%	21%	29%	25%	25%	18%	30%	33%	39%
Erosion of social norms/suspicion and mistrust/	22%	21%	23%	22%	22%	16%	29%	19%	36%
Destroys competition/	19%	16%	22%	21%	18%	12%	24%	29%	33%
Wealth	17%	19%	16%	18%	17%	13%	22%	24%	19%
Lack of Innovation/intellectual impotency and sycophancy	16%	15%	17%	16%	16%	9%	21%	26%	22%

The same trend was repeated in the focus group discussions (FGDs) and is listed in the order of importance in most groups:

- i. The government was said to be losing foreign exchange due to corrupt practices that have given Kenya a bad name among international tourists.
- ii. The students felt that corruption has resulted in poor infrastructure all over Kenya. An example given was the state of the roads especially in most rural areas which for many years have remained un-tarmacked or have been poorly renovate resulting in poor and yet very expensive transport systems. Another concern was the increase in the flying toilets in the slum areas and rural-town residential areas that were said to have poor and inadequate toilets resulting to alternative means of waste disposal. In this case, the students were convinced that the government had neglected the war against corruption in the sense that houses are approved for construction without proper amenities in place.
- iii. Important social services were also said to be of low quality and only assessed by a few due to increased corrupt officers.
- iv. The students noted that in low middle class residential areas, the officers took longer to offer services than in the more urban areas and often asked for bribes.
- v. Hunger and starvation was said to be an ongoing phenomenon among a large Kenyan population, majority being people in urban slums and rural areas. Corruption among government leaders was said to be the contributing factor.
- vi. Due to increased levels of poverty in Kenya, the students cited slow or no economic growth in recent years.
- vii. They also highlighted the gap between the poor and the rich saying that it continues to widen day after day mainly as a consequence of corruption.
- viii. Unemployment among the youth was cited. Despite the youth being the majority in Kenya, the older generation was said to be holding on to power mainly through corruption.

From the mini-group discussions, the views of the young students aged around 7 to 10 years seemed simplistic but all the same they had an idea of the tension that corruption causes. Some of the effects they listed were:

- i. It causes quarrels within the family
- ii. It causes hatred between people
- iii. Causes land disputes
- iv. It was said to cause violence and deaths where parents end up dying and leaving children destitute
- v. It causes political tension with an example being the post election violence in 2007.

There was not much of a difference in the references to corruption made. The only thing that appeared was that those students from unprivileged backgrounds had more to share on corruption than the others. There was consensus that when corruption occurs in schools, it greatly affects the quality of education. Some of the effects listed included:

- i. Unqualified students with lower grades get admitted into the institutions lowering the quality of education.
- ii. There is increased misconduct due to corruption with students breaking school rules. There is destruction of both school and personal properties when students get frustrated from the corruption and strike.

- iii. The institutions end up getting a poor image and reputation once that information gets into the public domain
- iv. There is usually no respect and trust for the teachers/lecturers. The students also have lost faith in the school systems involved in corruption and do not take serious the teachers especially those involved in such practices. Such practices were said to have caused great inequalities among students who ended up not being graded fairly.
- v. It was said to make the students generally lazy and unprepared for the job market creating redundancy, eventually, these people are sacked from their jobs and if they stay, they perpetuate corruption.
- vi. Drug and substance abuse in schools have resulted in increased school drop outs, school strikes, violent acts and an increase in early pregnancies. There is death in very extreme cases.

4.3.6 Benefits of Fighting Corruption

The benefits of fighting corruption that were listed included economic growth and development (33%), Peace (24%), Systems of fairness (15%) among other gains as shown in the table below. There was no difference of the prominent benefit among the different gender categories, settings and institution types with economic growth leading. Primary school going children were more passionate about people living in peace as the second most benefit at 30% while in the other different institution types, fairness to all seemed to dominate.

Table 13: Benefits of fighting corruption

Benefits of Fighting Corruption									
		Setting		Gender		Institution Type			
	Total(2044)	Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	College or Technical Institute(204)	University(196)
Economy will go up/growth/development	33%	31%	35%	36%	31%	25%	44%	39%	36%
People will live in peace	24%	27%	22%	21%	28%	30%	23%	13%	11%
Fairness to all	15%	13%	16%	15%	15%	10%	20%	19%	18%
Employment opportunities/job will be available to all	12%	10%	13%	12%	11%	9%	15%	18%	8%
Good governance	8%	8%	9%	9%	7%	6%	10%	14%	10%
Equal distribution of resources	7%	6%	7%	8%	5%	4%	7%	10%	13%
Poverty will decrease	5%	5%	5%	5%	5%	5%	6%	3%	4%
It increases motivation to perform well	5%	4%	5%	5%	5%	3%	6%	8%	5%
Creates a trusting society	4%	3%	4%	3%	4%	3%	5%	2%	5%
Improves good morals/behaviour	4%	4%	4%	3%	5%	4%	4%	4%	3%

4.3.7 Persons most involved in corruption

A question seeking to describe the persons most involved in corruption was asked in both the quantitative and qualitative parts of the study and different descriptions were made. This section on the persons most involved in corruption is divided into three sections:

- i. The Most Corrupt Personalities
- ii. The Most Corrupt Age Category
- iii. The Most Corrupt Gender Type

i. The most corrupt personality

From the quantitative part of the study, Members of Parliament and Politicians were said to be the most corrupt (37%), the Kenya Police (27%) with the government following at 9%. The same trend was repeated both in the urban and rural areas and in the institutional categories.

Table 14: Person most involved in corruption

Person Most involved in Corruption									
	Total	Setting		Gender		Institution Type			
		Rural	Urban	Male	Female	Primary School	Secondary School	Technical Institute	University
Members of Parliament/Politicians	37%	34%	40%	38%	37%	34%	41%	36%	43%
Kenya Police	27%	25%	29%	29%	26%	30%	21%	30%	30%
Government	9%	7%	10%	9%	9%	6%	11%	13%	12%
Leaders	7%	9%	7%	7%	8%	5%	10%	10%	10%
Ministers	6%	5%	8%	7%	6%	7%	8%	5%	2%
Traffic Police	5%	5%	6%	6%	5%	5%	7%	6%	2%
Wealthy people	5%	5%	4%	4%	6%	5%	5%	3%	4%
Teachers	4%	5%	3%	3%	6%	5%	3%	3%	2%

From the Focus Group Discussions (FGDs) conducted with school students, conductors & policemen were ranked as the most corrupt while politicians came second. Below are excerpts from statements made by primary school students:

“...Now to the most blamed party when it comes to corruption. Politicians are often declared the most corrupt Kenyan species. This is partly true. Politicians embezzle government funds, lie to the citizens just to name but a few. We also have traffic officers and other government officials. They expect bribes every now and then so as to provide services. This makes the poor Kenyans to suffer. We surely need change. We need it fast and soon, very soon. As the old and wise once said, make hay while the sun shines.” Mweka Namuli Cecelia, Class 8, Fountain Gate Preparatory, Bungoma.

“...The leaders are the most affected. The work in the offices is done by the relatives of the in charge of work.” Francis Kamau, 14 Years, Kangema Primary School.

All the students indicated that they had witnessed motorists give bribes to traffic police officers especially in the urban areas. Others had seen their parents and guardians do so adding that it was the quickest way to get out of trouble as long as both parties were willing to engage in such acts. The following list of corrupt people outside school was created:

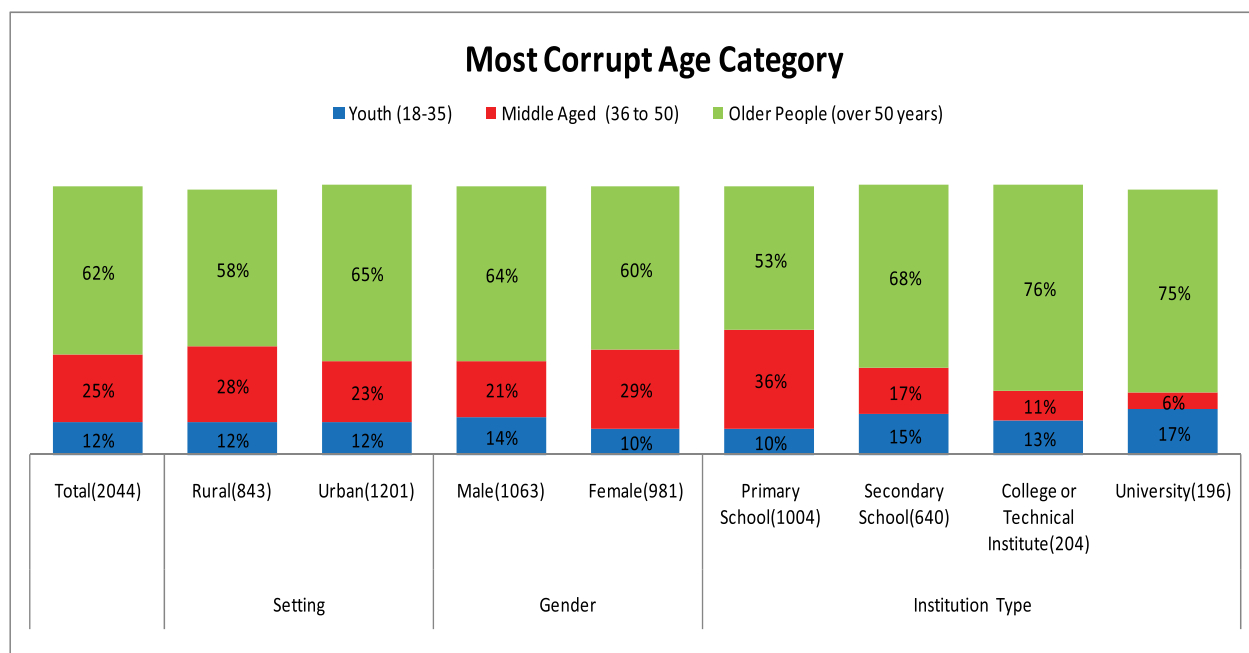
- Conductors and policemen – this group was listed as the most corrupt outside school
- Politicians, civil servants and government leaders – ranked second to the conductors in the most corrupt people.

- Chief – in administration of local matters, they sometimes accept bribes from locals to make decisions in their favour. They also ask for bribes during the application process of identity cards.
- Lawyers – some are said to bribe judicial officers to assist in the disappearance of files.
- Business people – who bribe government administrators to get services faster.

ii. The most corrupt age category

A majority (62%) of the students thought that the most corrupt persons in society were the older people over 50 years of age. The middle aged categorized as those between 36 to 50 years followed at 25%. However from the Focus Group Discussions (FGDs), and interesting issue arose when this issue was probed. It appeared that when it comes to the really huge scandals involving large amounts of money you will most probable come across the older people but when it comes to every day small corruption you will find the youth. From this it emerged that in terms of the most corrupt people in regard to the frequency, the youth topped while in the category of corruption involving large sums of money the older people top.

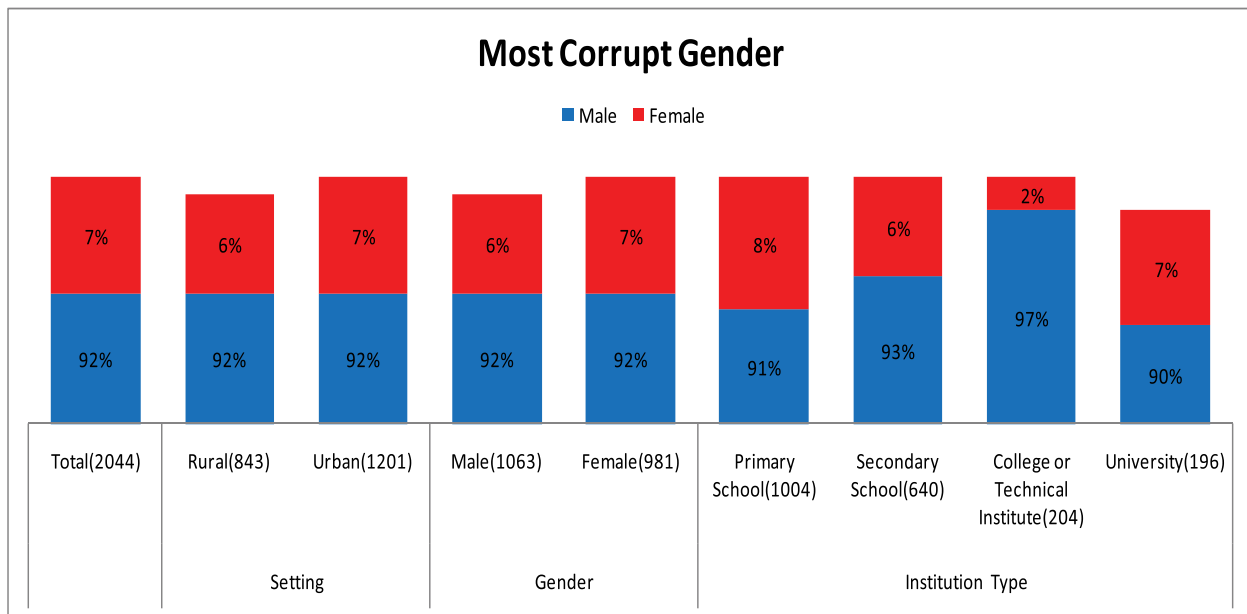
Graph 12: Most corrupt age category



iii. The most corrupt gender type

The male gender was said to be the most corrupt with a very significant difference between the men and the women with a difference of 85% in the opinions.

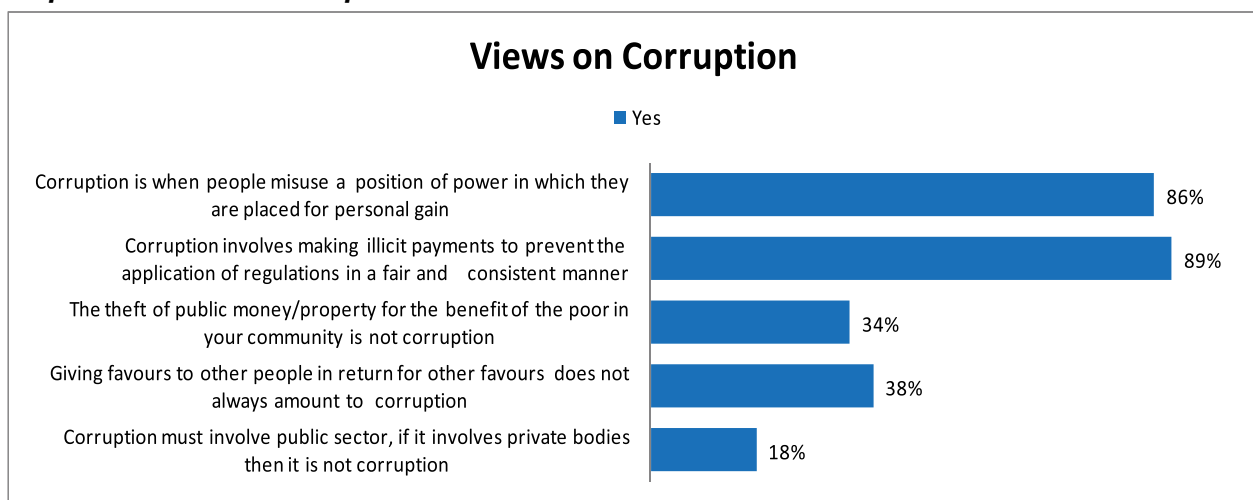
Graph 13: Most corrupt gender



4.3.8 General views on corruption

The study sought to find out different views on corruption from the students in the different institutions. Negative and positive statements were mentioned to the student on corruption to test their perceptions. More students (89%) agreed with the fact that corruption involves making illicit payments to prevent the application of regulations in a fair and consistent manner. Also, 86% agreed that corruption is the misuse of positions of power in which people are placed. However, it was good to note that a significantly lower number 18% believed that corruption must involve the public sector and if it involves private bodies then it is not corruption.

Graph 14: Views of corruption



The students' opinion was also sought on the issues shown in the table below that happen in institutions. It was interesting to note that 64% believed that parents, teachers and other persons in positions of responsibility are greatly involved in corruption. Only 38% believed that it is much easier to promise someone else a favour than face the consequences when in the wrong. It was good to note that a significantly lower number of the students (8%) believed that since corruption benefits both parties in it, there is nothing wrong with it. Some of the other opinions listed are shown in the table below.

Table 15: Opinion on general corruption issues

Opinion on General Corruption Issues	Acceptable
Parents, teachers and other persons in positions of responsibility are greatly involved in corruption	64%
It is much easier to promise someone else a favour than face the consequences when I am in the wrong	38%
Bribing is a thing that will never go away no matter what	37%
Those who cheat in exams in my school get away with it and the teachers don't get to know about it	36%
Current fight against corruption by the government is bearing fruit	33%
Corruption is a way of life for Kenyans and there is nothing we can do to eradicate it	20%
One should do anything within their means even bribing to get out of trouble	18%
The teachers in our school accept sexual favours to give more marks to some students	11%
The teachers in our school accept cash favours to give more marks to some students	10%
The teachers encourage us to give favours when we are in the wrong	8%
Since corruption benefits both parties in it, there is nothing wrong with it	8%

4.4 CORRUPT PRACTICES

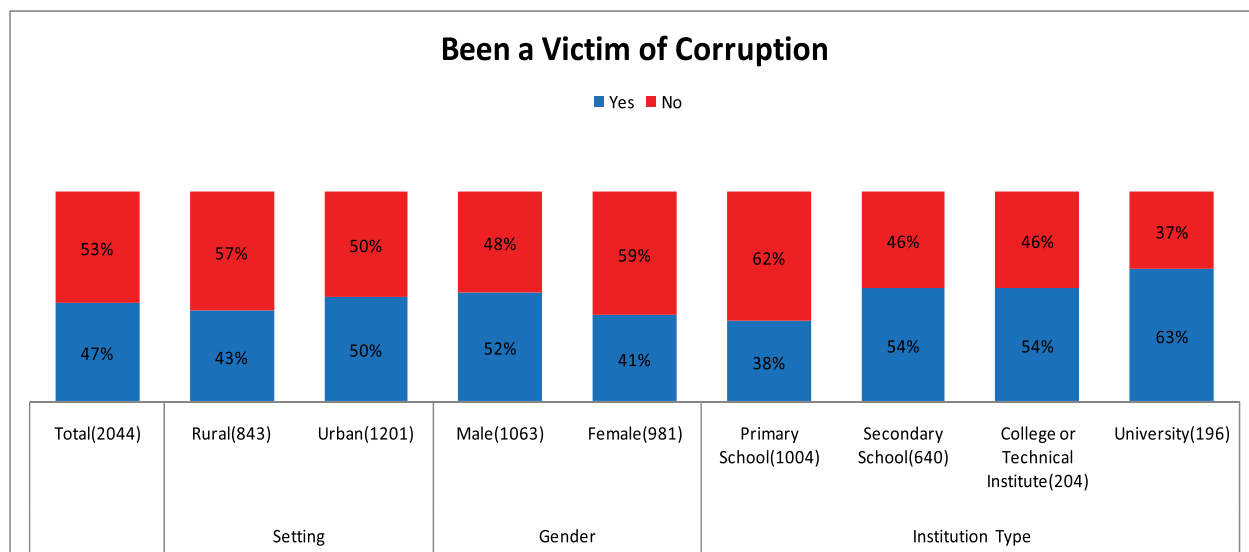
Corrupt practices were viewed from two angles which will be the focus of this section:

- Victims of Corruption
- Participation in Corruption
- Incidences of Corruption in Schools

4.4.1 Victims of corruption

Almost half of all the students (47%) have been a victim of corruption. This seemed to increase at the higher institutions of learning with University students experiencing it at 63%, college and secondary school students both at 54% and primary school students at 38%. There were no disparities across the different genders and geographical settings.

Graph 15: Been a victim of corruption



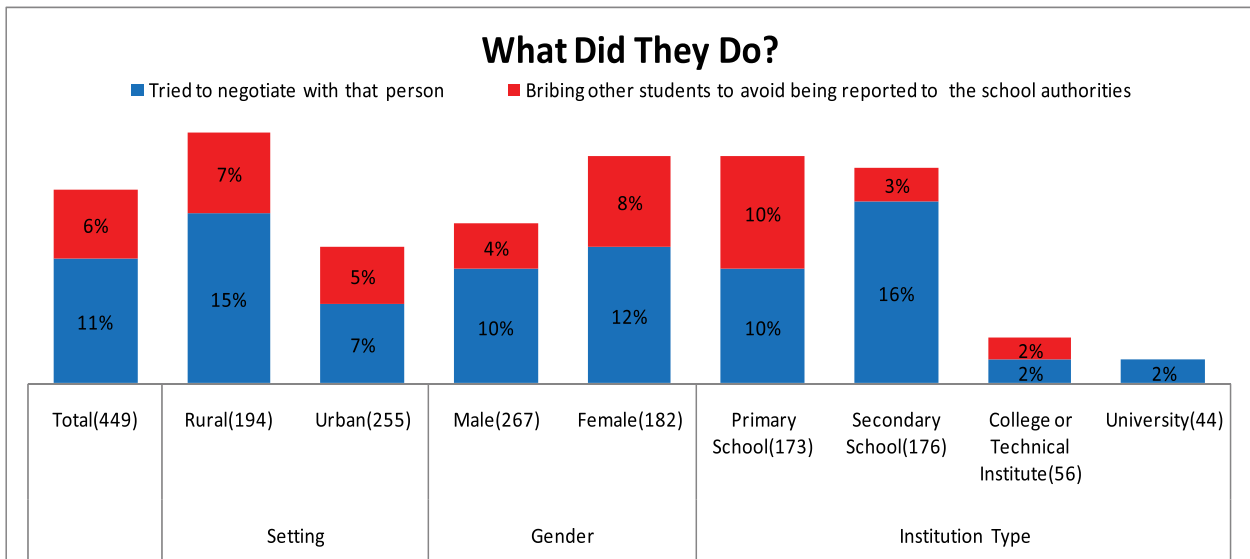
When asked what corrupt practice they were a victim of, 16% indicated that they were caught in the wrong and the person demanded a bribe to keep quiet. From the Focus Group Discussions with the different students from the institutions, it emerged that black mailing was common and the bribe did not have to be in monetary terms. Some students indicated being asked for a share of their meals and stationery in the primary and secondary schools. Most of the university students (11%) felt aggrieved by their denial of employment due to bribery.

Table 16: Victim of what corruption

Victim of What Corrupt Practice									
	Total(167)	Setting		Gender		Institution Type			
		Rural(60)	Urban(107)	Male(103)	Female(64)	Primary School(50)	Secondary School(68)	College or Technical Institute(22)	University(27)
Caught in the wrong and the person demanded a bribe to keep quiet.	16%	20%	13%	17%	14%	26%	15%	5%	7%
A traffic policeman asking for bribe from our matatu/vehicle	8%	10%	7%	8%	9%	0%	15%	5%	11%
Bribing policemen to be released from jail	7%	5%	7%	10%	2%	2%	4%	23%	7%
Denial of employment opportunity due to lack of bribery	4%	2%	5%	4%	3%	0%	1%	9%	11%

Around 11% indicated that they tried to negotiate with the prefect when asked for a bribe but it is not clear whether they were actually spared, others bribed to avoid being reported (6%) to the school authorities.

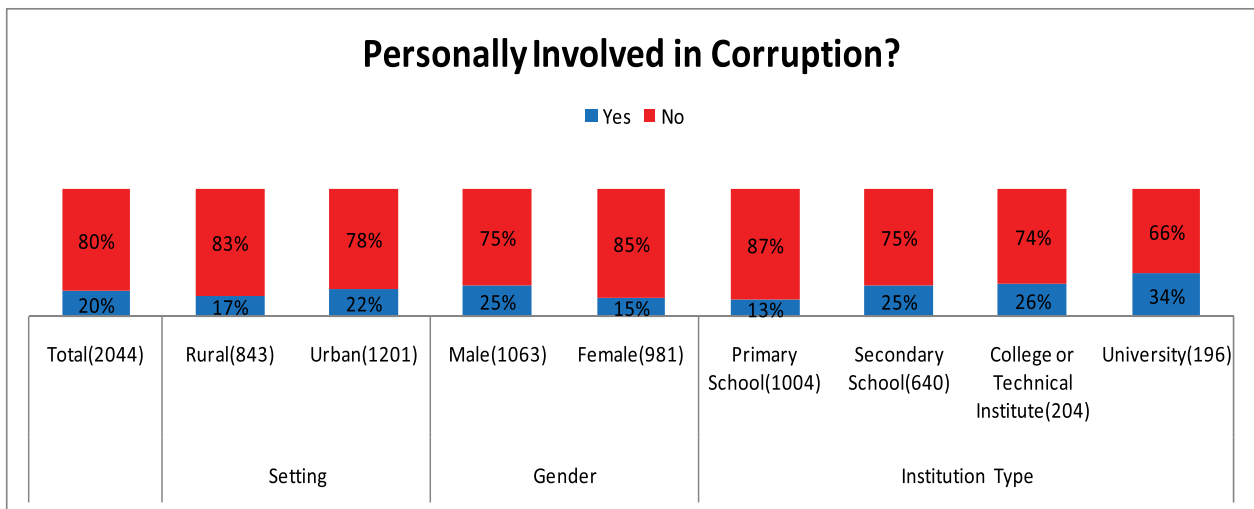
Graph 16: What did they do



4.4.2 Participated in corruption

It was noted that 20% of the students have been involved personally in corruption. Ten percent more males than females have been involved in corruption, with a higher number (22%) being in urban areas and in universities (34%).

Graph 17: Personally involved in corruption



Some of the corrupt acts that they have been involved in include bribing a policeman to set them free (13%), asking for bribes from other students (9%), prefects asking for bribes and bribing siblings both at 5%. Some, especially the older students in colleges and universities have bribed to get national identity cards. This was probed further and it emerged that chiefs are the most bribed persons to get them sign the required forms when applying for some services such as identity cards.

Table 17: Corrupt act student was involved in

Corrupt Act Student Was Involved In?									
	Total(411)	Setting		Gender		Institution Type			
		Rural(143)	Urban(268)	Male(266)	Female(145)	Primary School(128)	Secondary School(163)	College or Technical Institute(53)	University(67)
They bribed the police for them to be free	13%	8%	16%	18%	5%	2%	10%	23%	33%
Asking for bribes from other pupils so that I may not report it to the authorities	9%	10%	9%	7%	14%	16%	9%	4%	0%
Prefects asking for bribe from other students for them to avoid being punished	5%	9%	3%	6%	3%	4%	10%	0%	1%
Bribing a brother/sister so as not to be reported to the parent/s	5%	6%	4%	4%	6%	8%	6%	0%	0%
Gave money to get ID Cards	4%	6%	3%	3%	5%	0%	1%	19%	7%
Bribed my friend to with money not to report me	4%	1%	5%	5%	3%	4%	5%	4%	1%

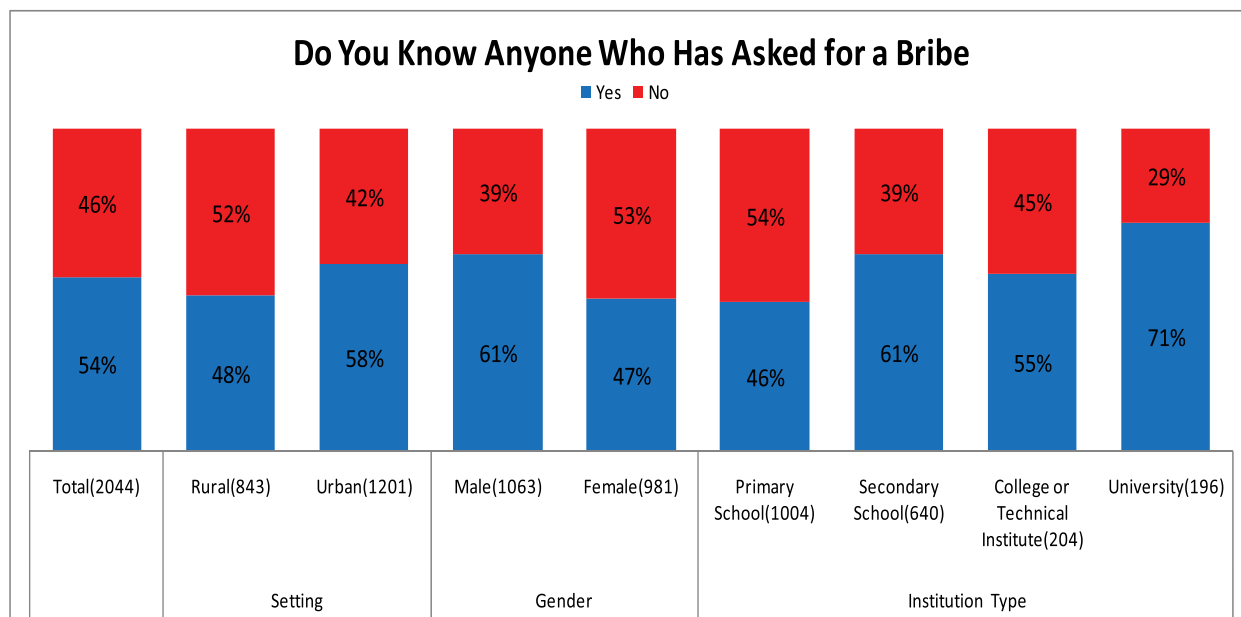
The participation in corruption was further tested at three levels:

- Asking for a Bribe
- Giving a Bribe
- Taking a Bribe

i. Asking for a bribe

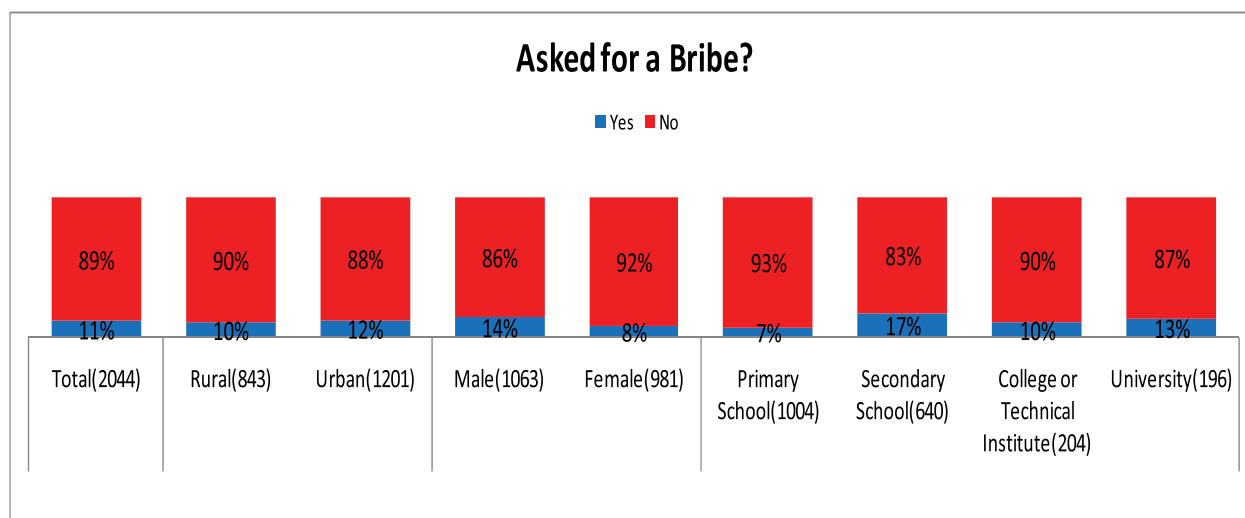
From the study, 54% of the respondents know someone who has asked for a bribe. This figure was higher in the urban areas at 58% compared to 48% in the rural areas. It also seemed common with male students at 61% compared to the female students at 47%. According to the different institutional categories, there appeared a progression in the incidences of knowing someone who has asked for a bribe. During the FGDs, students from secondary schools indicated that even prefects participate in asking for bribes especially to offer other students favours such as not reporting them to the authorities when they break school rules or even assigning such students lighter duties within the school or even keep prohibited items in the school.

Graph 18: Do you know anyone who has been asked for a bribe



When questioned on whether they have individually asked for a bribe, only 11% indicated that they have done so. This was at its lowest in primary schools at 7% while the result was almost similar across the other different school categories.

Graph 19: Asked for a bribe?



It emerged that most of these students ask for bribes from their fellow classmates (35%), their friends (34%), and their siblings (12%) among others. This had its highest incidence in the universities, standing at 65% while the lowest incidence was seen in the primary schools at 27%.

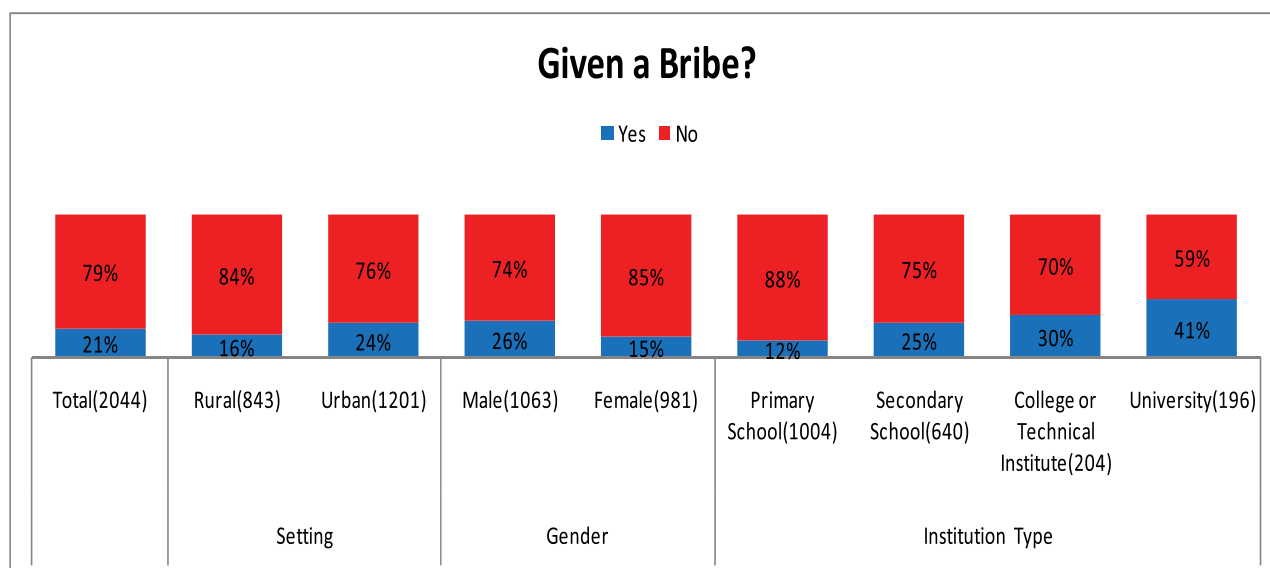
Table 18: Asked a bribe from?

Asked a Bribe from?									
		Setting		Gender		Institution Type			
	Total(226)	Rural(83)	Urban(143)	Male(145)	Female(81)	Primary School(70)	Secondary School(109)	College or Technical Institute(21)	University(26)
Students/Classmates/Pupils	35%	36%	34%	39%	27%	27%	33%	33%	65%
Friends	34%	39%	31%	34%	32%	43%	34%	38%	4%
Siblings	12%	10%	13%	9%	17%	16%	13%	0%	8%
Prefects/Students representatives	3%	4%	3%	3%	2%	4%	4%	0%	0%
Teachers/Lecturers	2%	0%	3%	2%	1%	1%	2%	0%	4%
Cousin	2%	1%	2%	0%	5%	3%	2%	0%	0%

ii. Giving a bribe

Only 21% of the students indicated to have given a bribe. This seemed to graduate with the different institutional categories with primary schools standing at 12%, secondary schools at 25%, colleges or technical institutes at 30% and universities at 41%.

Graph 20: Given a bribe?



What was interesting is that 23% indicated that they had given a bribe to a policeman, 17% to a friend and 15% to their fellow classmate or pupil. University students appeared the main culprits in giving bribes to policemen at 47% while it was rare in primary schools, standing at 7%.

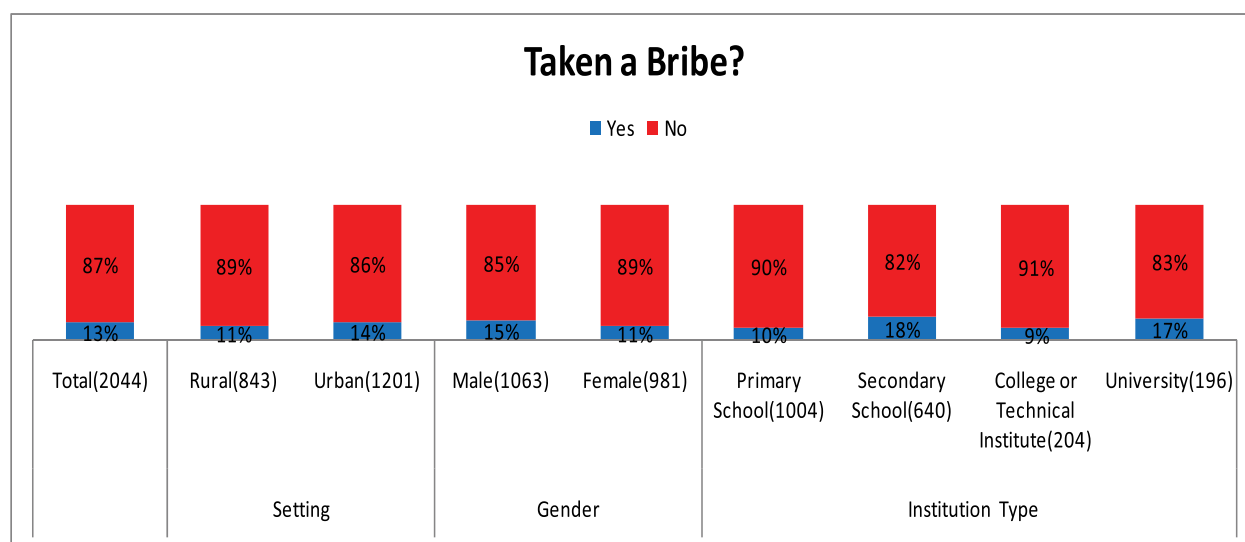
Table 19: Given to who

Given to Whom?									
		Setting		Gender		Institution Type			
	Total(424)	Rural(138)	Urban(286)	Male(281)	Female(143)	Primary School(119)	Secondary School(163)	College or Technical Institute(61)	University(81)
Policeman	23%	15%	26%	28%	11%	7%	20%	28%	47%
Friends	17%	19%	16%	13%	25%	35%	15%	5%	2%
Students/Classmates/Pupils	15%	17%	13%	13%	18%	21%	17%	7%	7%
Prefects/Students representatives	8%	12%	6%	8%	8%	9%	12%	5%	2%
Siblings	7%	9%	6%	3%	14%	9%	9%	2%	2%

iii. Taking a bribe

It was good to note that only 13% have taken a bribe. This was at its highest in secondary schools (18%) and Universities (17%). There was not much of a difference across the different gender categories or even the geographical setting.

Graph 21: Taken a bribe?



They took a bribe from their fellow school mates (42%) and their friends (30%). Again, as with the other institutional categories, the figure of those who have taken a bribe from their fellow schoolmate/class mate was at its highest in universities at 56%.

Table 20: Taken from whom?

Taken from Whom?									
		Setting		Gender		Institution Type			
	Total(270)	Rural(96)	Urban(174)	Male(164)	Female(106)	Primary School(102)	Secondary School(116)	College or Technical Institute(18)	University(34)
Students/Classmates/Pupils	42%	46%	40%	46%	36%	38%	42%	33%	56%
Friends	30%	27%	32%	30%	31%	34%	29%	28%	24%
Siblings	9%	7%	9%	6%	12%	13%	7%	0%	6%
Politicians	3%	3%	2%	2%	3%	2%	2%	17%	0%
Prefects/Students representatives	3%	4%	2%	4%	2%	3%	3%	6%	0%
Cousin	3%	6%	2%	3%	4%	5%	3%	0%	0%

4.4.3 Nature of the corrupt practices in schools

Among the students, 19% have seen prefects and teachers asking for bribes from students in return for other favours. From the focus group discussions especially with the college and university students, the list of favours asked included monetary favours and even sexual favours. Teachers asking for sexual favours were common with the female students while with the male students, monetary favours are common especially for the awarding of more marks than deserved. The incidence of students asking for a bribe appeared lower than the accepting and giving of bribes. Below is a list of corrupt practices that the students have engaged in.

Graph 21: Accepting bribes or unusual favour

Accepting Bribes or Unusual favours(515)	
Prefects and teachers ask for bribes from students in return for other favours	19%
Students bribe others so that they do not report any unlawful acts	15%
Accepting money in form of bribe for any unusual favours	15%
Accepted money from another student for me to do their assignment	8%
Teachers accept bribes to award students with good marks/grades	4%
Asking for bribes and unusual favours(169)	
Prefects and teachers ask for bribes from students for them not to punish for wrongs done	12%
Prefects and teachers ask for bribes from students for them not to punish for offences	8%
The watchmen ask for bribes to allow student to get in or sneak out	4%
Asking for food in exchange for favours	4%
Giving Bribes And Unusual favours(344)	
Bribed policemen not to get arrested or to be released from prison	20%
Students bribe others so that they do not report any unlawful acts	18%
Gave money to another student for him/her to do your assignment	9%
They give bribe to be given ID Cards, licenses, certificates, pin Certificates	7%
Giving food in exchange for favours	5%
Students give bribes to be selected in extra-curriculum activities	4%
Stealing school books/property then giving bribes so as not to be reported	3%

Some of the forms of corruption going on in the primary schools as mentioned in the Focus Group Discussions (FGDs) with the young students were promising prefects favours and bribes to prefects in order not to be reported to the teachers for their misconduct and bullying other students to push them to submission. In one group, a prefect reported asking for bribes in the form of biscuits and money in return for other favours such as not reporting them to the teachers when they break school rules. There was talk of bullying from the prefects from the mini-groups which is used to threaten the other students indicating abuse of power which is a form of corruption.

In the secondary schools, students admitted to being involved in corrupt practices as a “means of survival.” The most common practices were divided into four classes:

i. Between parents and teachers:

Bribery among parents and teacher for instance during admission to form one. Also the parents were said to bribe the head teacher or deputy when students were suspended and expelled so as to retain them especially after gross misconduct. A mention was made of head teachers awarding bursaries to their friends and relatives children

ii. Between students and teachers

Among the students and teachers, bribing to get better marks and positions. Some teachers were said to influence school leadership especially for their own children, friends or relatives. A unique mention stated that some teachers use some students as drug peddlers in school. In such cases, drugs have successfully been supplied in schools, the common drug being Cannabis Sativa (Marijuana).

iii. Among the students

School prefects getting gifts in form of cash and in kind to cover mistakes for those who can afford these services was mentioned in addition to having some students specializing in doing assignments and facilitating the copying of exams for a fee. School clubs officials have also encouraged students to pay for services during trips that are covered in the budget and also are said to give priority to those who can pay more and their friends.

iv. Between students and other staff

The school subordinate staff were mentioned, the watchmen in many instances are known to be the link between the outside world and the school environment especially in boarding schools. For a fee, the watchmen for instance are sent for drugs, alcohol and petrol during school strikes. In the case of day schools when late, the students in some schools gain access to the school without punishment by bribing the watchmen.

In universities and Colleges, the corrupt practices happening in their institutions seemed to increase. This could be attributed to the exposure they have on information concerning corruption or it could imply the increase of corrupt practices in such institutions. Some of the corrupt practices said to exist included:

- i. Most of them mentioned the institution management was in the habit of increasing school fees without consultation and involvement of the students. They are asked to pay more money for services that eventually are not delivered or are not equal to the amounts in question.
- ii. Some institutions are said to pay school fees or offer waivers for student leaders, these has resulted to communication barriers where these leaders do not represent the student voices especially on

financial issues. The student leaders are compromised by what they receive and any opposition often results to penalties or loss of such privileges.

- iii. During student election, the candidates are said to engage in bribing fellow students by dishing out cash and buying alcohol to lure voters.
- iv. The institution accounts office was another mention, in cases where a student has already been paid for fees using a bank draft and is unwilling to study for the semester, the accounts officers have been involved in transferring this amount to a friend who then is paid some money. This whole process is highly secretive and illegal in the institutions but is done behind the parents or sponsors knowledge and the school administration office.
- v. Among the lecturers, students confirmed bribery for better marks and sexual favours especially among female students who are compromised by some lecturers to attain desired grades without having gone through the institution’s curriculum.
- vi. With the help of the institutional watchmen, the students mentioned organized crimes like theft of computers. The watchmen were also said to be accomplices of law breakers in the various universities and colleges.

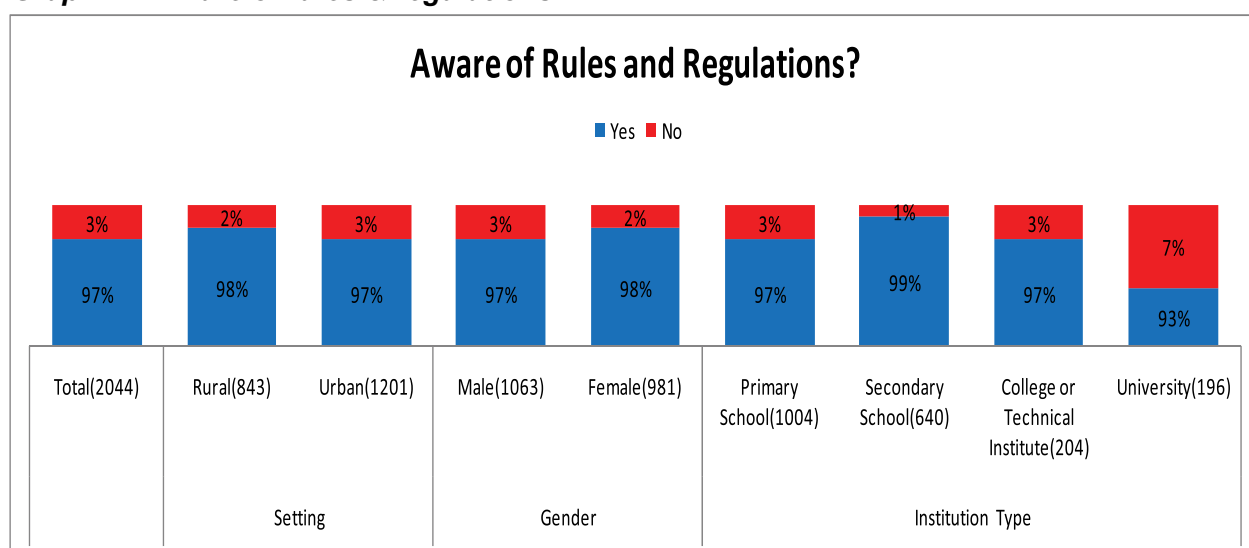
4.5 CORRUPTION LEVELS AT VARIOUS INSTITUTIONS OF LEARNING

4.5.1 Awareness of rules and regulations

For the researchers to understand the levels of corruption at the various institutions of learning, it was important to find out if they were aware of the rules and regulations that bind them. This is because corruption is tied to the breaking of rules and regulations whether in society or in the institutions. From the study, almost all the students (97%) seemed aware of the rules and regulations applying in their different institutions. The incidence of students knowing the rules and regulations was at its highest (99%) in the secondary schools. It emerged from the focus group discussions that this is because they are given a list of rules and regulations to read either before joining the institutions or after admission.

The figure was at its lowest in the University category with 93% of the students being aware of the rules and regulations applying in their universities.

Graph 22: Aware of rules & regulations



4.5.2 Prohibited Items and how they get in the Institutions

Some of the things that they prohibit from bringing to the institutions are drug such as bang and 'miraa' (49%), mobile phones (46%) and home clothes (34%). Having a mobile phone is prohibited from secondary (75%) and primary schools (44%) while in colleges or technical institutes and universities drugs are the main prohibited items (73% and 68% respectively).

Table 22: What are some of the things they prohibit from bringing to school?

What are some of the things they prohibit from bringing to school?									
	Total(1989)	Setting		Gender		Institution Type			University(183)
		Rural(822)	Urban(1167)	Male(1032)	Female(957)	Primary School(973)	Secondary School(636)	College or Technical Institute(197)	
Drugs-Bang, miraa'	49%	45%	51%	51%	46%	40%	49%	73%	68%
Mobile	46%	43%	48%	45%	47%	44%	75%	3%	2%
Home clothes	34%	36%	32%	31%	37%	35%	47%	9%	N/A
Alcohol	26%	27%	25%	28%	24%	19%	24%	54%	42%
Electronic accessories	23%	26%	21%	26%	20%	20%	39%	7%	N/A
Harmful objects/weapons	21%	19%	22%	25%	16%	21%	14%	27%	36%
Cooked food	18%	23%	15%	16%	21%	22%	22%	5%	N/A

While 30% of the students especially in the primary schools and some secondary schools were of the opinion that these items do not get into their schools from the quantitative study, there was a split in terms of the students in the focus group discussions who indicated whether it was easy to bring the items to school. It was then important to find out how these items get into the schools. A significant number of students (44%) hide them at another location and then transfer them later when the school authorities are relaxed about the rules. Another 17% indicated that some students run away from school and bring the items while 15% pointed out that the day scholars bring the items into the institutions for them. A list of the other means that these items get into the institutions is shown below:

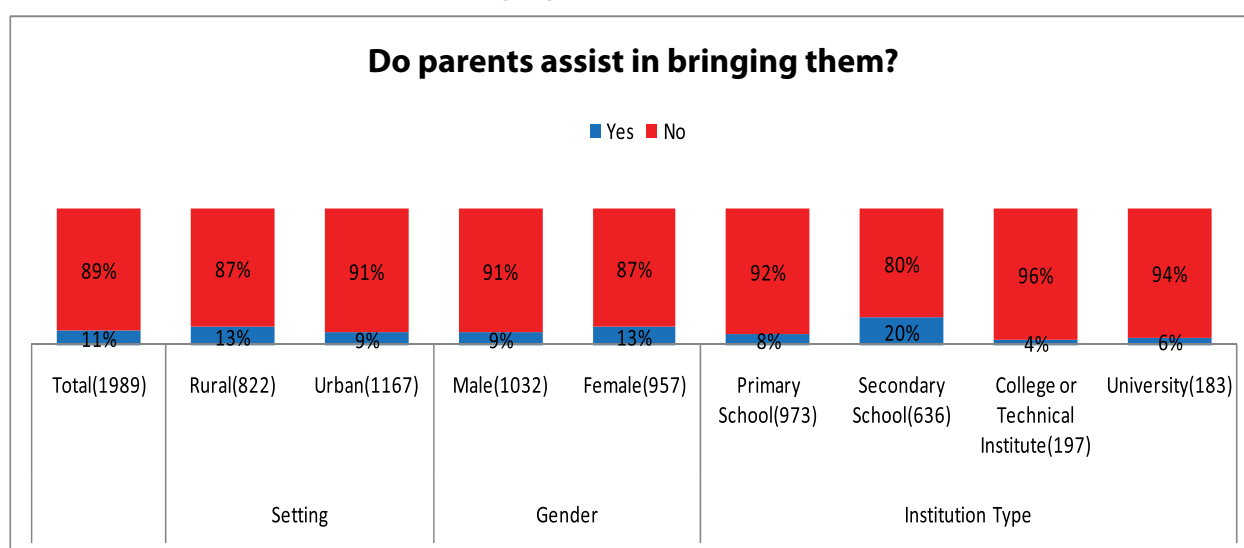
Table 23: How do these items get into the school?

How do these items get into the schools?									
		Setting		Gender		Institution Type			
	Total(1989)	Rural(822)	Urban(1167)	Male(1032)	Female(957)	Primary School(973)	Secondary School(636)	College or Technical Institute(197)	University(183)
We hide them at another location and transfer them later when the school authorities are relaxed about rules	44%	45%	44%	44%	45%	40%	55%	40%	37%
Some students run away from school and bring those items	17%	18%	17%	19%	15%	13%	17%	27%	26%
The Day scholars bring them for us when we need them	15%	10%	18%	16%	13%	11%	17%	22%	21%
We bribe the gate man, teachers or other administrators to allow us to bring them in school	11%	12%	11%	12%	10%	5%	17%	13%	20%
One comes carrying them in their bags/pockets	5%	6%	5%	5%	6%	6%	6%	5%	4%
There is no checking at the gate	4%	2%	5%	5%	4%	1%	4%	13%	13%
Hide them in our clothes	2%	3%	2%	2%	3%	2%	3%	1%	1%

4.5.3 Parents involvement in breaking school rules and regulations

It was interesting to note that 11% pointed out that their parents assist in bringing these items to school. However from the qualitative part of the study, it emerged that parents assist in bringing in food items, money, and mobile phones into the schools rather than drugs and harmful weapons. The parents of male students are more prone to bring money and mobile phones while those of the female student bring in food items and money.

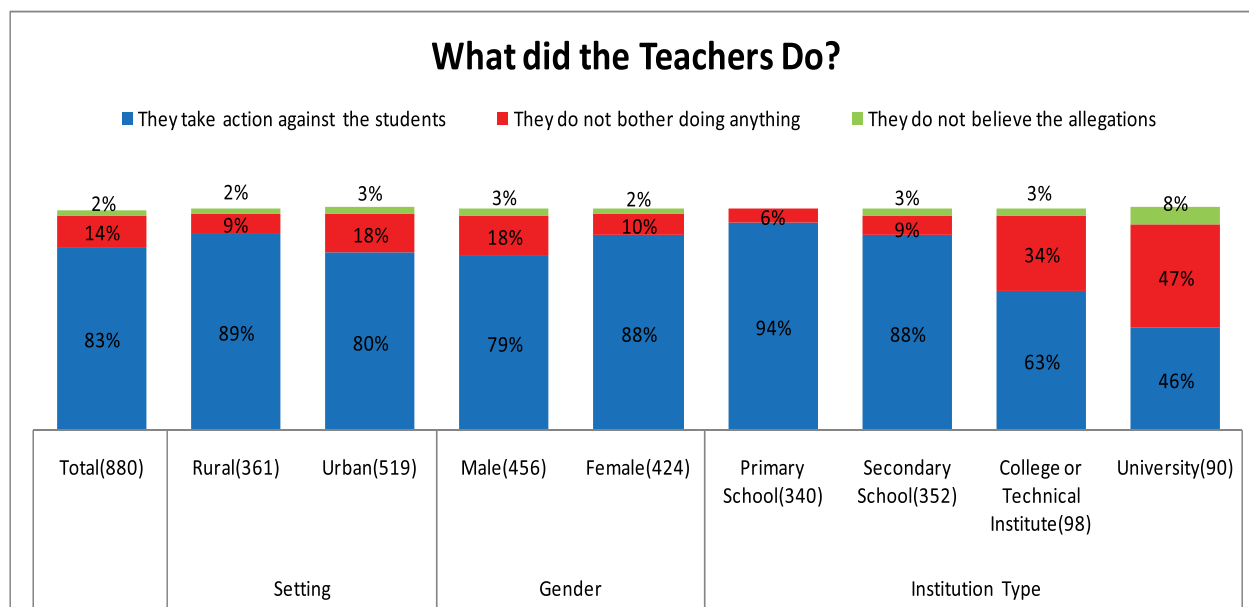
Graph 23: Do parents assist in bringing them?



4.5.4 Action taken by school administrators

While teachers are aware that these items are being brought into the institutions, it was good to note that 83% of the students felt that the teachers/administrators take action against the students, 14% felt they do not bother doing anything while 2% indicated that the teachers/administrator did not believe the allegations.

Graph 24: What did the teachers do?



4.5.5 Most Probable person to indulge in corruption

The most probable person to indulge in corrupt practices in the institutions were the students at 44%, the prefects/student representatives (35%), the teachers (32%) and other workers (20%). The same list of persons was repeated in the different institutional categories, geographical settings and genders.

Table 24: Most probable person to indulge in corrupt practices?

Most Probable Person to Indulge in Corrupt Practices?									
		Setting		Gender		Institution Type			
	Total(2044)	Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	College or Technical Institute(204)	University(196)
Students	44%	43%	44%	42%	46%	42%	43%	41%	57%
Prefects/ Student Representatives	35%	35%	35%	35%	34%	32%	41%	30%	33%
Teachers	32%	35%	30%	33%	31%	28%	32%	44%	40%
Other Workers	20%	15%	23%	21%	19%	16%	22%	22%	32%

4.5.6 Activities prone to corruption in the institutions

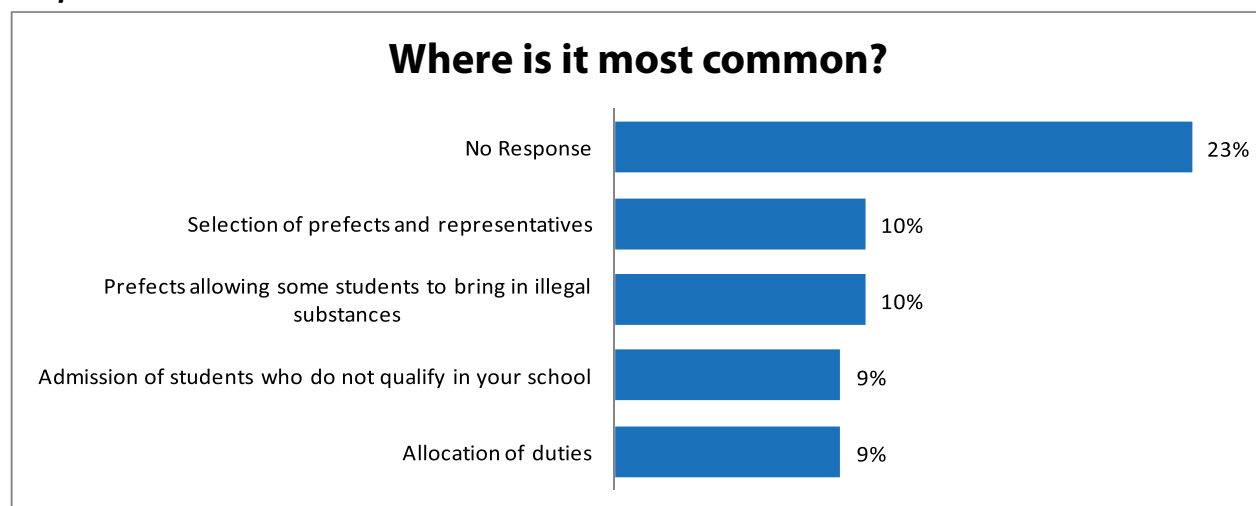
The activities that are prone to corruption include the selection of prefects & representatives (33%), prefects allowing some students to bring in illegal substances in school (28%), allocation of duties (28%), teachers awarding marks in school unfairly (25%), admission of students who do not quality (25%), the selection of students representatives in both academic and extra-curricular activities (24%) among other activities shown in the table below.

Table 25: Activities prone to corruption

Activities Prone to Corruption	
Selection of prefects and representatives	33%
Prefects allowing some students to bring in illegal substances into the school compound	28%
Allocation of duties	28%
Teachers awarding marks in school unfairly	25%
Admission of students who do not qualify in your school	25%
Selection of students to represent the school/institution in both academic and other extra-curricular activities	24%
Selection of Students for Trips	24%
Watchman allowing things that are not allowed in the school compound	23%
Workers allowing things that are not allowed in the school compound	20%
Allocation of bursaries and study grants	18%
Giving of special foods to some students	17%
Issuing of books in the Library	14%
Allocation of dormitories and halls of residence	11%

While 23% of the students could not indicate where it is most common, 10% indicated that it was most common in the selection of prefects and representatives and prefects allowing some students to bring in prohibited substances in the institutions. Admission of students who do not quality in the institutions and allocation of duties followed at 9%.

Graph 25: Where is it most common?



4.5.7 Motivating factor

Poverty (17%), greed for money (11%), bad role models (11%), personal gain (10%), favouritism and laziness (both at 8%) are the main factors that motivate the students to be corrupt. Poverty and greed appeared interlinked from the focus group discussions since it was said that some students from humble family backgrounds are keen on making some extra money and see an easy way to do so through corruption, especially in the colleges and universities. Others do it out of fear (7%), lack of discipline and peer pressure (both at 6%).

Table 26: What motivates or makes other students corrupt?

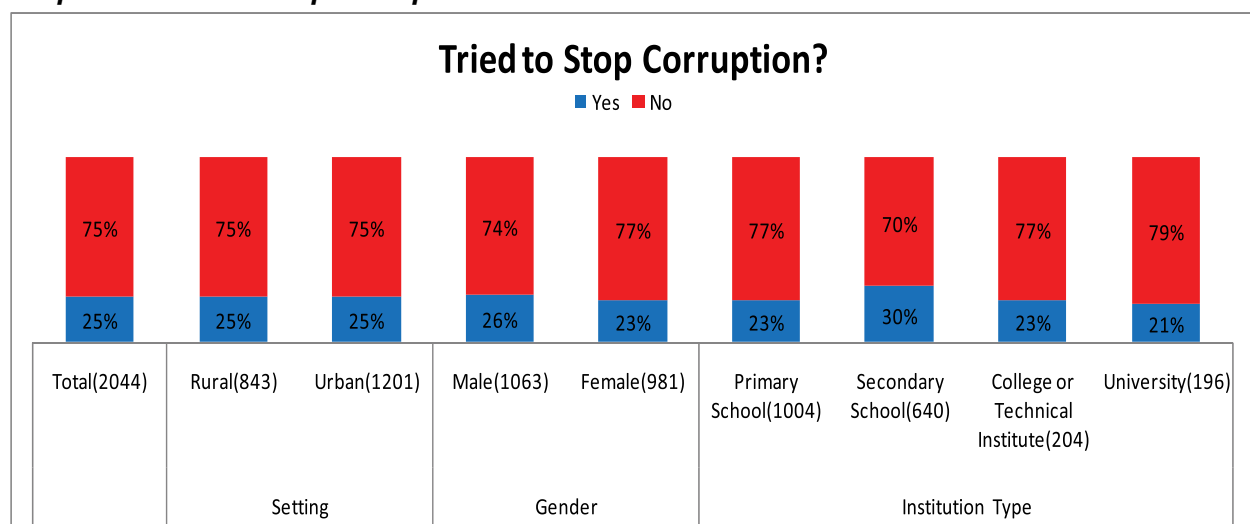
What Motivates or Makes Other Students Corrupt?									
	Total(2044)	Setting		Gender		What is the Institution Type			
		Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	College or Technical Institute(204)	University(196)
Poverty	17%	19%	16%	18%	15%	14%	17%	25%	24%
Greed of money	11%	11%	10%	12%	9%	12%	9%	10%	11%
Bad role models	11%	10%	11%	11%	10%	10%	12%	16%	6%
Personal gain	10%	8%	12%	11%	10%	8%	12%	15%	12%
Favouritism	8%	7%	8%	7%	9%	8%	7%	7%	7%
Laziness	8%	8%	9%	9%	8%	8%	9%	7%	9%
Fear	7%	6%	8%	7%	7%	9%	7%	3%	5%
Lack of discipline	6%	7%	5%	5%	7%	7%	5%	4%	5%
Selfishness	6%	5%	6%	5%	6%	6%	6%	5%	4%
Peer pressure	6%	7%	6%	6%	7%	5%	9%	7%	7%

4.6 INVOLVEMENT IN THE FIGHT AGAINST CORRUPTION

4.6.1 Involvement in the fight against corruption

Among the students 25% have tried to stop an act of corruption and this was more the case in secondary schools (30%). In the rest of institutional categories, the trend was the same and so was it across the different geographical settings and gender categories.

Graph 26: Tried to stop corruption?



A good number of them (11%) have tried to stop a police officer from asking for a bribe, 10% have tried to prevent other students from bribing their colleagues while 7% tried to stop the leakage of exams. In primary schools the main activity that was stopped was students bribing other students (16%), in secondary schools, colleges and universities it was stopping police officers (13%.20% and 24% respectively).

Table 27: Situation they tried to stop?

Situation They Tried to Stop?									
		Setting		Gender		Institution Type			
	Total(506)	Rural(210)	Urban(296)	Male(281)	Female(225)	Primary School(228)	Secondary School(190)	College or Technical Institute(46)	University(42)
Police officers asking for bribe	11%	9%	13%	12%	10%	6%	13%	20%	24%
Students bribing other students for them to gain favour	10%	8%	11%	9%	11%	16%	6%	7%	0%
Leakage of exams	7%	10%	5%	8%	6%	7%	9%	0%	0%
Prefect favored some students and I stopped that	6%	9%	5%	6%	7%	7%	8%	2%	2%
Prefects asking for bribe not to report students who are on	6%	5%	7%	8%	4%	9%	6%	0%	0%
Bribing the prefect	5%	7%	4%	5%	6%	6%	6%	2%	2%

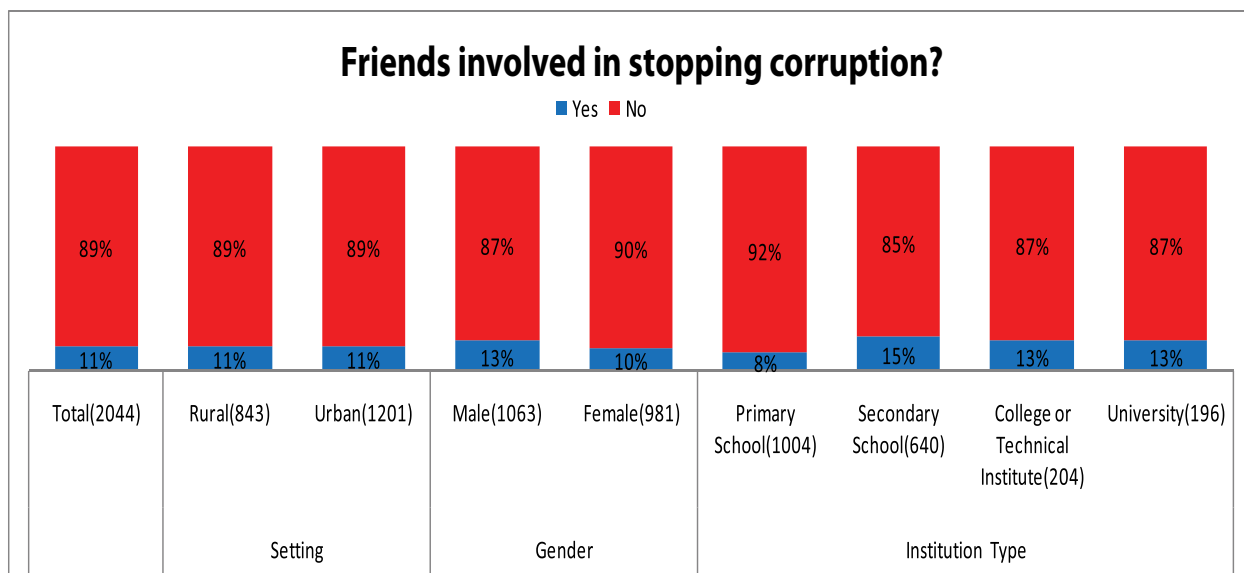
Of the students, 24% stopped the person and gave them advice, 22% reported it to the teachers, 6% complained to the school administration and 6% refused to give the bribe. From the focus group discussions, the methods they apply to stop police officers from asking and taking bribes included giving them long and uncomfortable stares, asking them if they are supposed to take bribes, getting the rest of the passengers to heckle the police officer or even imploring the victim not to give the bribe to the police officer.

Table 28: What did you do to stop corruption?

What Did You Do to Stop Corruption?									
		Setting		Gender		Institution Type			
	Total(506)	Rural(210)	Urban(296)	Male(281)	Female(225)	Primary School(228)	Secondary School(190)	Technical Institute(46)	University(42)
Stopped them and gave them advice	24%	23%	25%	20%	29%	29%	24%	9%	17%
Reported to the teacher	22%	30%	17%	20%	25%	34%	17%	7%	0%
Complained to the school administration/head teacher/vice chancellor	6%	6%	6%	6%	5%	2%	8%	9%	10%
Refused to give bribe	6%	5%	7%	7%	4%	4%	5%	13%	19%
Sensitization on the effects of corruption	5%	2%	6%	4%	5%	7%	3%	4%	2%
refused to take money	5%	6%	4%	5%	4%	5%	3%	7%	5%

Only a few (11%) of their friends are known to have tried to stop corruption whether in the schools or in the institutions. There was no difference between the different institutions, genders and geographical settings.

Graph 27: Friends involved in stopping corruption?



Their friends tried to stop the leakage of exams (7%), prefects favouring some students, prefects asking for a bribe, students bribing other students and police officers from asking for a bribe all at 6%. The issue of prefects appeared more common in the primary schools and the secondary schools.

Table 29: What did your friends try to stop?

What Did Your Friends Try To Stop?									
		Setting		Gender		Institution Type			
	Total(231)	Rural(96)	Urban(135)	Male(133)	Female(98)	Primary School(85)	Secondary School(94)	College or Technical Institute(27)	University(25)
Leakage of exams	7%	10%	5%	8%	7%	9%	5%	7%	8%
Prefect favored some students and I stopped that	6%	10%	4%	6%	7%	7%	7%	7%	0%
Prefects asking for bribe not to report students who are on	6%	4%	7%	8%	4%	6%	7%	0%	8%
Students bribing other students for them to gain favour	6%	7%	4%	5%	7%	12%	3%	0%	0%
Police officers asking for bribe	6%	6%	6%	6%	6%	4%	7%	7%	8%
Bribing the prefect	5%	5%	5%	5%	6%	5%	7%	0%	4%

In trying to stop the corrupt act, their friends reported it to the teachers (19%), stopped them and gave them advice (12%), complained to the school administration (11%), Refused to take money (6%), and refused to give the bribe (5%).

Table 30: What did they do?

What Did They Do?									
		Setting		Gender		Institution Type			
	Total(231)	Rural(96)	Urban(135)	Male(133)	Female(98)	Primary School(85)	Secondary School(94)	College or Technical Institute(27)	University(25)
Reported to the teacher	19%	22%	16%	17%	21%	24%	20%	7%	8%
Stopped them and gave them advice	12%	16%	9%	12%	11%	15%	12%	7%	4%
Complained to the school administration/head teacher/vice chancellor	11%	13%	10%	11%	10%	12%	11%	15%	4%
Refused to take money	6%	5%	6%	5%	7%	7%	5%	4%	4%
Sensitization on the effects of corruption	5%	7%	4%	7%	3%	4%	6%	11%	0%
Refused to give bribe	5%	4%	6%	5%	5%	5%	2%	4%	20%

Most students, it appeared do not know what to do to fight corruption. However, 51% would report it to the authorities, it would depend on the situation (13%) and 8% would do nothing.

Table 31: What would you do if you encountered corruption?

What would you do if you encountered corruption?									
		Setting		Gender		Institution Type			
	Total(2044)	Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	College or Technical Institute(204)	University(196)
I would report it to the authorities	59%	60%	59%	58%	61%	63%	61%	54%	40%
It would depend on the situation In some I would report and	13%	9%	16%	16%	10%	4%	16%	25%	36%
I would do nothing	8%	8%	8%	9%	7%	5%	9%	13%	16%
I would tell my teacher	7%	10%	4%	6%	7%	11%	4%	0%	1%
I would tell my parents/ guardian	5%	6%	5%	4%	7%	9%	3%	0%	0%
I would try to stop it	3%	3%	3%	3%	3%	3%	3%	3%	3%
Advice offenders of the ill effects of corruption	2%	2%	2%	2%	2%	2%	2%	1%	3%

It was shown by those who would ignore it that nothing would be done when they report (37%), there would be little evidence to prove (16%) and 8% would not know what to do. Around 7% felt that it would bring problems when reported and 5% would ignore it since they are not the ones involved.

Table 32: Why would you do nothing?

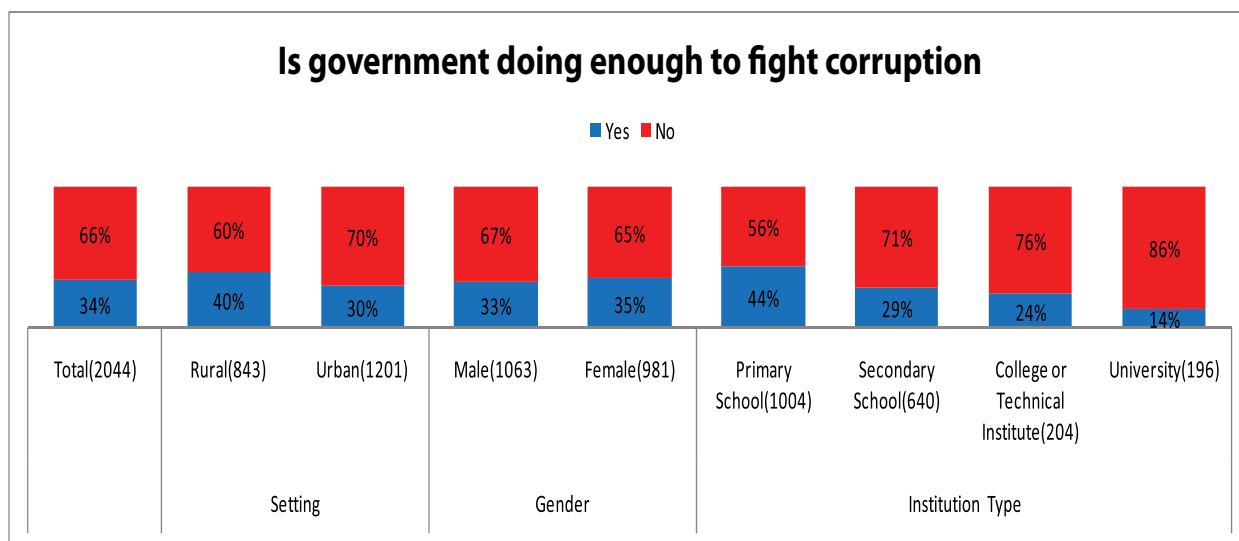
Why would you do nothing?									
		Setting		Gender		Institution Type			
	Total(166)	Rural(64)	Urban(102)	Male(96)	Female(70)	Primary School(51)	Secondary School(57)	College or Technical Institute(27)	University(31)
Nothing will be done when you report	37%	27%	44%	39%	36%	16%	42%	52%	52%
The victims are tactical in the acts of corruption	16%	19%	14%	15%	17%	8%	26%	15%	10%
I do not know what to do	8%	9%	8%	7%	10%	16%	4%	7%	6%
Might bring problems when reported	7%	8%	6%	8%	4%	8%	2%	15%	6%
I am not the one involved	5%	5%	5%	5%	4%	6%	5%	4%	3%
Feel intimidated to do anything about it	4%	0%	6%	3%	4%	2%	0%	7%	10%
I do not have any powers	4%	6%	3%	5%	3%	4%	5%	4%	3%
I am still a student	4%	5%	4%	4%	4%	14%	0%	0%	0%

4.6.2 Opinion on other peoples' involvement in the fight against corruption

i. The government and other organizations

Only 34% of the students felt that the government is doing enough to fight corruption. The trend seemed to decline with the different institutional categories with primary schools showing 44% confidence, 29% in secondary schools, 24% in colleges or technical institutes and 14% in the universities. However, the younger students in the mini-groups and focus group discussions could not explain exactly what it is that the government is doing to fight corruption. From the group discussions with college and university students, it was noted that the government is doing a good job investigating high profile corrupt cases but following up on these cases, prosecuting them and reclaiming lost property is low. It was also noted that small cases of corruption are prosecuted to the end while the big cases seem to fade away after some time.

Graph 28: Is government doing enough to fight corruption?



Of the students, 81% indicated KACC as the organization fighting corruption in Kenya. A few (7%) indicated KNHCR, 6% indicated religious groups and Transparency International while only 5% indicated the police. Media Organizations' also received a mention at 4% for their involvement in highlighting publicly incidences of corruption among leaders.

Table 33: What organizations are you aware of that fight corruption in Kenya?

What organizations are you aware of that fight corruption in Kenya?									
		Setting		Gender		Institution Type			
	Total(1393)	Rural(484)	Urban(909)	Male(772)	Female(621)	Primary School(512)	Secondary School(519)	College or Technical Institute(179)	University(183)
KACC	81%	79%	82%	82%	79%	72%	87%	88%	81%
KNHCR	7%	5%	8%	9%	5%	3%	6%	16%	14%
Religious Groups	6%	9%	5%	5%	8%	6%	5%	8%	8%
Transparency International	6%	3%	8%	8%	4%	1%	5%	8%	21%
Police	5%	4%	5%	5%	5%	7%	3%	2%	5%
Media Organizations	4%	4%	5%	4%	5%	4%	5%	2%	4%
Steadman Group	3%	3%	2%	2%	3%	3%	4%	1%	1%
Government	2%	3%	2%	2%	2%	3%	2%	0%	4%
UN	2%	1%	2%	1%	2%	2%	2%	0%	1%

The students did not seem to clearly identify the organizations fighting corruption especially at the lower levels of learning. They also did not seem to have faith in the capability of these institutions in fighting corruption. A significant proportion (34%) could not give a response on the organizations they think are best suited to fight corruption. KACC was mentioned by 33% of the students while 10% of the students felt the government is best suited.

Graph 34: Who do you think is best suited to fight corruption? - Organization

Whom do you think is best suited to fight corruption? - Organizations									
		Setting		Gender		Institution Type			
	Total(2044)	Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	College or Technical Institute(204)	University(196)
No Response	34%	43%	27%	30%	38%	44%	27%	15%	21%
KACC	33%	28%	37%	35%	31%	26%	42%	46%	30%
Government	10%	11%	10%	10%	10%	10%	10%	13%	11%
Religious Institutions	8%	7%	8%	7%	8%	6%	8%	12%	11%
Kenya Police	6%	5%	6%	6%	6%	7%	5%	8%	3%
Media Organizations	4%	2%	5%	4%	4%	3%	6%	2%	7%

ii. Other individuals

Of the individual mentioned as best suited to fight corruption, government leaders and ministers (28%) were mentioned, followed by the president (20%), citizens (14%), teachers (8%), and politicians (8%). Only 6% believed that they are suited to fight corruption indicating a gap on empowerment needs. The other individuals mentioned are shown in the table below.

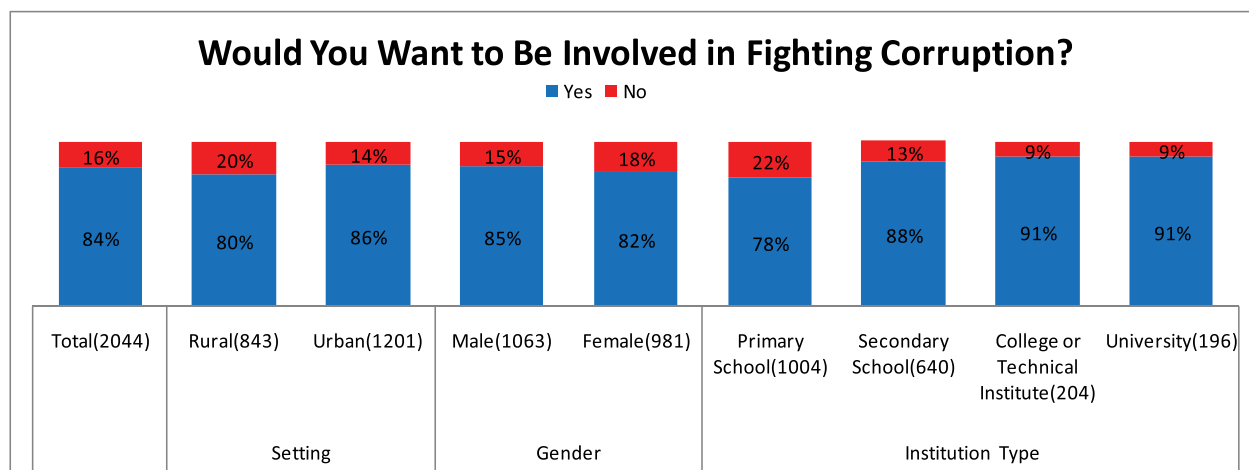
Graph 35: Who do you think is best suited to fight corruption? - Individual

Whom do you think is best suited to fight corruption? - Individual									
		Setting		Gender		Institution Type			
	Total(2044)	Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School (1004)	Secondary School (640)	College or Technical Institute(204)	University(196)
Government leaders/Ministers	28%	27%	29%	31%	25%	27%	30%	27%	25%
The President	20%	20%	21%	20%	20%	23%	19%	17%	12%
Everybody/Citizens	14%	11%	16%	15%	13%	11%	16%	17%	20%
Teachers/Lecturers	8%	9%	7%	6%	11%	9%	9%	4%	2%
MPs/Politicians	8%	8%	8%	8%	7%	7%	9%	8%	10%
Parents	6%	8%	5%	5%	8%	6%	9%	4%	1%
Myself	6%	7%	6%	6%	6%	4%	6%	12%	11%
Religious leaders(s)	6%	5%	7%	6%	6%	5%	8%	8%	4%

4.6.3 Individual interest in the fight against corruption

Of the students, 84% would want to be involved in fighting corruption indicating a yearning to overcome this problem. The interest to fight corruption seems to increase as the progression is made to the different levels of learning with primary schools having 78%, secondary schools at 88%, colleges and universities (both at 91%).

Graph 29: Would you want to be involved in fighting corruption?



4.7 INFORMATION GAPS AMONG THE STUDENTS

Certain gaps have been identified among the students on corruption. They include:

- Lack of exact definitions on corruption - Although the students could not give the exact definition of corruption, a significant proportion of them could describe what kinds of acts amount to corruption.
- Confusion of the term Corruption and other general issues - They students tended to confuse corruption with other general issues, for example, in the rural areas especially for primary schools, the students tended to confuse corruption with other vices such as general selfishness, general crimes and nationalism. While it is known that corruption has links with these concepts, the difference should be made known to the students.
- Unclear information on the origin of Corruption. – While some of the students could also attempt to explain the origin of corruption and link it with colonial rule, the causes of corruption, and consequences of corruption as well as the benefits of fighting corruption a significant proportion could not and this needs to be addressed.
- Information on how to stop corruption – the students lack information on how to stop corruption. A tenth of them indicated that they have tried to stop a police officer from asking for a bribe and used methods ranging from staring, to questioning, to advising. While these may have worked in a few incidents, more information is required to create awareness on how to stop incidents of corruption.
- The roles of Various Organizations and Individuals in the Fight Against Corruption – there was confusion on the roles of various organizations in the fight against corruption. Most of the students confused the NACCSC with KACC and more information is needed in this area.
- Almost all the students indicated a yearning to be involved in fighting corruption however; most of the students had trouble explaining what they would do when faced with an act of corruption outside their institutions. Some said they wouldn't know where to report it to while others indicated they would be afraid to report it to the police. The worst area where the students had trouble explaining is the institutions where they would forward their grievances to and the procedures to follow.

- Consequences of corruption need to be emphasized to the students – while they are aware of the forms of corruption, and its effects, some of the students are still engaging in it and this needs to be addressed.
- The students at individual level do not feel empowered to fight corruption and this needs to be addressed accordingly.

4.8 STRATEGIES IN FIGHTING CORRUPTION

4.8.1 Access to information on corruption

Around 84% of the students have heard news and information on corruption in the last 6 months. This was mainly from TV (79%), Radio (59%), Print (40%), at school (17%) and at Religious Centres (10%).

Table 36: From where did you hear the news / info on corruption?

From where did you hear the news/info on corruption?									
	Total(1769)	Setting		Gender		Institution Type			
		Rural(688)	Urban(1081)	Male(947)	Female(822)	Primary School(798)	Secondary School(599)	College or Technical Institute(192)	University(180)
TV	79%	70%	85%	80%	79%	75%	80%	85%	88%
Radio	59%	65%	55%	59%	58%	56%	59%	68%	61%
Print	40%	33%	44%	43%	36%	27%	46%	49%	64%
At school	17%	16%	17%	16%	18%	13%	22%	20%	12%
At church /mosque/temple	10%	10%	10%	9%	11%	5%	12%	20%	11%
At a public function	9%	7%	10%	9%	9%	7%	10%	16%	11%
Government Publications	8%	7%	8%	8%	7%	4%	10%	15%	7%
Books/ Reports	7%	7%	7%	7%	7%	5%	9%	11%	9%
Online/ Internet	7%	5%	8%	7%	7%	4%	8%	12%	12%
Out-door adverts/messages	7%	6%	8%	7%	7%	4%	10%	10%	8%
Others	2%	2%	2%	2%	2%	2%	2%	3%	4%
NR	4%	4%	4%	4%	4%	5%	4%	2%	3%

This was mostly seen in the last one month with only a third of the respondents indicating anything over a month ago. The organization mostly mentioned as sponsoring or showing the messages were KACC (28%), KTN TV (13%), NTV (8%), Citizen TV (6%) and KBC TV (5%).

Table 36: From where did you hear the news / info on corruption?

What organization was talking about or bringing that message on corruption? Total(1769)	
Kenya Anti Corruption Commission (KACC)	28%
KTN	13%
NTV	8%
Media (Unspecified)	8%
Citizen TV	6%
KBC	5%
Citizen Radio	4%
Government Organizations	4%

In all the instances, more than 75% of the respondents agreed that they understood the message and that it was clear.

Some of the main lessons the students said they learnt are indicated in the table below:

Graph 38: What did you learn from the message?

What did you learn from that message?									
	Total(1769)	Setting		Gender		Institution Type			
		Rural(688)	Urban(1081)	Male(947)	Female(822)	Primary School(798)	Secondary School(599)	College or Technical Institute(192)	University(180)
Corruption is evil	18%	19%	18%	18%	19%	24%	16%	9%	9%
Corruption should be fought	12%	11%	12%	12%	11%	11%	13%	13%	8%
Corruption makes the economy decline	10%	11%	10%	10%	11%	8%	13%	10%	12%
Most leaders in power are corrupt	5%	5%	5%	5%	5%	3%	5%	10%	8%
Corruption is on the increase	5%	4%	5%	6%	3%	2%	5%	9%	12%
Should not accept bribe	5%	5%	5%	3%	6%	7%	4%	2%	1%
MPs are corrupt	4%	4%	4%	4%	4%	3%	5%	3%	8%

The best way mentioned to communicate to young people on corruption included using school clubs (44%), using teachers (27%), using religious institutions (16%), and using electronic media such as TV (38%) and Radio (27%).

Graph 39: What is the best way to communicate to young people on corruption?

What is the best way to communicate to young people on corruption?									
	Total(2044)	Setting		Gender		Institution Type			
		Rural(843)	Urban(1201)	Male(1063)	Female(981)	Primary School(1004)	Secondary School(640)	College or Technical Institute(204)	University(196)
School Clubs	44%	41%	46%	41%	47%	39%	50%	51%	38%
Teachers	27%	30%	25%	27%	27%	33%	19%	25%	22%
Church/Mosque/Temple	16%	15%	17%	17%	15%	14%	17%	23%	21%
Television	38%	32%	42%	38%	37%	30%	44%	43%	50%
Radio	27%	28%	27%	29%	25%	25%	28%	30%	39%
Magazines	16%	13%	18%	15%	17%	9%	25%	19%	22%

4.8.2 Suggestions in fighting corruption

Some of the things that should be done to fight corruption at individual level include educating them on corruption (18%), not accepting bribes (17%), and not giving bribes (12%). At school level, students should be taught more about corruptions and their rights (14%) and in the country, strict rules should be established to check on corruption (11%).

Graph 40: What do you think should be done to fight corruption?

What do you think should be done to fight corruption (2044)					
Individual Level(2044)		At School		In the Country	
Educate people about corruption	18%	Teaching students more about corruption/their rights	14%	Strict rules should be established all over the country to check on corruption	11%
Be faithful by not accepting bribes	17%	Educate students on consequences of corruption	14%	Civic Education	9%
One should not give bribe/say no/stop corruption	12%	Punishment	12%	Ensure people have basic knowledge on effects of corruption	8%
Advice people on the effects of corruption	9%	Enforcement of rules and regulations to avoid corruption and	9%	Sentence to imprisonment the victims	8%
Report corrupt cases to authorities	9%	Reporting corrupt cases to the authority	8%	Arrest the victims hence prosecuting them in the court	7%

Several media campaign proposals were proposed to be used in fighting corruption. Some of them were:

- Creating a shame campaign highlighting what happens when people encourage corruption
- Showing short clips on efforts made to fight corruption and not just bringing the cases to court but also giving stiffer penalties to make the fight against corruption look real.
- Using respected figures in society. An example of P.L.O Lumumba was forwarded while there was some confusion on whether to use celebrities with some indicating that if they say a celebrity they wouldn't give it much thought and would think they did it for the money.
- Putting up films and documentaries on corruption
- Airing essay competitions for students on corruption

When it came to enlisting strategies of fighting corruption in Kenya from the primary school students, most of the students had trouble doing so. The most productive students in setting out the strategies to be used in fighting corruption were the secondary, college and university students. The primary school students seemed more creative in formulating strategies to fight corruption in their schools than in society. The main strategies they listed included:

- Bridging the gap between the poor and the rich in Kenya through equal distribution of resources
- Public exposure of corrupt offenders and government protection of whistle blowers
- Educating the masses on what corruption entails
- Public awareness on human rights
- Writing books on corruption and availing them to young people
- Encouraging local artists in Kenya to incorporate messages on the fight on corruption in music and performances
- Introducing corruption as a subject in the school curriculum



- Encouraging open forums at a community level on corruption
- Advocating for and establishing “corruption free society” clubs in schools
- Formulating stiffer laws and penalties on corruption offenders
- Nationwide campaigns to say “no corruption”
- Proper selection of leaders and encouraging participatory democracy in Kenya
- People embracing hard work as a way to be successful
- Investment in the youth as key agents in fighting corruption in Kenya.

People should be educated more about corruption, be more vigilant in fighting corruption, and establish strict rules among other things in order to fight corruption in Kenya. Cases of corruption should be reported and the victims prosecuted and punitive actions taken.

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

From the study it is clear that while advertisements have been put up to inform people on corruption, a significant number of them had no specific target person and were meant for general public viewing. Some of them it was felt were not created with the youth in mind. Some of the adverts were viewed as totally traumatizing for the younger students. One such example is an advert shown on TV stating that “corruption bleeds Kenya” and showed hands shaking and blood dripping from the palms. Others, it was noted were put up during the peak time media segment when most people are listening to the Radios and watching TVs.

Although the students could not give the exact definition of corruption, a significant proportion of them could describe what kinds of acts amount to corruption. Overall, the students displayed a good grasp of corruption issues as they progressed to the higher levels of learning. They could clearly give incidences of corruption both in their schools and in society at large. It would be interesting to include corruption lessons in the students’ activities both in school and outside school. . They however tended to confuse corruption with other general issues, for example, in the rural areas especially for primary schools, the students tended to confuse corruption with other vices such as general selfishness, general crimes and nationalism. With the secondary schools, it did not matter where the students were urban or rural as they all seemed to have a clear grasp of corruption issues. University and college students on the other hand had a good grasp but also tended to be the group that most commonly engaged in corrupt practices. While it is known that corruption has links with these concepts, the difference should be made known to the students. The students could also attempt to explain the origin of corruption and link it with colonial rule, the causes of corruption, and consequences of corruption as well as the benefits of fighting corruption. Seeing that a high number of students participate in sports and more specifically, football, the NACCSC could come up with a program that will help the youth enjoy their usual favourite sports and at the same time incorporate lessons on corruption.

The most corrupt personality was identified as politicians/Members of Parliament, older than 50 years old, and most probably male. What was however interesting to note is that a significant number of students thought that stealing public property for the benefit of the poor does not amount to corruption. While a number indicated they would engage in acts of corruption if it was for their own benefit, they all agreed that corruption was wrong and should be done away with. Almost half of the students interviewed have been victims of corruption at some stage either in school or outside school. When faced with corruption, some have tried to negotiate their way out or given in to corruption. While involvement in corruption was tested at three levels i.e. asking, giving and taking, it was noted that majority of the students either give or take bribes rather than ask for bribes. The personality mentioned that had the highest mention for asking for bribes were the police; especially the traffic police.

The presence of rules and regulations in the institutions has done little to completely stop the students from breaking them. Items that are prohibited from the schools still find their way in, and while some teachers/administrators act on such cases, there are a few that are ignored. What is however worrying is that parents assist in bringing some of the prohibited items in schools and therefore assisting their children

break school rules and regulations while they are expected to be good role models. In school, the most probable person to indulge in corruption was the students followed by prefects, teachers and other workers in that order. The selection of prefects and representatives was the activity that was most prone to corruption. Some of the factors that motivate the students to be corrupt included poverty, greed, bad role models and laziness. Only a quarter of the students have tried to stop an act of corruption and this was more the case in secondary schools. A tenth of them indicated that they have tried to stop a police officer from asking for a bribe and used methods ranging from staring, to questioning, to advising.

Only a third of the students were of the opinion that the government is doing enough to fight corruption. The trend on the confidence of the government involvement in the fight against corruption declined with the higher institutional categories. KACC is the organization that received the most mentions in the fight against corruption and also as the organization they felt best suited to fight corruption. Government leaders and ministers were mentioned as the individual's best fitted to fight corruption in their different ministries. Almost all the students indicated a yearning to be involved in fighting corruption however; most of the students had trouble explaining what they would do when faced with an act of corruption outside their institutions. Some said they wouldn't know where to report it to while others indicated they would be afraid to report it to the police. The worst area where the students had trouble explaining is the institutions where they would forward their grievances to and the procedures to follow. Some of the things that should be done to fight corruption at individual level include educating people on corruption and refusing to give and accept bribes. At schools, students should be taught more about corruption and their rights while at the country level, strict rules should be established to check on corruption.

Since almost all of the students have seen an advertisement on corruption on TV in the last six months, it then appears as the best media it appears for passing on information to the students. Such messages ought to be clear and straight to the point. Several media campaign proposals were touted including creating shame campaigns against corrupt people, showing progress made in fighting corruption, using respected public figures to educate the public on corruption and engaging the youth to learn more through activities like sports and essays with a corruption learning in them. Information on corruption could also be included in the curriculum in schools early to ensure that they are well informed. For example, more education could be focused on centers where they can report corruption as this was one area with an information gap. More youth centered approached could be put in place that will captivate them to listen as they tended to refer to information on corruption as boring unless the media was uncovering a scandal. What however came up clearly is that corruption is evil and should be done away with. One of the ways this can be done is using the youth and empowering them with information on corruption.

5.2 Recommendations

I. General recommendations

- Seeing that a high number of students participate in sports and more specifically, football, the NACCSC could come up with a program that will help the youth enjoy their usual favourite sports and at the same time incorporate lessons learnt on corruption.
- School clubs could be started in schools to educate such young people on corruption issues which could be sponsored by NACCSC. Such clubs could hold research activities, essay competitions, debates among other activities.



- More education could be focused on centers where they can report corruption as this was one area with an information gap.
- More youth centered approached could be put in place that will captivate them to listen as they tended to refer to information on corruption as boring unless the media was uncovering a scandal. It would be interesting to include corruption lessons in the students' activities both in school and outside school.
- Hold national corruption information quiz days where the winners take away prizes and are tested on their corruption quotient. This will make students read more on corruption and clear the misconceptions they have with corruption.
- Encourage the leaders and persons in authority to be good role models to be emulated by the youth. They should be encouraged to put in place mechanisms to fight such graft.
- Use parents, specifically mothers and organize trainings for them on how to encourage good behavior from their children. They should also be made aware of the implications of assisting their children break school rules.
- Encourage teachers and administrators to be more vigilant in schools and train the students on good habits. Those who encourage corruption should go through strict disciplinary procedures.
- Put up good reporting mechanisms where corruption is reported and encourage the protection of the identities of the whistle blowers.
- Encourage more organizations to back KACC and NACCSC in the fight against corruption, be it in research, policy formulation and implementation, and also in educating the people. Religious organizations would be ideal for this.
- Encourage students to be involved in the fight against corruption.

II. Recommendations on media use

- The NACCSC could tailor future communication through the media probably using existing programs targeting the youth addressing issues such as what they should do when faced with corruption, the institutions they should go to, and the procedures they should follow and also put up documentaries to show what has been done over a period of time to fight corruption in Kenya. It is recommended that the NACCSC could enter into arrangements with producers of existing plays and programmes in both TV and Radio with really high viewership and listenership where they air in one episode a comedy on corruption, its ills and what to do when faced with corruption. Strategies need to be set out in Programs to attract the youth to listen such as free gifts to listeners of such shows and figures that appease to the youth should be used instead.
- Media to use - An integrated dissemination strategy should be adopted by use of various channels that are accessible to different target groups. Radio is the most ideal media channel to reach the masses as majority of the sample has access to this medium, therefore making it the priority medium. For messages with a higher impact, TV was seen as the best medium.
- Creativity in message development - Considering that there is clutter of adverts; the content in the Anti-corruption materials should be unique to entice the young audience.

- Managing the cost of purchasing airtime – the media channels with high audiences charge a premium for advertising. With budget limitations it may be difficult to buy adequate advertising spots to have an impact on their target audience. We therefore propose that NACCSC lobbies the government to seek audience with the media houses and regulate a reduced cost for broadcast time for messages on Corruption Issues.
- Pre- testing materials - As NACCSC embarks on the developing the proposed Anti-Corruption communication strategy; it is proposed that the messages are pre tested among audiences. Pre-testing of communication materials is important to ensure that they are evaluated for believability, message takeout, cultural sensitivity, credibility, etc.
- Linking messages to services – apart from providing information on corruption to the target audience, it is important to provide information on where to report incidences of corruption to members of the public and also areas they can obtain more information from in an easier way. For example, what office do they report corruption? What is the procedure to follow?
- Providing channels to target audience – although access to radio is high, listener-ship may be hampered by lack of batteries to power the batteries. There is also a proportion that does not have access to radio. An option would be to initiate radio listener-ship clubs in the Institutions where NACCSC provides a community radio to an administrator. The role of this custodian would be to mobilize students to listen to the radio.
- From the study it is clear that while advertisements have been put up to inform people on corruption, a significant number of them had no specific target person and were meant for general public viewing. The adverts should therefore have a target in mind say the youth using icons they admire and in a language that will auger well with them.
- They should select the media segment to use in advertising. For example, if a message is targeting the really young children, an advert could be put when they are watching their cartoons and child programs. If it is targeting teenager and the older students, advertising during a program with a high viewership like Tahidi High on Citizen TV would do.

6.0 APPENDICES

6.1 Qualitative Discussion Guides

PJ ELIMISHA DISCUSSION GUIDE FOR UPPER PRIMARY, SECONDARY SCHOOLS AND COLLEGES/UNIVERSITY STUDENTS

SECTION A: INTRODUCTION AND WARM UP

Good morning...Afternoon...evening, my name is from Synovate (formerly the Steadman Group), a company that conducts research in Africa. We are here today to conduct a survey on corruption in Kenya. The purpose of this interview to assist us gain in-depth insights from you on corruption. The interview will take approximately two hours.

I shall be recording the interview but this is mainly for report writing purposes and I would like to assure you that your name will not be revealed at any point in the reporting stage, therefore any information you give us today will be handled with utmost confidentiality. Please remember that, in this interview, we do not have any right or wrong answers and you should therefore feel free to contribute.

(We have refreshments for you, so please serve yourselves....the washrooms are right next to the door... I shall also request that we switch off our phones (if any) so that we do not have too many disruptions.)

- a) Respondents introduce themselves
 - Name
 - School/Institution
 - Hobbies / Free time activities
 - What are your aspirations in life?
- b) Whom do you admire most in life? What do you admire in this people?
- c) What about here in school?
- d) How would you describe yourself in 3 words?
- e) And how would you describe your friends in 3 words?

SECTION B: KNOWLEDGE LEVELS AND PERCEPTIONS ON CORRUPTION

- a) When I say the word 'corruption', what comes to mind? How would you describe corruption? What are the different names that you call corruption? Anything else? (List all mentions)
- b) Is there any specific incidence you have witnessed, heard or seen that can explain what you have just said? Please tell me the incident in detail?
- c) Where did corruption come from/ what is its origin in your opinion?
- d) Would you say corruption is good or bad? Why?
- e) Are there any corrupt practices here in Kenya? How are they practiced? Where?
- f) What about in the environment where we live, say in our learning institutions? Does corruption exist? In what form does it take?
- g) How would you say corruption affects the quality of education?
- h) Who according to you is most involved in corruption?
- i) Which age category is most commonly corrupt?

SECTION C: LEVELS AND ACTIVITIES PRONE TO CORRUPTION

I have some statements here, I am going to read out and I want us to discuss our feelings towards these statements.

Statement 1: There is nothing wrong in 'paying something small' to get better service

- a. What is your opinion about the above statement? Do you agree or disagree?
- b. Have you ever encountered a situation where you have to pay someone to receive a service or favour? What happened, how did you react?
- c. In what form was the payment? How did you feel afterwards?

Statement 2: If I saw a policeman taking a bribe I would..... (Let everyone complete this sentence on a piece of paper and read out their responses) Probe

- What would you do if you witnessed the above incidence? How would you react? Why?
- Do you feel action should be taken against people who are involved in corruption?
- Like in the above incident, should anyone be punished? Why/ why not?

Now let's think about our school or institution, what things have you witnessed, heard or seen that may be classified as corruption? (Give time to get all scenarios of corruption happening in school or institution)

- How has the school or institution community responded towards corruption? Why do you say so?
- Do you feel the school community is dedicated to act against corruption? Why/ Why not?

Statement 3: I have another statement here. "It is possible to live in a society free from corruption"

- Is it possible to live in a community free from corruption? Why? Why not?
- How would you describe a society that is free from corruption?
- How do people behave in such a society?
- What makes them not to be corrupt?
- Would you like to live in such a community? Why? Why not?

Statement 4: To what extent do you agree with this statement “Corruption is the easiest way to get rich.”

- Do you agree or disagree? Why? Why not?
- Are there some people you know who have gotten rich by engaging in corruption? What did they do?

SECTION E: CASE STUDIES

- a) Your friend comes to you seeking advice; she tells you that the principal or a senior teacher has threatened to punish her severely if she did not give him sexual favours. He even threatened to expel her if she told anyone of this issue. He asked her to meet her in his office in the evening? What would you advise her?
- b) It has come to your notice that the principal has awarded a bursary to his nephew and other deserving students who have been out of school for lack of school fees were denied the bursary. This principal has the habit of severely punishing those students who go against him following his record of expelling students. What would you do?
- c) You have been tarmacking for the last six months looking for a job after completing school. Your parents are no longer working and the family’s savings are slowly becoming depleted. You are getting really worried of the situation. You have come for a job interview in Maweni Corporation where I have been charged with the responsibility of recruiting people for the job of a clerk. There are hundreds of similar applicants who came for the interview on that day. There are only 20 vacancies to be filled. I approach you through my agents and inform you that if you are willing to give me Ksh. 10,000 I will give you the job. The first 20 people to do so will get the jobs. You have an idea of the person you can borrow the money from and know they would be willing to help you. Would you give me the money or not.

SECTION D: INVOLVEMENT IN THE FIGHT AGAINST CORRUPTION AND STRATEGIES IN FIGHTING IT.

- a) Whose responsibility is it to fight corruption? Why?
- b) Do you feel you have a role to fight corruption? Why/why not? Whom do you think is best suited to fight corruption? Why?
- c) What are the benefits of fighting corruption?
- d) What organizations are you aware of that help in fighting corruption?
- e) To what extent are these organizations effective in fighting corruption? Why?
- f) Do you feel the government has a right to fight corruption? Why? Why not?
- g) What do you think should be done to people who practice corruption in our schools? And what should be done to those who practice corruption in the country?
- h) **TASK:** Imagine we have been selected to join a new organization that has been started to fight corruption. You have been requested to come up with strategies of how you will fight corruption in Kenya. What are some of the strategies you would use?
- i) In your view, what is the best way to communicate to young people about this issue?

THE END

PJ ELIMISHA DISCUSSION GUIDE FOR THE MINI-GROUPS

SECTION A: ACTIVITY

Earlier before the mini-group the recruiters will liaise with the teachers to have some students write a composition.

- a) The topic of the composition will be, "Corruption in Kenya." You are free to write anything you want on Corruption: it could be an event you saw or you could tell us how you feel about corruption in Kenya. (30 minutes)

After the moderators have read through the compositions, list down main issues for later probing in the main mini-group.

SECTION B: INTRODUCTION AND WARM UP

Good morning...Afternoon...evening, my name is from Synovate (formerly the Steadman Group), a company that conducts research in Africa. We are here today to conduct a survey on corruption in Kenya. The purpose of this session is to assist us gain in-depth insights from you on corruption. The whole session will take approximately one and a half hours. I shall be recording the interview but this is mainly for report writing purposes and I would like to assure you that your name will not be revealed at any point in the reporting stage, therefore any information you give us today will be handled with utmost confidentiality. Please remember that, in this interview, we do not have any right or wrong answers and you should therefore feel free to contribute.

- f) Respondents introduce themselves
 - Name
 - Hobbies / Free time activities
- g) First tell me, whom do you admire most in life? What do you admire in this people?
- h) Who are your role models? Why?
- i) How would you describe yourself in 3 words?
- j) And how would you describe your friends in 3 words?
- k) What do you want to be in life?
- l) What other extra-curricular activities are you involved in at school?

SECTION C: BRING OUT ISSUES IN THE COMPOSITIONS AND PROBE

1.
2.
3.
4.
5.
6.

SECTION D: CASES REVIEWS

- What would you do if you saw a policeman taking a bribe? Why?
- Have you seen your parents give bribes to policemen? **Probe**
- Would you give a bribe when in trouble? Why? Why not?
- Do you think corruption is the easiest way to get rich?
- What do you think should be done to people who are corrupt? Why? **Probe for both in school and in society.**

THE END

6.1 Quantitative Questionnaire

PROJECT ELIMISHA 2009				Serial no	
Interview Date: DD MM YYYY		Start Time: HH MM		End Time: HH MM	
Interviewers name _____				Interviewer Code	
Identification					
		<input type="checkbox"/> Rural		<input type="checkbox"/> Urban	
Province					
<input type="checkbox"/> Nairobi	<input type="checkbox"/> Coastal	<input type="checkbox"/> Hill valley	<input type="checkbox"/> Western	<input type="checkbox"/> Nyanza	
<input type="checkbox"/> Central	<input type="checkbox"/> Eastern	<input type="checkbox"/> North-eastern			
District _____					
Sublocation _____					
School Name.....					
INTERVIEWER VISITS FINAL VISIT					
DD MM Visit 1:..... Results <input type="checkbox"/> <input type="checkbox"/>			FINAL VISIT Day/ Month <input type="checkbox"/> <input type="checkbox"/> Next visit Date Results _____ T		
Visit 2 Results <input type="checkbox"/> <input type="checkbox"/>					
Visit 3 Results _____ <input type="checkbox"/> <input type="checkbox"/>					
Next visit Date <input type="checkbox"/> <input type="checkbox"/> Results _____ <input type="checkbox"/> <input type="checkbox"/>					
Time Total no of visits					
SUPERVISOR		OFFICE EDITOR		BACK CHECKED	
(code) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		(code) _____		(code) _____ _____	
NAME _____		NAME _____		NAME _____	
DATE _____		DATE _____		DATE _____	
			ACCOMPANIED		
			(code) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
			NAME _____		
			DATE _____		
			SCANNED		
			(code) _____ _____		
			NAME _____		
			DATE _____		



SECTION A: INTRODUCTION.

Good morning/afternoon/evening. My name isfrom The Steadman Group, a company that conducts research studies in Kenya. (Institution Name) has been randomly selected amongst other institutions to find out what students know about corruption. This will help organizations fighting corruption find ways to formulate strategies to reach young people. All the information you give us will be treated with utmost confidentiality and will be used strictly for research purpose. The interview will take about 30 minutes.

Habari ya asubuhi/mchana/ioni. Jina langu ni..... Kutoka kampuni ya kufanya utafiti ya Steadman group ambayo hufanya utafiti wake norani Kenya. Chuo hili kimechaguliwa kutoka vingine ili kuchunguza zaidi kio wanafunzi wanaciwa kuhusu ufsadi. Hii itasaidia yuo kupigana na ufsadi na kutafuta jia za kuwafikia vijana. Yote utakayoniambia yatawakwa kwa siri na hutawahi rukuliwa. Mazungumzo hayo yatachukwa muda wa wakika 30.

A.1. What is the Institution Type?/Wisa ya chuo? Institution Name?/ Jina la chuo Level of Study/ umesoma nadi darasa gani

Institution Type (Tick Appropriately) <i>Jina ya chuo / (Takaoti viburi)</i>	Institution Name <i>Jina la chuo</i>	Level of Study <i>Kiwango cha masomo</i>
1. Primary School/ Shula ya msingi <input type="checkbox"/>	_____	_____
2. Secondary School/ Shula ya upili..... <input type="checkbox"/>	_____	_____
3. College or Technical Institute/ Chuo cha teknolojia <input type="checkbox"/>	_____	_____
4. University/ Chuo kikuu..... <input type="checkbox"/>	_____	_____

A.2. What is your name?/Woitwa g/a?

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

A.3. Gender?/Jinsia

1. Male/ Mume 2. Female / Mke

A.4. Language of interview/ Lugha ya utafiti/ mazungumzo

1. English /Kiingereza 2. Swahili

A.5a. Who do you admire the most in school?/ Ni nani anayekuwifika kama kfilelezo chako shuleni?

Person they Admire the Most/ Mtu wanayemtamani zaidi _____

A.5b. Reason /Sababu

_____	_____
_____	_____

A.6. Who do you spend most of your time in school with? Do not Read out. Probe/ Wewe kwutumia muda wako mwingi na nani ukiwa shuleni?

1. With Friends /Na marafiki 2. With Teachers /Na walimu
 3. With the Other Administrators /Na wakiu wengine

A.7. What other activities are you involved in at school?/ Ni mambo yapi mengine unajihusisha nayo ukiwa shuleni?

A.8. Who do you admire the most outside school?/ Ni nani anayekuwifika kama kfilelezo chako nje ya shule?

Person they Admire the Most/ Mtu wenayemtamani zaidi _____

A8b. Reason /Sababu _____ _____ _____	<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>												
A.9. Who do you spend most of your time outside school with? /INI nani mnashinda naye sana wakati hauko shuleni? DO NOT READ OUT. PROBE													
<input type="checkbox"/> 1. With Siblings (brother/sister) only/ Ndugu na dada zangu pekee <input type="checkbox"/> 2. With Parents Only/ Wazazi wangu pekee <input type="checkbox"/> 3. With Parents and siblings/ Wazazi, dugu na dada zangu <input type="checkbox"/> 4. With Friends/ Marafiki <input type="checkbox"/> 5. With House help/ other workers/ Yaya/ wafanyikazi wengine													
A.10. Do you have activities that you do outside school?/ Je una mambo mengine ambayo huwa unafanya wakati hauko shuleni? <input type="checkbox"/> 1. Yes/ Ndio <input type="checkbox"/> 2. No/ la													
A.11. If yes, please list them: (LIST 4 ACTIVITIES)/ Kama ndio yaorodheshe													
1. _____ 2. _____ 3. _____ 4. _____	<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>												
SECTION B: CURRENT KNOWLEDGE LEVELS AND PERCEPTIONS ABOUT CORRUPTION													
We are going to talk about issues of corruption. Remember that all the responses you give me are confidential and shall not be revealed to anyone. There is no right or wrong answer / Tutaongea kuhusu mabo ya ufnisadi. Ningetaka kukuhakikishia kuwa yote utakayoniambia yatawekwa kwa siri na hataelezewa mtu mwingine. Hakuna jawabu lililosahihi au lililosahihi.													
B.1. Kindly tell me, have you heard of the word corruption?/ Tafadhali niambie, ushawahi kusikia neno ufnisadi? 1. Yes/Ndio..... <input type="checkbox"/> 2. No/Hapana..... <input type="checkbox"/> >PROCEED TO B3													
B.2. To you, what is corruption?/ Ufnisadi ni nini kwako wewe? _____ _____ _____		<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>											
B.3a. Would you say corruption is good or bad?/ Je, ungesema ufnisadi ni jambo nzuri au ni mbaya? <input type="checkbox"/> 1. Good /Mzuri <input type="checkbox"/> 2. Bad/Mbaya													
B.3b. Reason / Sababu _____ _____ _____		<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>											
B.4a. According to you, is it acceptable for students to practice corruption?/ Kulingana na wewe, inakubalika kwa wanafunzi kujuhusisha na ufnisadi? <input type="checkbox"/> 1. Acceptable <input type="checkbox"/> 2. Not Acceptable <input type="checkbox"/> 3. It depends on the situation													
B.4b Why / Sababu _____ _____ _____		<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>											

B.5. According to you, is it acceptable for other people to practice corruption? / *Kulingana na wewe, inakubalika kwa watu wengine kujihusisha na ufisadi?*

1. Acceptable 2. Not Acceptable 3. It depends on the situation

Why / *Sababu*

B.6. Can you name for me the various types of corruption? / *Unaweza nitajia aina za ufisadi?* **DO NOT READ OUT. MULTIPLE MENTIONS**

1. Bribing/Fraud/ *Kuhongana*

2. Awarding Contracts/ Services in favour of a few/ *Kuleta huduma zinazoelekezwa kwa wachache*

3. Political Patronage/Nepotism/ Cronyism/*Kibaraka/ kupendelea ukoo wako*

4. Embezzlement of Public Property/ *Kuibiwa kwa mali ya umma*

5. Extortion/*Utapeli*

6. Use of Public property for private use/ *Kitumia mali ya umma kwa mtu binafsi*

7. Graft/ *Ufisadi*

8. Other (specify) /*Zinine eleza* _____

9. Do Not Know/ *Sijui*

B.7.What in your opinion causes corruption? / *Kwa maoni yako, ni nini husababisha ufisadi?* **DO NOT READ OUT. MULTIPLE MENTIONS.**

1. Poverty/ *Umaskini*

2. Greed/Selfishness/ *Kujipenda*

3. Culture of Corruption/ *Utamaduni wa ufisadi*

4. Moral Decadence/*Kuzorota kwa tabia*

5. Weak Rules and Regulations/*Sheria na kanuni ambazo hazifai*

6. Absence of Rules and Regulations/ *Ukosefu wa sheria na kanuni*

7. Poor enforcement of rules and regulations/ *Kutofuatiliwa au kutotimiza kanuni na sheria*

8. Giving too much power and/or discretion to office holders/ *Kupeana mamlaka zaidi kwa afisi*

9. Lack of Transparency and Accountability/ *Kutokuwa na ukweli na uadilifu*

10. Lack of a Watchdog Institution(s)/ *Kutokuwa na mtu wa kuangalia yanayoendelea vyaoni*

11.High cost of living/*Hali ghali ya kimaisha*

12.Poor Leadership/ *Uongozi mbaya*

13.Poor Reporting Systems/*Njia mbaya ya kuripoti habari*

14. Job Insecurity/ *Kuogopa kufutwa kazi*

15. Poor Remuneration/*Malipo Duni*

16. Unemployment/*Ukosefu wa kazi*

17. Other (specify) /*Nyingine fafanua* _____

18. Do Not Know/ *Sijui*

B.8. What in your opinion are the consequences of corruption?/ Kulingana na maoni yako, madhara ya uifisadi ni yapi? DO NOT READ OUT. MULTIPLE MENTIONS

1. No consequence/Hakuna kitu

2. Halts or undermines development/ Inazuia maendeleo

3. Undermines/ Destroys democracy and good governance/ Inaharibu deoikrasia na uongozi

4. Erosion of social norms/suspicion and mistrust/ Unaonyesha kutoaminika

5. Destroys capacity of institutions to perform well/Inazuia vyuo kufanya vizuri

6. Destroys competition/Inaharibu mashindano

7. Increases cost of doing business/ Inaongeza gharama ya kufanya biashara

8. Destroys motivation to perform well/ Inaharibu motisha wa kufanya vyema

9. Loss of Opportunities/ unfavorable business environment/ Unfair competition/Inapoteza nafasi ya kutafuta ajira

10. Destruction of Social Public/ Inaharibu uhusiano wa watu

11. Lack of Innovation/intellectual impotency and sycophancy/ Inaharibu utafiti katika njia nzuri zaidi ya kufanya mambo.

12. Death/Kifo

13. Wealth/Utajiri

14. Other (specify)/ Nyingine fafaua _____

15. Do Not Know/ Sijui

B.9. What are the benefits of fighting corruption?/ Uzuri wa kupigana na uifisadi ni upi?

B.10. Who according to you is most involved in corruption?/ Kulingana na maoni yako, ni nani amehusika sana katika uifisadi? PROBE

B.11. Which age categories are most corrupt? /Ni umri gani uliyo na uifisadi zaidi? READ OUT. SINGLE MENTION.

1. Youth/Vijana (18-35) 2. Middle Aged /Umri wa makamo (36 to 50) 3. Older People /Wati wazee (over 50 years)

B.12. Amongst which gender type is corruption most common? / Ni jinsia ipi iliyo na uifisadi zaidi?

1. Male /Mume 2. Female /Mke

B.13. Different people view corruption in different ways; kindly tell me which of the following views do you agree with./ *Watu tofauti hupeana maoni yao kuhusu ufasadi kwa njia tofauti. Tafadhali niambie, ni yapi kati ya yafuatayo unasikia yakiwa sahihi? READ OUT.*

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Corruption is when people misuse a position of power in which they are placed for personal gain/
<i>Ufasadi ni kutumia mamlaka yaliyopewa mtu kwa manufaa yake binafsi.....</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Corruption involves making illicit payments to prevent the application of regulations in a fair and consistent manner./ <i>Ufasadi ni malipo ya haramu ili kuzuia kufanywa kwa jambo jinsi linalofaa.....</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The theft of public money/property for the benefit of the poor in your community is not corruption.
<i>Kuibiwa kwa mali ya umma kwa manufaa ya maskini katika jamii yenu si ufasadi.....</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Giving favours to other people in return for other favours does not always amount to corruption
<i>Kufanyia mtu jambo kwa kutarajia kuwa pia yeye atakufanyia sio ufasadi.....</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Corruption must involve public sector, if it involves private bodies then it is not corruption
<i>Ni lazima ufasadi uhusishe secta za umma, kama inahusisha secta ya kibinafsi basi sio ufasadi.....</i> | <input type="checkbox"/> | <input type="checkbox"/> |

FOR INTERVIEWER

- Fully Understands/ *Anaelewa kabisa*
- Has some Idea/ *Anaelewa kiasi*
- Does not understand/ *Haelewi*

B.14. I would like to know your opinion on how acceptable the following issues are to you. Do you Agree, Neither Agree/ Disagree or Disagree with any of the following? **Read options and ask respondent to choose one.** Alternate order of starting. Mark the starting point/
Ningependa maoni yako ya kana kwamba mambo haya yanakubalika kwako. Utakubali, utakuwa katikati, au utakataa kulingana na yafuatayo?

- | | Agree | Neither Agree
or Disagree | Disagree | Don't know |
|--|--------------------------|------------------------------|--------------------------|--------------------------|
| 1. One should do anything within their means even bribing to get out of trouble
<i>Unapaswa kufanya chochote uwezacho hata kuhongana ili uepukane na shida.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Bribing is a thing that will never go away no matter what/
<i>Kuhongana ni jambo halitawahi isha hata liwe liwalo.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Parents, teachers and other persons in positions of responsibility are greatly involved in corruption/
<i>Wazazi, waalimu na watu wengine walio katika viti vya uongozi wamehusika sana katika ufasadi.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Those who cheat in exams in my school get away with it and the teachers don't get to know about it/
<i>Wanaondanganya katika mitihani katika hii shule huepuka adhabu kwa kuwa waalimu huwa hawajui mambo yaliyotendeka.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It is much easier to promise someone else a favour than face the consequences when I am in the wrong/
<i>Ni rahisi kuhonga au kuahidi mtu mwingine zawadi badala ya kupata adhabu nikikosea.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The teachers encourage us to give favours when we are in the wrong/
<i>Waalimu hutuunga mkono tupeane hongo wakati tumekosa.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The teachers in our school accept cash favours to give more marks to some students.
<i>Waalimu katika shule yetu hukubali pesa ndio wawape wanafunzi alama za juu.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The teachers in our school accept sexual favours to give more marks to some students.
<i>Waalimu katika shule yetu hukubali ngono ndio wawape wanafunzi alama za juu.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Corruption is a way of life for Kenyans and there is nothing we can do to eradicate it.
<i>Ufasadi ni jambo la kawaida ka wakenya na hakuna vile tunaweza kuiangamiza.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Current fight against corruption by the government is bearing fruit.
<i>Vita dhidi ya ufasadi inayoendelezwa na serikali inazaa matunda.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Since corruption benefits both parties in it, there is nothing wrong with it.
<i>Hakuna kitu kibaya na ufasadi kwa kuwa hufaidi wahusika wote.....</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SECTION C: CORRUPT PRACTICES AMONGST THE STUDENTS AND ACTIVITIES PRONE TO CORRUPTION							
C.1. Do you know anyone who has asked for a bribe(s)?/ Je, umeshawahi kuona mtu akiitisha hongo?							
1. Yes/ Ndio..... <input type="checkbox"/>			2. No /Hapana..... <input type="checkbox"/>				
C.2. Have you ever asked for a bribe from other people?/ Je, umeshawahi kuitisha hongo kutoka kwa watu wengine?							
1. Yes/ Ndio..... <input type="checkbox"/> >CONTINUE			2. No /Hapana..... <input type="checkbox"/> >SKIP TO C4				
C.3. If yes, from whom?/Kama ndio , kutoka kwa nani?							
_____					□ □ □ □		
_____					□ □ □ □		
C.4. Have you ever given a bribe to other people? / Ushawahi kupeana hongo kwa watu wengine?							
1. Yes/ Ndio..... <input type="checkbox"/> >CONTINUE			2. No /Hapana..... <input type="checkbox"/> >SKIP TO C6				
C.5. If yes, to whom? / Kama ndio , kwa nani?							
_____					□ □ □ □		
_____					□ □ □ □		
C.6. Have you ever taken bribes from other people?/ Je, ushawahi kuchukuwa hongo kutoka kwa watu wengine?							
1. Yes/ Ndio..... <input type="checkbox"/> >CONTINUE			2. No /Hapana..... <input type="checkbox"/> >SKIP TO C8				
C.7. If yes, from whom?/ Kama ndio kutoka kwa nani?							
_____					□ □ □ □		
_____					□ □ □ □		
C.8. What corrupt practices have you seen other students engage in? a) In asking for bribes and unusual favours b) In giving bribes or unusual favours c) In accepting bribes and unusual favours. / Ni mambo yapi ya ufisadi umeona wanafunzi wenzako wakijihusisha nayo? a) Kuitisha hongo b) kupeana hongo c) kukubali hongo							
C.9. How many times has it happened?/Ilikuwa mara ngapi?							
C.8			C.9. No of times				
ASKING FOR BRIBES AND UNUSUAL FAVOURS			Once	Twice	Thrice	Four times	More than 4 times
1	_____	□ □ □ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	_____	□ □ □ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	_____	□ □ □ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GIVING BRIBES AND UNUSUAL FAVOURS/KUPEANA HONGO NA MAOMBI YASIYO YA KAWAIDA			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	_____	□ □ □ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	_____	□ □ □ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	_____	□ □ □ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCEPTING BRIBES OR UNUSUAL FAVOURS			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	_____	□ □ □ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	_____	□ □ □ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	_____	□ □ □ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C.10. What corrupt practices have you engaged in? a) In asking for bribes and unusual favours b) In giving bribes or unusual favours c) In accepting bribes and unusual favours. / Ni mambo yapi ya ufitisadi umejijusisha nayo? a) Kuitisha hongo b) kupeana hongo c) kukubali hongo

C.11. How many times has it happened?/ Ilikuwa mara ngapi?

C.10		C.11. No of times				
		Once	Twice	Thrice	Four times	More than 4 times
ASKING FOR BRIBES AND UNUSUAL FAVOURS						
1 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GIVING BRIBES AND UNUSUAL FAVOURS/KUPEANA HONGO NA MAOMBI YASIYO YA KAWAIDA						
1 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCEPTING BRIBES OR UNUSUAL FAVOURS						
1 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C.12. Are you aware of the rules and regulations in your school?/Je, unajua sheria za shule yenu?

1. Yes/Ndio..... >CONTINUE 2. No/La..... >SKIP TO C19

C.13. What are some of the things they prohibit from bringing to school? /Je, ni baadhi ya bidhaa gani mmekatazwa kuleta shuleni? **PROBE. LIST UP TO FIVE ITEMS.**

1 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

C.14. How easy is it to bring those items that you have mentioned above to school if you wanted some. / Je, ni rahisi au ni vigumu kuleta bidhaa ulizotaja hapo awali shuleni? **READ OUT ITEMS MENTIONED ABOVE**

Items	Difficult	Neither Difficult or Easy	Easy	Do not know
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C.15. How do these items get into the schools? / Je, vitu hivi huingizwa aje shuleni? DO NOT READ OUT. MULTIPLE MENTIONS. TICK AS APPROPRIATE

1. We bribe the gate man, teachers or other administrators to allow us to bring them in school/ *Tunamhonga askari aliye katika lango, au mwalimu au wakuu wengine ndiyo waniruhusu kuletavitu visivyofaa shuleni*

2. We hide them at another location and transfer them later when the school authorities are relaxed about rules/ *Tunazificha mahali pengine na kuvitoa baadaye wakati wakuu wa shule wamepumzika*

3. Some students run away from school and bring those items/ *Wanafunzi wengine hutoroka shule wanenda kuleta*

4. Our parents assist us in bringing these items to school/ *Wazazi wetu hutusaidia kulata vitu hivi shuleni*

5. The Day scholars bring them for us when we need them./ *Wanafunzi wanaokuja kila siku huwa wanatuletea*

6. These items do not get into our school / *Vitu hivi haviingizwi shuleni*

7. Other (Specify) / *Nyingine/ fafaua* _____

C.16. Do parents assist in bringing these items to school?/ Je, Wazazi husaidia wanafunzi kuleta shuleni vitu ambazo zimekatazwa kuletwa shuleni?

1. Yes/ *Ndio* 2. No/ *La*

C.17. Are the teachers/ lecturers in your school aware that these items are available within the institution?/ Waalimu wenu hujua kwamba vitu hivi vinapatikana shuleni?

1. Yes/ *Ndio* 2. No/ *La*

C.18. If yes What have they done about it? /Kama ndio wamefanya nini kuhusu jambo hili? SINGLE RESPONSE. DO NOT READ OUT

1. They take action against the students/ *Wanachukua hatua kwa wanafunzi waliohusika*

2. They do not bother doing anything / *Hawajishughulishi*

3. They do not believe the allegations / *Hawakubaliani na mashtaka*

C.19. Thinking about your life in school, who is the most probable person to indulge in corrupt practices?/ Ukifikiria kuhusu maisha yako shuleni, ni nani ako katika hatari ya kuwa na ufasadi? TICK WHERE APPROPRIATE. MULTIPLE MENTIONS

1. Teachers / *Walimu* 2. Students/ *Wanafunzi*

3. Prefects/ Student Representatives/ *Viranja/ wawakilishaji wa wanafunzi* 4. Other Workers / *Wafanyikazi wengine*

5. Others (specify) / *Nyingine/ fafaua* _____

C.20. Which activities/areas in your school are prone to corruption? Where is it most common? *INI mambo ama sehemu gani katika shuleyako katika hatari ya uifisadi? DO NOT READ OUT. MULTIPLE MENTIONS.*

Activities/Areas in School	Yes	No	N/A	Most common
1. Issuing of books in the Library/ <i>Kupeana vitabu katika maktaba</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Selection of prefects and representatives/ <i>Uchaguzi wa vilaja na wawakilishi wa wanafunzi</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Watchman allowing things that are not allowed in the school compound/ <i>Askari/ kuruhusu vitu visivyofaa shuleni</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Workers allowing things that are not allowed in the school compound/ <i>Wafanyikazi wengine kuruhusu vitu visivyofaa shuleni</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers awarding marks in school unfairly/ <i>Waalimu kupeana alama visivyofaa</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Prefects allowing some students to bring in illegal substances into the school compound/ <i>Vilaja kuruhusu wanafunzi wengine kuleta vitu visivyofaa shuleni</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Admission of students who do not qualify in your school/ <i>Kupewa nafasi kwa wanafunzi wasiohitimu shuleni</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Allocation of duties/ <i>Kupewa kazi shuleni</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Allocation of dormitories and halls of residence/ <i>Kupeana kwa vyumba vya kulala</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Selection of students to represent the school/institution in both academic and other extra-curricular activities/ <i>Kuchaguliwa kwa wanafunzi wa kuwakilisha shule kwa mabo ya masomo na mengineyo</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Giving of special foods to some students/ <i>Kupeana chakula spesheli kwa wanafunzi</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Allocation of bursaries and study grants/ <i>Kupeanwa kwa pesa za msaada wa masomo shuleni</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Selection of Students for Trips/ <i>Uchaguzi wa wanafunzi wanaoenda safari</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Others (specify) <i>/Nyingine fafaua</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C.21 In your view what do you think motivates or makes other students corrupt in institutions of learning?*Kulingana na maoni yako unadhani ninini huchangia sana wanafunzi wengine kuwa wafisadi shuleni?*

_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D: INVOLVEMENT IN THE FIGHT AGAINST CORRUPTION	
<p>D.1. Have you ever personally been a victim of corruption/ any corrupt practice? / Je, umewahi kuhusika katika kitendo cha ufasadi/ katika vitendo vya ufasadi?</p> <p>1. Yes/Ndio..... <input type="checkbox"/> >CONTINUE 2. No/Hapana..... <input type="checkbox"/> >SKIP TO D4</p>	
<p>D.2. In the last 3 months, have you personally been a victim of corruption/ any corrupt practice? / Kwa miezi 3 iliyopita umehusika katika ufasadi/ katika vitendo vya ufasadi?</p> <p><input type="checkbox"/> 1. Yes/ Ndio <input type="checkbox"/> 2. No/La</p>	
<p>D.3. If yes, tell me about the corrupt act that had the biggest impact on you?/ Kama ndio niambie tukio la ufasadi lililokudhuru zaidi</p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>	
<p>D.4. In the last 3 month, do you know of other students who have been involved in an act of corruption?/ Kwa miezi 3 iliyopita unajua wanafunzi wengine ambao wamehusika kwa mambo ya ufasadi?</p> <p>1. Yes/Ndio..... <input type="checkbox"/> >CONTINUE 2. No/Hapana..... <input type="checkbox"/> >SKIP TO D6</p>	
<p>D.5. What did they do?/ Walifanya nini?</p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>	
<p>D.6. Have you personally been involved in a corrupt act? /Je wewe umehusika katika vitendo vya ufasadi?</p> <p>1. Yes/Ndio..... <input type="checkbox"/> >CONTINUE 2. No/Hapana..... <input type="checkbox"/> >SKIP TO D8</p>	
<p>D.7. What did you do? / Ulifanya nini?</p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>	
<p>D.8. Have you been involved in a situation where you tried to stop corruption?/ Ushawahi kuhusika katika kitendo cha kusitisha ufasadi?</p> <p>1. Yes/Ndio..... <input type="checkbox"/> >CONTINUE 2. No/Hapana..... <input type="checkbox"/> >SKIP TO D11</p>	
<p>D.9. If yes, explain what was happening?/ Kama ndio, eleza kilichokuwa kikitendeka?</p> <p>1. _____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>2. _____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>3. _____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>	
<p>D.10. What exactly did you do?/ Hasa, ulifanya nini?</p> <p>1. _____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>2. _____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>3. _____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>_____ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>	

D.11. Has any of your friends being involved in a situation where they tried to stop corruption?/ *Je, rafiki wako wamehusika katika kusitisha uifisadi?*

1. Yes/Ndio..... >CONTINUE 2. No/Hapana..... >SKIP TO D14

D.12. If yes, explain what was happening?/ *Kama ndio, eleza kilichokuwa kikitendeka?*

1. _____

2. _____

3. _____

D.13 What exactly did they do? / *Hasa walifanya nini?*

1. _____

2. _____

3. _____

D.14. Do you think the government is doing enough to fight corruption in the country?/ *Unadhani serikali inafanya ya kutosha kupigana na uifisadi hapa nchini?*

1. Yes/ *Ndio* 2. No/*La*

D.15. What organizations are you aware of that fight corruption in Kenya? *Ni mashirika gani unaoujua ambayo yanpigana na uifisadi?*
RECORD ALL MENTIONED IN THE TABLE BELOW

D.16. How would you rate the organizations that you have mentioned in fighting corruption? *Je, mashirika uliyoyataja yanapigana na uifisadi vilivyo ama yameshindwa?* **RECORD ALL MENTIONED IN THE TABLE BELOW**

Organizations	D15	D16		
		Effective	Neither effective Nor ineffective	Not Effective
1. _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D.17. Whom do you think is best suited to fight corruption?/ Nani unadhani anafaa sana kupogana na ujisadi?

Organizations

1. _____

2. _____

3. _____

4. _____

5. _____

Individual

1. _____

2. _____

3. _____

4. _____

5. _____

D.18. What would you do if you encountered corruption? / ungefanya nini unapokumbana na ujisadi? DO NOT READ OUT. SINGLE MENTION TICK WHERE APPROPRIATE

1. I would do nothing/ *Sitafanya chochote*

2. I would report it to the authorities/ *Nitaripoti kwa wakuu*

3. I would tell my parents/ guardian/ *Nitaambia wazazi wangu*

4. I would tell my teacher/ *Nitaambia waalimu*

5. I would tell my pastor/ *Nitaambia kasisi wangu*

6. It would depend on the situation. In some I would report and in others I would do nothing/ *Italingana na jambo hilo. pengine nitaripoti na mengine sitafanya lolote*

7. Other (specify)/ *Mengine, fafaua* _____

D.19. For those who gave option 1 in the question above. Why would you do nothing?/ Ni kwa nini ungefanya chochote?

D.20. Would you want to be involved in fighting corruption? / Je, ungependa kuhusishwa katika vita dhidi ya ujisadi?

1. Yes/ *Ndio* 2. No/La

SECTION E: ACCESS TO INFORMATION ON CORRUPTION

E1. Have you ever heard any news/info on corruption?/Je, umewahi kusikia habari/tangazo kuhusu uifisadi?
 1. Yes/Ndio..... >CONTINUE 2. No/Hapana..... >SKIP TO E8

E2. In the last 6 months, have you heard any news/info on corruption ?/ Kwa miezi 6 iliyopita, umesikia habari kuhusu uifisadi ?
 1. Yes/Ndio 2. No/Hapana

E4. From where did you hear the news/info on corruption? /Ni wapi ulikosikia habari kuhusu uifisadi?
E5. How long ago was this? (APPLY TO ALL ANSWERED IN THE QUESTION ABOVE)/ ilikuwa lini?

MEDIA	E.4 Hear d the news on	E.5 . How long ago					
		Yesterday	This week	Between 7 - 10 days ago	About 2-3 weeks ago	A month ago	Over a month ago
1. TV /Runinga.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Radio /Radio.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Print/Gazeti.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Books/ Reports/ Vitabu.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Online/ Internet/ Kwa mtandao.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Government Publications/ Gazeti ya serikali.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Out-door adverts/messages/ Matangazo.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. At school/Shuleni.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. At a public function/Kwa mkutano wa hadhara.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. At church /mosque/temple/ Kanisani/Msikitini.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Others (specify) /Mengine, fafaua _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E6. What organization was talking about or bringing that message on corruption? Was the message clear?/ Ni muungano upi ulikuwa unaongea kuhusu au kuleta matangazo kuhusu uifisadi? Je, ujumbe ulikufikia?

Organization		Clear	Not Clear
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E7. What did you learn from that message? / Ulifunza nini kutoka kwa ujumbe huo?



E8. Different methods have been created to communicate to young people about corruption. In your view, what is the best way to communicate to young people about this issue? /Njia tofauti zimetumiwa kufunza vijana kuhusu ufisadi. Kwa maoni yako, ni njia gani bora zaidi kuelezea vijana kuhusu jambo hili? **PROBE. DO NOT READ OUT.**

1. School Clubs/ Vilabu vya shule
 2. Teachers/ Waalimu
 3. Church/Mosque/Temple/ Kanisa
 4. Television/ Runinga
 5. Radio/ Radio
 6. Magazines/ Majarida
 7. Others Specify / Zingine/ fafanua _____

E9. What do you think should be done to fight corruption, a) At individual level b)At School c) In the country/society/Ni mambo gani ambayo yanaweza kufanywa ili kupigana na ufisadi a) kwa mtu binafsi b)shuleni c)Nchini .

1. At individual level /Kwa mtu binafsi

2. At School /Shuleni

3. In the country/society /Nchini

E10. What do you think should be done to people involved in acts of corruption both at school and in the country? Je, ungependekeza nini kufanywa kwa wale ambao wanajihusisha kwa ufisadi hapa shuleni na nchini?

1. At School /Shuleni

2. In the country/society /Nchini

School principal /administrators name....

School principal /administrators telephone number.....

THANK YOU FOR TAKING TIME TO FILL THIS QUESTIONNAIRE

This questionnaire has been designed , studied properly, checked, briefed, piloted and confirmed that its formulation is suitable for data collection

Design _____ (Sign)

Executive _____ (Sign)

Field _____ (Sign)

6.2 SAMPLE OF COMPOSITIONS

ELIJAH MUTUA Olympic Primary
4 South

CORRUPTION IN KENYA

Corruption is like you give somebody money and you copy your book of homework and if I give you money and take book of the cupboard and he take new books. That is not good people to copy your book because time for example you will copy who do your work properly ~~you~~ one day you will number one and you will pass exam. when you finished exam some people give another person to copy her exam.

St. Austins.

Corruption

A corruption is like bribing like a man is driving his car home there is traffic jam and his car stops the police man decides to take him to jail or else he gets some money the prisoner gave the policeman some money corruption should stop it's unfair

By: Najma

Philip
Mwangi
JK

St. Austins.

1st / 06 / 2009

Corruption

Corruption happens all around the world ~~it~~ only when you chance someone by favouring them. In Kenya there is lots of corrupt people. The police must be given money to help you be safe, and not go to jail. Lots of referees are unfair to one ~~team~~ because they are paid for that. There are lots more of corrupt people like, judges, coaches, teacher, e.t.c

Olympic Primary.

RISPER Zulekha 4 SOUTH 2nd JUNE 09
CORRUPTION IN KENYA

Corruption are dishonest things for example during post election our president gave John michuki money so that he would be the president in Kenya.

Some types of corruption are:-

- Giving someone money so that he/she can choose you as a leader.
- If maybe your prefect tell another person to give him/her break and she will not remove her/him in front.

Some people do corruption such as:-

- Members of parliament.
- teachers
- police policeman/woman
- prefects
- president
- prefects when they take talk with others they don't want to go in front.

St. Austins

Corruption

by Imara Njeri

A corruption is something bad. like one time the government refused to pay there own tax and another time they destroyed Nakumal thika to build a wider road I think that was wrong because those people who used to work there went home without a job and they can not get inaf money to raise there family so they can go broke. that is why corruption is **WRONG**.

~~CORUPTION~~

by Imara, Njeri, nicole, wairegi
school St. Austin

ELIJAH MUTOA Olympic Primary,
4 SOUTH
CORRUPTION IN KENYA

Corruption is like you give somebody money and you copy your book of homework and if I give you money and take book of the cupboard and he take new books. That is not good people to copy your book because time for exam you will copy who do your work properly ~~you~~ one day you will number one and you will pass exam. when you finished exam some people give another person to copy her exam.

Olympic Primary -
Jael Anyango 4 SOUTH

CORRUPTION IN KENYA
Corruption is doing something bad that you do secretly. The type of corruption I am telling you is like giving your teacher money and your teacher write in the mark list that you are number one. One day when I was going town with my mother I saw a police arresting a man then the man gave him two hundred shillings and the police said to the man secretly this money is not enough then the man added him one thousand shilling. The police told him to go, and the man did not look back. On Friday when I was watching television I saw the members of parliament are the one who bring this problems in Kenya.

6.3 LIST OF INSTITUTIONS INTERVIEWED IN THE QUANTITATIVE STUDY

PRIMARY SCHOOLS	SECONDARY SCHOOLS	COLLEGES/UNIVERSITIES
Bula Mpya Primary School	Kirangari High School	Kabete Technical Training Institute
Shepherds Junior School	Bishop Gatimu Ngandu Girls	Mathenge Technical Institute
King'eero Primary School	St. Valentines Mixed High School	Nairobi Technical Institute
Kihhora Primary School	CGHU High School	Kisumu Polytechnic
Consolata Priary School	Jamhuri High School	Rift Valley Technical Institute
Ngala Academy	Menengai High Schol	Karurumo Polytechnic
Ngala Academy	Nyanchwa Adventist Secondary School	Mombasa technical Training Institute
ABC Academy	Karen girls	Garissa Teachers College
All Saints Cathedral Primary	Muslim Secondary Schol	Sigalagala Technical Training Institute
Chief Kariuki Academy - ol-Rongai	Kisumu Boys	JKUAT (Jomo Kenyatta University)
Kabasis Primary School	St Michael High School	Kenyatta University
Warwa Academy	Manor House High School	Nairobi Technical Institute
Kingshill Academy	Kerugoya Girls High School	U.S.I.U Kenya
Baharini Primary School	Embu High School	Catholic University
Nyamira Primary School	St Peter's Kathakwa Girls	Egerton University
Manyatta Primary School	Malindi High School	Baraton University
Temudo Academy	Aga Khan High School	Chiromo Campus
Bondo Complex Acadey	Iftin Girls Secondary School	Masinde Muliro University
Hiltop Preparatory school	Mois High School Kabarak	
Tuyoo-kony Primary School	Shiatsala Secondary School	
Bonanza Primary School	Rotary High School	
Kibugu Primary School	Kakamega Hill School	
St Anns Academy		
St Thomas Academy		
Kilifi Primary School		
Likoni Primary School		
Burhani Academy		
Mt. Sinai Academy		
Garissa Primary School		
Manyulia Primary School		
St. Gerard's Shitaho Primary School		
Kakamega Hill School		

