UNIVERSITY OF KWAZULU-NATAL

INYUVESI YAKWAZULU-NATALI

COLLEGE OF HUMANITIES

The role of public education in addressing corruption in Zimbabwe:
Experiences and perspectives of multiple stakeholders

By

MUNYARADZI MAGIGA

(214584218)

Thesis submitted fulfillment

of the requirements for the degree:

DOCTOR OF PHILOSOPHY

School of Education

Edgewood Campus

Durban, South Africa

Supervisor: Professor V. Chikoko

December 2018

ABSTRACT

This study examined the people's experiences and perspective on the role of public education in addressing corruption in selected two government, two parastatals and two civil society institutions in Zimbabwe. The study used the mixed method design in which qualitative and quantitative data were generated through structured questionnaires and interviews. The study chose ten participants by simple convenience in each of the six institutions and these were better placed to share their experiences and perspectives on the role of public education in addressing corruption in Zimbabwe. Their willingness to participate in the study gave me the confidence that they would do their best to add value to the study by contributing their honest opinions on the topic.

The study was guided by two theories, namely the Structural Functionalist and the Marxist. These theories provided a framework on class struggles and how those in positions of authority related with the general public particularly in the distribution of goods and services. Public education on anti-corruption was one social service in which the ruling class puts control measures through crafting laws and making policies to safeguard their interests never mind the extent to which the public education content would meet the public's expectations.

The study came up with the following substantive issues; The Commission should

- cast its net wider when hiring experts to review its curriculum on anti-corruption education.
- increase the number of languages used in public education on anti-corruption with the aim to incorporate all the approved sixteen national languages.
- spearhead the development of a National Anti-Corruption Policy.
- advance the issues of mainstreaming anti-corruption education in formal curriculum and all work processes.
- work with stakeholders to establish integrity committees in all institutions.
- lobby the government to increase funding on anti-corruption education and also invite development partners who could assist with project funding.

The study put to the fore the need for the people of Zimbabwe to speak with one voice on the type and quality of public education on anti-corruption they wanted. The Commission had a tall order to bring together a Zimbabwean society which was seriously fractured and highly polarised due to a poor legacy of politics of patronage which had engulfed the government for the past thirty-seven years which had characterised Mr Mugabe's rule. Finally, the public is required to actively participate in all anti-corruption education fora and contribute freely without fear or prejudice.

DECLARATION

I, Munyaradzi Magiga, declare that this research report on the, 'Role of public education in addressing corruption in Zimbabwe: Experiences and perspectives of multiple stakeholders', is my own work and all the sources I consulted and quoted have been acknowledged.

The study report has been submitted with the permission of my supervisor.

Signed: ....

Munyaradzi Magiga Student No. 214584218

10 December 2018

SUPERVISOR'S STATEMENT

This dissertation has been submitted with my approval

....

Professor Vitalis Chikoko

10 December 2018

DEDICATION

This thesis is dedicated to my wife Jesrina Magiga, my children Vimbai and Tinevimbo, who gave me the moral support as I navigated through the study. I cherish the conducive study environment they provided me with. They encouraged me when I was about to throw in the towel. This study could not have been completed without their immeasurable support. I love you guys!

ACKNOWLEDGEMENTS

ABBREVIATIONS AND ACRONYMS

C D F	Constituency Development Fund
ICASA	International Convention of African States on SexuallyTransmitted Infections
ICT	Information Communication Technology
JSC	Judicial Services Commission
NANGO	National Association for Non-Governmental Organisations
NPA	National Prosecuting Authority
OECD	Organisation for Economic Cooperation and Development
TIZ	Transparency International Zimbabwe
UNCAC	United Nations Convention Against Corruption
UNODC	United Nations Office on Drugs and Crime
UNWTO	United Nations World Tourism Organisation
ZACC	Zimbabwe Anti-Corruption Commission
ZDHS	Zimbabwe Demographic and Health Survey
ZIMRA	Zimbabwe Revenue Authority
ZRP	Zimbabwe Republic Police

TABLE OF CONTENTS

8.0 APPENDICES

8.1	Data generating instruments	202
8.2	Questionnaire	202
8.3	Interview guide	205
8.4	Participant consent form	209
8.5	Ethical clearance	213
8.6	Institutional gatekeeper letters	214
8.7	Editorial clearance letter	220
8.8	Turn it in report	226

LIST OF GRAPHS

Graph	Title	Page
1.1	Biographical profiles of participants	87
1.2	An Anti-Corruption model	179

LIST OF TABLES

CHAPTER 1

THE JOURNEY AHEAD

1.1 Introduction

Generally, the issue of educating the masses has been a contentious one as documented in various texts. Education appears to be loaded with perennial connotations that hinge around politics, economics, social, religion and culture issues. In most of the cases and circumstances, it has been used politically to suppress the emancipation of one race by the other, (Zvobgo, 1986). Economically, the education system has promoted the socio-economic status of the colonizers to the detriment of the black majority in Africa, (Chapman, 2002). In the religious facet, education played a key role in replacing the people's culture and religion with exotic beliefs, which to a greater extent, left the black people acquiescent to the Europeans, (Zvobgo, 1986). I have no doubt that whatever cultural changes that the third world countries have been subjected to by the white supremacists, it could not suffice to examine and measure it with the imperialistic yard stick without considering the extent to which they were couched in some form of corrupt practices.

While the major causes of marked disparities in culture and education systems could be blamed on the aforesaid factors, the first two decades of the 21st century have seen corruption as the major impediment to accessing basic social services including education amongst the people globally, (Hope and Chikulo, 2000). Misco, (2007) and Komasalasari and Saripudin, (2015) believe that currently the best method of addressing controversial issues is through the use of formal curriculum as a vehicle for social change. I identified the importance of school curriculum in fostering transformative education and I got convinced that their sentiments might equally be expressed outside the school system (informally) through civic education. A good example could be when the public participate in programmes like HIV/AIDS prevention, family planning initiatives, cancer, cholera, ebola, corruption or other situations that pose a threat to humanity. This type of education may not be compulsory and usually the public voluntarily participate with the hope to achieve

good health or positive change in behaviour. According to Udenka and Iwuamadi (2013, p. 3)

> *Corruption is seen as a psychosocial beast that has been attacking the different sectors of the society and we have struggled to tame this psychosocial beast by looking at the behaviours of the present and former public officials...*

The ravaging effects of corruption have become widespread and schools, institutions and even states have struggled to effectively provide for the needs of their own people. One sector that seems to escape the penetrating searchlight in education is corruption, (Chapman, 2002). It is strongly believed that the education sector is as corrupt as the public and private sectors. The mere fact that education plays a leading role in the socialization process of the people implies that products of school system were graduating with knowledge and skills in programme disciplines even if they were morally bankrupt, (Udenka and Iwuamadi, 2013). Such school graduates would see nothing wrong with engaging in short cuts that would make them amass wealth even if the methods at their disposal were criminal in nature. The education sector has been seen as the key to the prevention and combating of corruption since it is generally believed that there is a symbiotic relationship between the educational sector and what obtains in the society at large. This may be in line with the assumption that what happens in the education sector affects the society and vice versa, (Wan and Sirat, 2018). The war against corruption can only be won if there is a deliberate strategy to teach the public from kindergarten to adulthood on how to prevent and shun corruption. It is from the above stand view that this study sought to investigate the role played by public education in addressing corruption in Zimbabwe.

1.2 Background to the study

Globally the issue about people's experiences and perspectives on educational programmes and curriculum always show different views with some accepting the status quo while others resist. As espoused by Chapman, (2002, p.3), "Education is an attractive structure for patronage and manipulation of local sentiment." This implies that decisions that are perceived to have significant consequences for

people's lives are often made by "gatekeepers" who control the processes at each of those levels. Such decisions are usually made to the detriment of the people's demands despite that Education is known to be a vehicle through which societal transformation can be relied upon, (Ransomed and Newton, 2018). Across the world, curriculum is designed to address the needs of a given society in one way or the other. This being the case, corruption is one such need requiring urgent action across the globe and Zimbabwe is not an exception.

The issue of corruption is progressively becoming topical in every sector of the economy and finding means to tackle it may no longer be a choice. It is believed that more than US $1 trillion is paid in bribes every year globally, and the costs of corruption in the developing countries have reached U.S. $ 80 billion annually, (World Bank, 2007). Although the patterns of corruption vary from one society to another there is a renewed resolve to reduce the visible instances of public sector corruption since the 1990s, (Doig and Riley, 1998). In Zimbabwe the period from the 1990s has seen the 'eruption of corruption' which resulted in the citizens failing to adequately fend for their families. The 'eruption' in corruption appears to be motivated by the crippling inflation, bottlenecks in the supply of goods and services, the people's personal greedy and the need to survive. This scenario paints a very gloomy picture on the corporate governance practices in both public and private organisations in Zimbabwe.

Corruption has become so ubiquitous across all organisations to the extent that all public service points are either characterised by some form of corruption, be it petty or grand. In Zimbabwe, parents have to bribe school, college or university authorities to secure places for their children or worse still accommodation. These are usually known as the unwritten rules which any parent may choose to ignore at his / her own peril. The acts of corruption are wantonly done by the shameless officers in the presence of both the parents and children and the bribes they pay are an additional cost in the education of the children. The affected learners are inculcated into the system of corruption hence they grow up with the wrong notion of disregarding good ethics leading to poor sense of dignity, integrity and respect for social and cultural norms and values, (Seniwoliba and Boahene, 2015). These illicit deals may involve huge sums of money which usually benefit the greedy officers in positions of

authority such as heads, deputy heads, principals, faculty coordinators and hostel supervisors. In the majority of cases, the recipients have bought expensive properties including houses and cars. In Zimbabwean schools, this has resulted in most children from poor families (majority of whom were orphans) failing to proceed with education although this is in sharp contrast with the provisions of the1987 Education Act which makes education free and compulsory at primary school level.

This study has been carried out by an employee of the Zimbabwe Anti-Corruption Commission who is a manager in charge of the national educational programmes on raising public awareness on anti-corruption. Therefore, the Zimbabwe Anti-Corruption Commission as the organization with the constitutional mandate to combat corruption shall be reviewed with particular reference to its public education programme. The Zimbabwe Anti-Corruption Commission has a department strategically placed to spearhead public education on anti-corruption and the prevention of offences relating to corruption known as the Prevention, Advocacy and Corporate Governance. This department educates the public on the dangers of corruption to individuals and organizations through a variety of methods depending on the target group.

Since 2013, the Prevention, Advocacy and Corporate Governance department carried out community outreach programmes throughout the country educating people on the meaning, dangers and effects of corruption with the aim to achieve a change in citizens' behaviour so as to reduce the prevalence of corruption in the country. In some countries where corruption has been blamed for retarding development like Botswana, Anti-corruption Education is being mainstreamed in school curricular, (Directorate on Corruption and Economic Crime, Annual Report, 2004, Jones, 2017). In the same vein, Hong Kong and Japan offer shining models in anti-corruption education. This suggests that corruption has become a scourge that every country needs to fight.

My experience as Public Education Manager in the Zimbabwe Anti-Corruption Commission coupled with reading from other studies, for example, The UNDP Survey on Public Perceptions of Corruption in the Education sector, (2014) and Stahl, (2018) informs me that these educational programmes could be received by

the public with mixed feelings. Some people question the relevance and adequacy of the content that make anti-corruption education. These questions and several others have prompted the need for this study to find out the people's experiences and perspectives on the Zimbabwe Anti-Corruption Commission's Public Education efforts in curbing corruption in the country.

The problem of corruption in both the public and private sectors has been largely evidenced by a number of practical indicators which are also relevant in education. For example, the aspect of supplier selection during the procurement process of goods and services in a school. Usually corrupt individuals in organizations are faced with the problem of conflict of interest where one is tempted to choose a supplier fraudulently, (Borcan, et al 2017). In the Zimbabwean education system, corruption has been discernible in administrative spheres which characterised the hiring of staff, procurement of goods and services in schools and it has been more pronounced in tendering procedures. There have been several allegations leveled against some heads of schools who inflate amounts on invoices when they buy school property and in return, they receive kickbacks from suppliers. One such allegation has been leveled against a Harare school head who paid $ 70000.00 for a second-hand bus which was valued at $45000.00, (The Standard, 2013). It turned out to be the case that after thorough investigations the particular School Head had pocketed the extra $ 25000.00 which he converted to his personal use.

Similarly, other heads and school officials have been alleged to be producing fake / false invoices for school repairs or construction of new or renovate school facilities. In the process of doing that the school officials collude with School Development Committee members to overstate the cost of the projects so that they benefit through sharing the difference, (Asiimwe, Ahehwa and Agaba, 2011). This kind of corruption thrives where the corrupt persons / people exercise bid rigging and usually the same company or contractor is selected and awarded the tender irrespective of the fact that the company may not meet minimum tender requirements. The head and the School Development Committee members become very close associates to the extent that the head is tempted to campaign for Committee members' re-election at the expiry of terms of office. In Zimbabwe it is now proving to be very difficult to have teachers whistle-blowing on the corrupt activities of their heads because these heads

are very powerful and they have functional connections with Ministry officials, top police officers and at times politicians. Therefore, it means that, any teacher who tries to report a case of corruption concerning his / her head is either disciplined and at worst could be transferred to remote schools where there is dilapidated infrastructure, no electricity and unreliable transport as punishment.

In the Zimbabwean education sector, favouritism, nepotism and patronage in the deployment, promotion and transfer of teachers is rampant, (Mapira and Matikiti, 2012). As part of their findings, (Mapira and Matikiti ibid) content that staffing officers were in the habit of reserving all peri-urban and urban vacancies for either their cronies or teachers who were prepared to pay bribes of not less than U S $ 800.00. Usually those who paid bribes did not encounter the hassles of being on the waiting list. The well-connected teachers would be given preferential treatment to go to schools of their own choices or would be deployed to better equipped schools. What was very clear about it all was that important values like professionalism, integrity, transparency and accountability were never considered. As a result of these corrupt tendencies, the effectiveness of the affected schools was highly compromised and this eventually negatively affected the learning process of the innocent learners.

According to Moyo, (2018), in The Chronicle of 28 May, The Zimbabwean literacy rate was perceived to be among the best in Africa (currently rated at above 90% literacy rate). However, from the year 2000, the education system was severely affected by the economic meltdown, while corrupt practices skyrocketed. The economic crisis resulted in the drastic cut in the education budgets year after year. This had a multiplier-effect in that many scholars were forced to drop out from their educational programmes as more and more parents failed to pay school fees, while some teachers went into the diaspora where they felt it was better paying than offering their services in Zimbabwe. School textbooks were scarce and physical infrastructure was rapidly deteriorating to levels of dilapidation due to lack of timely maintenance.

A similar situation was also ravaging all public and private industries throughout the country. The majority of the companies closed shop due to the experienced high costs of production. On the other hand, the majority of the employees were rendered

jobless and they experienced inexplicable difficulties to fend for their families including supporting their children at school. The remaining few industries could not produce enough goods and services for the nation and this created bottlenecks for the supply of basic commodities like mealie-meal, sugar, cooking oil and others. The situation was further aggravated by the ever-rising inflation which plunged the Zimbabwean dollar into a worthless currency. More and more people voluntarily left formal employment which had become less lucrative and they joined either the cross-border bandwagon or they became vendors in the urban areas, growth points and in the rural areas. Those who failed to with stand the challenges that went with vending as a means for survival resorted to engaging in various crimes like, mugging, stealing, prostitution or even masquerading as religious prophets who charged some fee to help turn the fortunes of desperate individuals. Among all these bad habits and criminal offences, corruption was the most fashionable one. There were syndicates and networks that one had to go through bribing all the way until one could get a passport, driver's license or allowed to pass at the Customs offices. The situation in terms of the commission of corrupt offences did not change for the better, if anything, it got worse. All these developments undermined the country's potential to achieve the education and health related Millennium Development Goals, (Makochekana, et al 2010).

The Zimbabwe education system was left with a battered image when some corrupt heads and teachers were found to be leaking examination papers for private gains. In the successive past years, education officials were caught selling examination papers to candidates right from grade seven to university level. As if this was not enough, heads and teachers were also caught writing examinations on behalf of some students after being paid anything up to $ 200.00, (Chene, 2015). In a study by Mutondoro and Gweshe, (2015) it was observed that it was now easier to pass at college level without studying but through buying actual examination papers and preparing the answers before examinations. Of late, many students have been found copying from marking schemes of particular subjects which they either bought from street peddlers as hard copies or electronic images send through whatsapp platform mainly. This practice had become one of the several indicators that show the extent to which the key values of hard work and integrity were fasting eroding, putting the credibility of the education system at stake. Such moral decadence amongst the

educationists is deplorable and puts the Zimbabwean education system at a precarious position as it may be difficult now to tell between those who actually went to school from those who 'bought' their qualifications.

In a study by Mutondoro and Gweshe, (2015) students in higher education colleges pointed out to the fact that there is sexual corruption being perpetrated in Zimbabwe's education system. Female students claimed that they were being asked to provide sexual favours as a means to sweeten the deal in exchange for industrial attachment. Those who refuse, do not secure industrial attachment. Thus, the corrupt bosses in the world of work give jobs to ladies after "carpet interviews". In this case the behaviour of the corrupt men appear uncontrollably way ward, leaving the female students very vulnerable to corruption coupled with health, education and justice implications as compared to their male counterparts, (Chapman and linder, 2016).

Those in the universities and colleges have not been spared, as Mutondoro and Gweshe, (2015) found out that female students were being asked to give sexual bribes in order to get better marks or pass their courses. The students claimed that lecturers would deliberately fail female students so that they would have an opportunity to negotiate for sexual favours. It was found that some of the female students would accede to the demand to avoid the hassles which usually came with having to repeat and disappoint their parents. In their study, Mutondoro and Gweshe, (2015) found out that young women suffer the double burden of corruption by paying bribes in the form of monetary value and through sexual extortion which is a type of gender-based exploitation. All the situations and examples clearly show that Zimbabwe needs a comprehensive public education on anti-corruption to instill humane and professional attitudes.

According to Seniwoliba and Boahene, (2015) in most African countries, education is usually allocated the biggest vote in annual budget allocations. The main reason is that education is believed to be a fundamental human right and also a driver of personal, social and economic development. In Zimbabwe, nobody is denied access to education. It is a constitutional issue and this is the reason why the government has gone further to subsidize primary and secondary education through per capita

grants while giving loans to higher education students. The Zimbabwean government also offers presidential scholarships to students mainly learning in South African universities. However, as Bertelsmann Foundation, (2014) in www.bti-project.org, observes, scholarships are given to a privileged few students who are top supporters of the Zimbabwe African National Union-Patriotic Front (ZANU-PF) political party. The above observation by Bertelsmann Foundation, (2014) in www.bti-project.org, may not be easily dismissed as false or adjudged to be accurate, in my opinion I suspect that if ever the beneficiaries of this scholarship scheme are ZANU PF apologists then it is a result of political corruption which warrants some investigation. Over and above, this scheme is meant to benefit poor students who cannot pay for their university education locally and it should rightfully flash out children from high ranking politicians, government and private sector officials. This practice has to stop forthwith as it appears that there are individuals who are abusing their powers to swing the favour towards ZANU PF political party supporters. The whole problem lies in the fact that the public has not been sufficiently educated to claim their constitutional rights as they do not know the steps to take if they come across such corrupt practices.

In Zimbabwe, education is also seen as a panacea to personal and societal development. Education therefore, provides tools that people need to sustain their livelihoods to live with dignity and contribute to the development of society, (Truex, 2010). This means that, quality education should make an individual want to enjoy the legal fruits of his / her labour. An educated person is therefore expected to contribute in making peace and participating in the development of his / her neighbourhood, (Joseph, 2016). This implies that issues like greed, theft and all forms of corruption should be shunned by all and sundry. What is characterising the education system is highly regrettable, for example, educated people have become treacherous, cunning and obdurate fraudsters who are driven by high levels of egoism and self-aggrandizement, (Deliversky, 2016).

It is mind boggling to note that the suspected cases of corruption at state owned companies like Premier Service Medical Aid Society (PSMAS), State Procurement Board (SPB) and many others have been leveled against university degree holders

who are company executives including some Ministers, (The Standard, 2013). The sorry state surrounding the whole issue is attributed to the very slow pace with which the wheels of justice seem to be moving on some of these clearly defined suspects who have been purported to have committed grand corruption. This is probably the reason why it is necessary to strengthen the anti-corruption preventive measures with a strong emphasis in public education as a way to expose those who have the affinity to be corrupt, (Ransomed and Newton, 2018). This could then be followed or supported by thorough investigations leading to the prosecution and incarceration of offenders. Hence, (Seniwoliba and Boahene, 2015), comment that, "Education strengthens personal integrity and shapes the societies in which we live". If this is the right thing to do, why do we have most of our educated people committing offences like fraud or indulging in "brown envelopism" / corruption?

It is commonly inferred that about 10 % of Zimbabwe's population comprises people living with some form of disability. Disabled persons usually present themselves as being blind, deaf, mute, people with albinism, persons who are mentally and physically challenged or other. I understand that people living with disabilities (disabled persons) may be at risk of being exploited by corrupt people while at the same time I also believe that some disabled persons may also be corrupt. The background to this is that, Zimbabwe has a policy on universal primary education which came into effect at the dawn of its independence from colonial rule in 1980. The policy is clear that education should be free to all citizens irrespective of creed, tribe, race, or other factors at primary school level. In addition, the government has other various policies to increase access and subsidise education for all citizens at different levels. The disabled are regarded a special group and various initiatives have been put in place to ensure they participate equally in education just like any other citizens. Special schools have been established, while some facilities have been constructed to facilitate the easy movement of the disabled, literature and learning aids have been developed and distributed to learning centres to support their cause, all in the name of inclusivity in participating in education. It is therefore crucial for this study to establish the extent to which the disabled people participate in anti-corruption education as well.

My experience as an educationist in the Zimbabwe Anti-Corruption Commission has been that there is lack of comprehensive public education on anti-corruption starting

from primary to tertiary education. This type of awareness campaign ought to be taken seriously and attended to by both the learner and the tutor. It is my opinion that the present school curriculum requires transformation and this specifically targets the inclusion of anti-corruption values. This type of curriculum would assist in nurturing a student who would act and speak against corruption anywhere he / she would go. According to Transparency International, (2013), education sheds light on the many shapes and forms that corruption in any field takes. This means that the product of our education system should be able to detect and denounce corruption when ever they come across it, be it in education, commerce, manufacturing and others. In essence, corruption acts as a barrier to high quality standard of living, social and economic development. Any failure to combat corruption jeopardises the benefits of institutions which leads to poor corporate governance and ultimately the collapse of good corporate governance in a country. Zimbabwe requires people who refuse to be corrupted, be it at road blocks, passport office, schools, colleges or other public service points. To that end, all the people need to participate in anti-corruption education either formally, informally or both.

Some corrupt individuals and organizations give one supplier substantially higher business volumes as compared to others. This is meant to motivate the company concerned to pay huge bribes or rather reach an agreement that a certain amount is paid regularly to the corrupt officials as a way to maintain the business ties. On the other hand, some individuals submit tender bids after the closing dates and in many of those cases, they go on to win the tenders even if they do not meet the minimum requirements. What this shows is that corruption basically takes root in all situations and environments lacking transparency and accountability. Thus, to prevent corruption every organization / institution should avail all necessary information and procedures to its customers, (be they internal or external). This gives everybody a chance to have an input or complain so that a quick redressal of the issue is done without prejudicing anybody. The aspect of accountability spells out that each and every person / employee must be prepared to explain in detail why he / she has to do one thing or the other. With the current scenario in Zimbabwean institutions, people do not want to be accountable for what they have been employed to do. They instead become vehement or evasive. This typically shows that there is lack of public education on anti-corruption and that the state of rot in which some organizations

found themselves in is indeed a product of their indulgence in poor corporate governance.

Since its inception in 2005, the Zimbabwe Anti-Corruption Commission chose to combat corruption based on a three P strategy (Public Education, Prevention and Prosecution). By April 2009, the Commission had established the Public Education department whose mandate was to educate the public on the evils, effects and prevention of corruption. The country was experiencing a highly tempting macro-economic environment characterised by acute shortages of basic commodities on the backdrop of a rapidly shrinking economy, (ZACC- Mini Survey, 2009). There was a greater need to educate the public than before because the public resorted to corruption as a survival tactic.

The Zimbabwe Anti-Corruption Commission could not match the demand due to several reasons. One of them being that it was poorly funded from Treasury. In response to the demand, the Commission needed to:

- decentralize to provincial and district centres to effectively educate the public.
- Recruit professionally qualified education officers to a minimum of four per province.
- Develop education / campaign materials for the benefit of all age groups, languages and type (including those with different disabilities).
- Participate and exhibit at all calendar events like Zimbabwe International Trade Fair, provincial and district Agricultural shows, school carrier days, religious meetings etc.
- Lobby for the mainstreaming of Anti-Corruption education in all institutions of learning / training.
- Establish integrity committees in both public and private sector institutions.
- Arrange and execute public lectures, round table discussions, seminars and other appropriate ways of educating the public.
- Use both electronic and print media (radio, television, newspapers) including whatsapp, facebook, twitter, website and other most recent platforms to engage the public.

The success of the above noble ideas was affected by a multiplicity of challenges which negatively affected the public education drive. The Zimbabwean citizenry had experienced public education in different programmes in the past, for example, the Adult Literacy campaign which ran parallel to the formal primary education, the HIV/AIDS programme, family planning campaigns, voter education and many others, (Merrill, 1988, Mpofu, 1995 and Chitereka and Nduna, 2010). What became very critical about these programmes was the fact that they involved a high level of political passion and commitment from the government and that they were characterised by massive mobilization of resources, (Mpofu, 1994). Bhola, (1998), in concurrence with Mpofu, (1994) argue that to guarantee the success of an educational campaign, the whole process should involve the commandeering of resources from other national activities for the benefit of the programme. However, Mpofu, (1995) commented that such national campaigns tended to be choked by erratic funding leading to a plethora of problems like, low salaries for workers, shortage of manpower due to budgetary constraints, lack of offices, fuel and vehicles to roll out the programme effectively. Thus, the power of the 'haves' may be exercised through depriving the poor majority of the much-needed resources to tackle the problem.

Through my experience as Public Education Manager, I strongly believed that the presence of political will to combat corruption in Zimbabwe is highly questionable particularly at policy level, the reason being that the Zimbabwe Anti-Corruption Commission is poorly funded and the prosecution of top government officers and politicians leaves a great deal to be desired. Thus, the content and relevance of the Zimbabwe Anti-Corruption Commission public education seem to lack that needed comprehensiveness which to all intends and purposes should lead to marked behavioural change towards anti-corruption. As Winterowd, (1989) would say, a successful educational campaign should subscribe to the notion that the content to be taught must be relevant to the target group. Mackie, (1981) argues that the subject must be contextualized in the given environment. Bishop, (1995) believes that, there is need to re-fashion the education system, synthesizing, combining the best of the old and the modern, to come up with integrated systems of teaching and learning geared for the current dispensation and period. The latter two sources may be quite old but in my experience these arguments are still valid. The assertions by

the aforesaid writers are likely to remain myths as long as people continue to agree with the dominance of the ruling class and that the public education on anti-corruption may not benefit substantially from the cosmetic changes which in essence serve to protect the wishes of the corrupt top officials. Thus, this study sought to investigate the public's experiences and perspectives regarding public education on anti-corruption in Zimbabwe.

1.3 Statement of the problem

The vulnerability caused by lack of knowledge on virtually all aspects of life to the general populace may not be easily quantified, but the effects to individuals socially and economically could be execrable. Zvobgo, (1986) alludes that the development of any nation lies in its seriousness in educating the masses. Although this assertion appears to be so old, I take it that its sentiments remain true to date since a literate nation is able to quickly distinguish between good and bad and even seek ways to prevent the occurrence of bad practices. The corruption epidemic in Zimbabwe seems to be affecting businesses, individuals and economies alike and very little has been done to curb it. The most disturbing note has been that corruption is partly to blame for the massive company closures and of late indiscriminate termination of employment based on Common Law and section 12(4) of the Labour Act (Chapter 28:01), (The Herald, 13 August 2015). The long-term effects of this lack of good corporate governance has been that the health of the affected people and their families tend to be heavily compromised, children may be denied proper food, sanitation and schooling. In towns and cities, it is common to see families living by the roadside after their eviction from houses by the landlords when they fail to raise money for their monthly rentals. Those retrenched add up to the growing percentage of jobless which is currently pegged at above 90 % and as a result, the country may experience a higher wave of criminal offences as people try to find ways to fend for their families. This study believes that Zimbabwe as a country still has the chance to mitigate corruption especially if more effort and resources were channeled towards educating the public from kindergarten to adulthood. The problem would thus be stated as *'What experiences and perspectives do stakeholders have on the role of public education in addressing corruption in Zimbabwe?'*

1.4 Purpose of the study

While corruption is practically rampant in Zimbabwe, the people seem to lack quality education to curb it. Zimbabwe as a country has some of the best laws to combat corruption. There are also institutions that can help to reduce corruption levels which include schools, colleges, the police, courts of law, civil society organisations and the Zimbabwe Anti-Corruption Commission. However, it appears as if very little has been done to give the required impetus to curb corruption. Although there is the investigation and arrest of perpetrators of corruption, the public seems worried that only the "small fish" who commit petty corruption offences are accounted for while the "big fish" who commit grand corruption are not brought to book, (Anti-Corruption Commission Mini-Survey Report, 2009).

The public appears to be blaming the political leaders for lack of political will to seriously participate in the fight against corruption. For example, the Zimbabwe Anti-Corruption Commission has never been joined by a member of the presidium or cabinet minister when it commemorates the United Nations International Anti-Corruption Day on 9 December annually. The date coincides with the annual Zimbabwe African National Union (P F) conference and it is my guess that the none attendance by the afore said is really a question of putting their political carriers ahead than mere lack of commitment by the powers that be to curb corruption. The presence of those in the presidium and or cabinet ministers at the commemorations is likely to reflect that Zimbabwe does not condone corruption and it also could energize the Zimbabwe Anti-Corruption Commission and its stakeholders in denouncing corruption.

My experience as an Educationist and currently Public Education Manager in the Zimbabwe Anti-Corruption Commission informs me that in Zimbabwe, members of the presidium and cabinet ministers have been found falling on each other to officiate on other functions like the International Convention of African States on Aids and Sexually Transmitted Infections (ICASA), United Nations World Tourism Organization (UNWTO), the state visit by foreign leaders like China, Russia,

European Union and others presumably to sign mega deals for direct financial investment supposedly meant to jump start the ailing economy. However, one wonders how the signing and provision of such funding could be realized amidst growing concerns by the same prospective investors that Zimbabwe seems not very serious to curb the skyrocketing levels of corruption. Some investors have labeled Zimbabwe a risky investment destination to the extent that they find pleasure in pouring their moneys in other regional countries like South Africa, Botswana, Mozambique and Zambia where they believe there are better efforts to curb corruption, (Mutondoro, Ncube and Hadebe, 2014).

Due to the systems failure at policy level, the Zimbabwean children seem to be growing up with the mentality that corruption pays even better than any other legitimate ways of acquiring livelihoods. Chapman, (2002, p. 2) asserts, "The real damage to society occurs when entire generations of youth are made to believe that personal success comes not through merit and hard work, but through favouritism, bribery and fraud". The development of the Zimbabwean curriculum which should incorporate anti-corruption values appears so sluggish and here and there hamstrung by financial constraints. This leaves the Zimbabwe Anti-Corruption Commission with a mammoth task to fight a lone battle in educating the masses on the evils, causes and effects of corruption.

In this study, I wish to establish how stakeholders perceived and experienced the role of anti-corruption education in Zimbabwe. I also endeavoured to find out factors for quality public education on anti-corruption.

1.5. Research Objectives

This study sought to

a.   Establish the extent to which stakeholders were experiencing anti-corruption education.

b.   Examine the stakeholders' perspectives on the role of education in combating corruption.

c.   Assess the factors conducive for quality public education on anti-corruption.

d.   Establish the role of education in combating corruption in Zimbabwe.

1.6. Research questions

a. How do stakeholders experience and perceive anti-corruption education?
b. What perspectives do stakeholders have about the impact of public education in combating corruption?
c. What factors are necessary for the provision of quality public education on anti-corruption?
d. What can be said to be the role of public education in combating corruption in Zimbabwe?

1.7 Assumptions of the study

This study assumes that lack of anti-corruption education among the citizens of Zimbabwe is one of the many factors fueling corruption. This is so because the majority of people caught committing corruption offences have testified in courts of law that they were not aware that what they were caught doing was illegal and criminal. Further to that, the type, quality and content of public education on anti-corruption given by the Zimbabwe Anti-Corruption Commission may not be relevant to cause a positive change in behaviour to the public in general. Finally, the methodologies and media used during anti-corruption sessions may not be best suited for the public. It is also my assumption that participants would provide answers to questions asked and that their responses would add value to the study.

1.8 Significance of the study

In carrying out this study, I hoped that it would be beneficial to the government of Zimbabwe, Zimbabwe Anti-Corruption Commission, Civil Society Organizations, industry and the general public.

General Public
The findings of this study might be helpful to the general public in that they could demand a public education which would address their felt needs as opposed to

assumptions made by anti-corruption educators. With many companies closing shop and unemployment rising, the Zimbabwean public believe that their biggest enemy is corruption. In the same vein, the citizens are likely to be convinced that the worsening economic environment can only improve if the fight against corruption is enhanced and the situation can only be better if every citizen does his / her duty in the fight against corruption. The public may have a desire to participate in future public education fora having the confidence that the corrupt would be named and shamed as well as being prosecuted and incarcerated in prison while their views may be incorporated in future anti-corruption policies and also that they remain key in combating corruption.

Zimbabwe Anti-Corruption Commission

The findings of this study are likely to reveal the shortcomings of the anti-corruption education run by the Zimbabwe Anti-Corruption Commission (ZACC) in its bid to combat corruption vis-a-vis the national expectations on reducing the prevalence of corruption. An improvement on resource allocation may allow ZACC to take public education to the people throughout the country. ZACC may also use other more effective platforms for engaging the public like radio and television broadcasts, website, newspapers journals and others which are comparatively more expensive. The government would seek modalities to subsidize ZACC's public education programmes on both radio and television so that the public is constantly apprised on the state of corruption and how to prevent it in Zimbabwe. The study would also be important to ZACC in the sense that ZACC would be obliged to constantly update and upgrade its public education content and methodologies with the hope to address current trends in the field of corruption and anti-corruption. The fact that corruption is affecting everybody in the country and that every citizen has a potential to be corrupt or can come across corrupt people means that this study has the potential to go a long way in recommending the decentralization of ZACC services to provincial and district centres throughout the country. The Zimbabwe Anti-Corruption Commission would also advocate for the inclusion of Anti-corruption content in the school curriculum starting from primary school level to colleges of higher education.

Civil Society Organizations

The Civil Society Organizations always claim to be the voice of the people and therefore this study is bound to give them renewed impetus on how to convince government that corruption is ravaging the economy. The findings of this study are set to inform the Civil Society Organizations that they are equal players in both the commission of corruption offences and secondly that they are critical in shaping and implementing a broad-based anti-corruption education in the country. Most Civil Society Organizations have been suspected of spearheading political corruption using various tactics especially towards general election time. It has been alleged that they were political conduits who bribe unsuspecting members of the public with money, food, clothing and others in order to influence the political discourse in a country, (www.zimonline.co.za). Since the majority of Civil Society Organizations specialise in humanitarian work involving issues like conflict resolution, poverty reduction and bringing developmental projects they are in constant touch with the public whom they teach / educate. Thus, they may also learn a great deal on how to effectively carry out public education especially on anti-corruption in Zimbabwe. Instead of seeing each other as rival parties, the government and Civil Society may realise the need to cooperate in addressing the issues of corruption rather than blaming each other most of the times.

Industry

Public and private organizations may also benefit from the findings of this study through mainstreaming anti-corruption initiatives and processes in their organizational structures, policies and regulations. Industry may benefit through establishing integrity committees within their echelons so that people would constantly advise each other on adhering to best practices in the execution of their duties. The management of companies should follow best standards where good corporate governance is upheld and is seen to be practiced. Industry should adopt clear segregation of duties so as to prevent the exercise of impunity which promotes abuse of power. Thus, they have to strictly uphold the ethics of transparency and accountability in their day to day operations. Industry also stands to benefit from this study if it exercised professionalism, integrity and meritocracy. Thus, people have to be hired on the basis of their competence and qualifications and not on the grounds of politics of patronage. The same should apply to the procurement of goods and

services. A transparent method must be used during procurement of goods and services as this helps in plugging loopholes for corruption.

Government of Zimbabwe

The findings of the study may also be of benefit to government officials who read and use it and thereby act responsibly towards combating corruption. Thus, government may prioritise to mobilise more resources towards combating corruption and more so towards anti-corruption education. Zimbabwe is currently striving to woo foreign investors to restart the ailing economy. In this line of thinking government has spent millions of finances on foreign trips, the majority of which fail specifically on two fronts which included, suspected poor economic policies for example the Indigenous and empowerment Act which spells out that foreign investors must partner locals on a 51 to 49 percentage shareholding structure. Secondly, foreign investors were skeptical about the high levels of corruption which are obtaining in Zimbabwe. The two reasons among many others seem to have kept the country dry of any foreign direct investment to date and industry is on the brink of collapsing. The government may require to repeal some of these unfavourable laws and seriously commit itself to fight corruption by taking a leading role in campaigning against corruption. In the same vein, I hope the government might come up with a broad-based Anti-corruption policy which in effect would give rise to changes in school curricular such that anti-corruption education is taught either as a stand-alone subject or is integrated in all the existing subjects.

1.9 Limitations of the study

This study is centered on establishing the role of public education in raising anti-corruption awareness among various stakeholders in both the public and private sectors found in Harare metropolitan and surrounding areas. It could have been ideal to cover a bigger area including the rural areas and farming communities, but due to resource constraints this was not feasible. Although these restrictions might have a bearing on the findings and ultimately on the range of recommendations, I strongly believe that their effect would not invalidate the study.

I am a fulltime employee of the Zimbabwe Anti-Corruption Commission and usually people do not trust discussing practical issues relating to corruption as a subject to an Anti-Corruption Officer. As a result of the aforesaid, some participants could have considered my academic activities as an intelligence gathering opportunity. This could have prompted some participants to give misleading responses thereby depriving this study with the needed data. In Zimbabwe, corruption offences are largely believed to be committed by high ranking officials and politicians who would rather apportion the blame on factors like economic fundamentals on the causes and effects of corruption. They also have the audacity to underplay the prevalence and occurrence of corruption, (UNDP, 2014). These people have the influence to block or threaten participants with unspecified action if they honestly cooperate with the researcher. In this regard, I made an effort to meet some of the prominent people and explained to them that this was just an educational study which had nothing to do with investigating cases of corruption.

Finally, perpetrators of corrupt activities have galvanized for support in organizations and homes such that even with expertly designed research instruments, participants may give misleading responses. In Zimbabwe, corruption remains a serious offence and therefore participants may be afraid to open up in fear of the corrupt suspects who are known to be threatening whistle-blowers. I took it upon myself to allay the fears of the participants that my study was merely concerned with how people experienced and viewed the Zimbabwe Anti-Corruption Commission's public education programme on anti-corruption and that the study was not worried about personal information pertaining to corruption suspects.

1.10 Delimitations of the study

This study was carried out in Zimbabwe targeting participants from government, private sector, Civil Society Organizations and educational institutions in and around Harare metropolitan. The study took a closer look at people's experiences and perspectives regarding the role of Public Education on anti-corruption. The Zimbabwe Anti-Corruption Commission, as the institution with the constitutional mandate to combat corruption in Zimbabwe was put on the spotlight focusing on its

Public Education programme. The researcher tried to come up with a balanced sample of participants in terms of gender representation. Data gathering exercise was focused on Public Education activities which were done as from January 2012 to date.

1.11 Clarification of terms

The following terms have been defined and their meaning shall be understood in context;

- Corruption

The abuse of power to further illicit aims and objectives through the act of omission or commission. It is also regarded as violation of established rules for self-gains, (Mwatwara and Mujere, 2015).

- Public education

Is "a comprehensive effort that includes multiple components (messaging, grassroots outreach, media relations, government affairs, budget, etc.) to help reach a specific goal" (Bouder, 2013). This is instruction given to different people with the aim to raise awareness on an issue of concern in society.

- Integrity committee

A company / department / institution based organized group of individuals established to enhance institutional performance by making anti-corruption a way of life in their day to day operations.

- Bribery

Accepting, soliciting, obtaining any gift or consideration as an inducement or reward for doing or omitting to do, or having done or omitted to do any act in relation to his / her principal's affairs or business, (Mutondoro, 2015).

- Abuse of duty

Omitting to do anything when it is his / her duty as a public officer to do for the purpose of showing favour or disfavour to any person, (Criminal Codification and Reform Act, chapter 9:23 section 174).

- Socialization

Is a continuing process whereby an individual acquires a personal identity and learns the norms, values, behaviour, and social skills appropriate to his or her social position or a fundamental concept which describes the way in which human beings learn to function within their society, (Rogoff, 2003).

- Mainstreaming anti-corruption education in school curriculum

The act of factoring / integrating anti-corruption prevention strategies in the teaching/learning processes, (Komalasari and Saripudin, 2015).

- Brown envelopism

The act of giving or receiving a reward for doing or not doing one's job to show favour or disfavour which is unlawful in the discharge of one's duties, (Hencke, 1994).

- Diaspora

Areas / countries outside Zimbabwean borders that have a pull effect on our human resource due to their ability to offer better working conditions and remuneration.

- Public awareness campaign

Is a programme carried out by government and or any other agency with the aim to educate the public on the prevention of an impending danger or calamity, (Bouder, 2013).

- Civil Society Organizations

These are registered groups of people who operate in the communities in ways that are distinct from both government and business. They are also described as critical actors in the advancement of universal values around human rights, the environment, labour standards and corruption, (Mwaradzika, 2015).

- Sexual corruption / Sexual extortion

These are sexual advances and acts perpetrated by gullible men which are targeted at ladies who appear to be desperate to get a job/vacancy/ driver's license/promotion or something of value, (Mutondoro and Gweshe 2015).

- Bid rigging

A fraudulent scheme in procurement resulting in non-competitive bids and can be performed by corrupt officials, by firms in an orchestrated act of collusion, or between officials and firms, (Karklin, 2005).

- Kickback

This can be a reward of any value and type which is a result of having contributed or colluded successfully in a corruption offence.

- Political corruption

The act of exerting fear in a system so that benefits accrue to those backed by the politicians or political party even if they do not deserve them, (World Bank, 2011).

- Whistle-blowing

The act of giving tip offs on those who perpetrate corruption offences.

1.12 Organization of the study

This study is composed of 6 chapters namely, chapter 1 which presented a concise introduction, background and justification of the study. It also provides a basis for the impending chapters. Chapter 2 offers the theoretical framework which guides the research process. In this chapter the Structural Functionalist and the Marxist theories have been explained highlighting their practical relevancy to the research topic. Chapter 3 focuses on literature review on the role of public education and related concepts starting from a global perspective and narrowing down to Africa and Zimbabwe in particular. The chapter also gives a conceptual analysis of key terms like public education, corruption and goes further to interrogate people's experiences and perceptions on the part played by public education in different educational programmes. This chapter also examines views and findings that have been proffered by other writers and researchers on issues surrounding transformative / civic education in society. Chapter 4 describes and justifies the research methodologies that were used in the process of data generation, processing and authentication. Chapter 4 also explains the reasons for using particular methods outlining their advantages and disadvantages. The chapter highlights tools and instruments used in the data collection process and how data was compiled. Chapter 5 deals with data presentation and discussion based on information generated through questionnaires and interviews. Finally, chapter 6

addresses key issues relating to research findings, conclusions, recommendations, limitations and suggestions for future research.

1.13 Summary

This chapter discussed in detail the problem of corruption in Zimbabwe. It has been noted that corruption is spreading across all sectors of the economy and it is virtually affecting the poor much more. Corruption is equally taking a toll on both public and private institutions resulting in the employees and their poor families being vulnerable. At the time of writing my study, the situation was worse off due to the shrinking economy which was characterised by acute company closures. I strongly believed that corruption was at the epi-center of the company closures although the country seemed to have some of the best laws to combat corruption. Women and children appeared to be hit harder by the effects of corruption to an extent that some children were dropping out of the school system at various levels of their education. Most parents and guardians were unemployed and therefore, could be classified as unproductive and they had to devise survival strategies outside the known legal means. Thus, some would join street vending as a smokescreen to cover covert corruption activities and other criminal ways of extortive nature. Basically, this showed that corruption was causing rampant moral decadence in almost every society. There was need for a robust anti-corruption education among the citizens of Zimbabwe so that the people would shun corruption at personal level as a starting point. Anti-Corruption education should also cover all institutions (be they public or private) to raise awareness on the need to adhere to good corporate governance. Thus, The Zimbabwe Anti-Corruption Commission would exercise its constitutional mandate to provide a comprehensive public education on anti-corruption and galvanize for support from Civil Society Organizations, traditional leadership, faith-based organizations, schools and colleges, government and the private sector which was very necessary in inculcating a spirit of anti-corruption among the citizens of Zimbabwe.

CHAPTER 2

GUIDANCE FROM THEORIES

2.1 Introduction

This chapter provides an analysis of two theories namely the Structural Functionalist and the Conflict / Marxist theories which I adopted to give support to the literature that I reviewed in chapter 3. Giddens (2011), defines a theory as a set of ideas that argue in a certain direction to justify the existence of a given phenomenon. Whilst Applebaum and Chamblis (1995), affirm that theories are different explanations of social phenomena that guide people's understanding of the social world they live in. They go further to explain that theories provide a lens with which the people use to understand themselves as social beings. In this study, the Structural Functionalist theory provides the main framework while the Marxist / Conflict theory comes in to support it. In my study, these two theories have been adopted to provide a framework on how corruption as a social and economic problem is propagated and mitigated with special reference to the Zimbabwean community. The Structural Functionalist theory is ideal in explaining social, economic and political issues where a community may be divided into various pockets or levels with each of them competing to have legitimacy as well as trying to change the state of affairs in preference for a new status quo, (Giddens, 2011). The Marxist theory on the other hand is rich and simpler in explaining power struggles between mainly two groups of people usually drawn into classes of namely the rich and the poor. The rich are on record that they own and they want to control the means of production while the poor have to suffice with a pittance for the labour they provide, (Macionis, 1997). In this study, the two theories seem to have a marked point of convergence particularly in the sense that curriculum development is approved by the so called powerful or rich who may be notorious in corrupting systems and processes in order to ensure their dominance and supremacy over the poor majority. They have the state machinery to safeguard their continued stay in power and curriculum is one of their best weapons at their disposal to ensure the maintenance of a status quo favourable to them, (Chapman and Linder, 2016).

2.2 The Structural Functionalist Theory

This study adopted the Structural Functionalist theory and discussed the experiences and perspectives people have on the role of Public Education in addressing the problem of corruption in Zimbabwe. According to Coleman, (1990), the Structural Functionalist theory has been the dominant theoretical perspective in Sociology and several other social sciences for the past decades. Its major strength has been the fact that it is built upon two important phases namely; the application of the scientific method to the objective social world and the use of analogies between the individual and society. Its emphasis on using the scientific method gives the assurance or confidence that a researcher can study the social world in the same manner he / she studies the physical world. In the same vein, Schaefer, (2006) argues that functionalists perceive the social world as 'objectively real' as evidenced by their heavy reliance on research techniques like social surveys and interviews. In this way, the structural functionalist perspective becomes handy in exploring behavioural issues and acts of corruption nature.

On the other hand, the structural functionalist theory emphasises on the organic unity of society which influences functionalists to speculate about needs which must be met for a social system to exist as well as how social institutions can satisfy those needs, (Applebaum and Chamblis (1995). For example, a social functionalist can argue that the existence of a church is to satisfy spiritual needs in society and that the church plays a pivotal function in the survival of people in that community. This is important especially for this study, where the Zimbabwe Anti-Corruption Commission is put on the spotlight as a necessary social institution regarding its public education programme. The Zimbabwe Anti-Corruption Commission is a creation of the Zimbabwean Constitution (amendment Act No. 20) and it carries the citizens' aspirations and trust that it would be able to reduce the high levels of corruption in the country. It therefore follows that the Commission should not exist to window-dress, but should be seen to be carrying out its mandate (function) without fear or favour.

The Commission is an organ which should complement what other different parts of the Zimbabwean system to survive irrespective of its size and scope. Thus, The Structural Functionalist theory holds the view that society is a complex system whose different parts complemented each other for the purposes of having stability and solidarity, (Giddens, 2011). Important to this assertion is the point that there is need for Sociology as a discipline to investigate the relationship of parts of a society and the relationship between or among the different parts so as to have informed decisions on how to make them more effective or possibly shut them down. An example could be when people try to find out how religious beliefs and customs relate to different institutions or systems within different institutions, their parts and society in general. Education is one such value which is acquired through established institutions like schools and colleges. It takes from society as much as it prepares the society, (Haralambos and Holborn, 2006). Other proponents like Adams, (2001) believe education is a choice of important values from the society and for the society. The question that comes to mind then is, who makes these choices of values which end up forming the educational curriculum in schools? In this case, it may follow that the government, schools, politicians, civil society organizations and other critical stakeholders play important roles in developing and shaping school curriculum in a country. The guiding principle in this scenario is to analyze the contributions of each part or player raising those social practices that promote consensus and continuation in society, (Giddens, 2011). In the same vein Giddens, (2011) concurs that the parts of a given society must work together just as the parts of a human body does for the benefit of society as a whole. However, the practice globally seems to show a situation where the school curricular is largely an imposition from those entrenched with power and authority. This is a situation that works adversely in the application of the Structural Functionalist theory as it is blamed for having an emphasis on divisions in society thereby seemingly concentrating on issues of power, inequality and struggle, (Giddens, 2011).

The Structural Functionalist Theory emphasises the importance of moral consensus in the maintenance of order and stability in society, (Babbie, 1977). Babbie further explains that consensus can only be realised if most people happen to share the same values. Looking at this point, it is very difficult to say that there is consensus in the Zimbabwean community particularly when it comes to what should constitute

Public Education on anti-corruption. While the nation appears to be in agreement that corruption is the number one enemy to all forms of development, there is no meeting of the minds on how best to tackle it, Kuris, (2013). Merton in Giddens, (2011) goes further to explain functionalism by splitting it into two types, the manifest and latent functions. Merton's manifest functions constitute practices and values known to and intended by society or learners while latent practices and values constitute what people are not aware of. Analyzing Merton's contribution, I get the impression that the Education curriculum in Zimbabwe largely reflect the manifest function in which the aspect of corruption is latent. It is therefore necessary for curriculum development to focus on uncovering corruption as a latent social and economic activity in educational institutions in Zimbabwe. The latent functions as defined by Merton in Giddens, (2011) are those consequences of an activity which people are not aware of although they can suffer as a result of their effect in the environment. For an example, massive corruption of educational grants to schools might culminate in shortage of learning materials, demotivation to the teachers and ultimately, the students dropping out of school.

The consequences of latent activities may have a dysfunctional effect on social and economic development in a country. This implies that grand corruption in the education system, may result in a large number of failed school graduates who may not be employable and to some extent may be tempted to indulge in criminal activities like theft and mugging. Corruption can thus be one latent activity of great concern in Zimbabwe, its manifestation is hidden although the effects are in the open for everyone to see, for example, shortage of medicines in health centres, shortage of food rations by government to the citizens, shortages of educational resources, deprivation of or being denied access to certain goods and services to learners at different levels to mention just but a few. The effects of these manifestations of corrupt activities usually include raising the cost of accessing the social services through paying bribes. Those who are so poor to the extent that they cannot afford to pay bribes usually drop out of the education system at various levels while those who fail to raise bribes for critical services like health and food may be condemned to death. Giddens, (2011) clearly spells out that the dysfunctional aspects of corrupt behaviour implies focusing on features of social life that challenge the existing order of things in life. In reality corruption is a criminal activity which accentuates social

and moral decadence among the public. Corruption in Education, therefore, violates the principles of social justice and equality of all participants of an educational process, (Frolova, 2014).

The Structural functionalism theory shows that the school (institution) can be very powerful in introducing social change in society. However, schools (social Institutions) are known to be very passive and conservative to an extent that they are blamed for reinforcing the status quo, (Coleman, 1990). Usually social institutions face difficulties in effecting change unless there is a buy-in by the public. Thus, this theory suggests that there are tremendous forces resisting change and that these forces may be overcome incrementally as affected or influenced by forces outside the school system and approved internal innovations, (Adams, 2001). According to Hunter and McCleland, (2012 p, 34) "…social systems work to maintain equilibrium and to return to it after external shocks disturb the balance among social institutions". Functionalists in this case believe that the social equilibrium is achieved through educating the members of society about the basic norms and values of that particular society. However, it is possible to have some members of society who resist to conform to the expected norms and values, this may leave society to institute social control measures or sanctions to restore conformity or segregate the non-conforming members from the rest of the society, (Schaefer, 2006). The social control measures can be in form of naming and shaming the perpetrators of corruption and or diligently investigating and prosecuting the suspects. Such change and innovation may also be motivated by threats to peaceful living which might be caused by people complaining about deepening poverty, joblessness, erosion of value of currency or high inflationary environment. These uncomfortable conditions drive the people into agitation mode and it is the duty of social institutions (including the Zimbabwe Anti-Corruption Commission) to adopt new strategies of reaching out to the people in a bid to educate them on legal ways of dealing with the problems they face. Mpofu, (1995), as cited by Bhola, (1998), explains that the current educational programmes suffer from the rigidities of bureaucratic controls and they lack the swiftness that was normally associated with a campaign. In the light of the Structural Functionalist theory, the school plays a pivotal role in bringing about social change or social transformation in the society it is situated.

The Structural functionalist theory works on the premise that when a society has a need (in this case growing levels of corruption), the school is tasked with the duty to tackle the need, curriculum changes are made to accommodate the new function and the school takes over the new role, (Mubika and Bukaliya, 2011). In this study it is imperative that The Zimbabwe Anti-Corruption Commission's (social institution) public education programme be examined as to the extent to which its content and methodology reflect the real needs of the people and the extent to which the public have experienced it.

2.3 The Marxist Theory

The Marxist perspective according to Kirby et al (2003) has it that society is characterised by class struggles that emanate as a result of differential power relations as well as differential ownership of means of production. In this respect such disparities may in a way result in the high prevalence of poverty in society. The adverse effects of capitalism have caused a state of disequilibrium in the sharing of virtually all resources including important social services like education and health amongst the people. Giddens, (2011) observes that the Marxist perspective is premised on the unequal access to means of production with the rich benefitting much more than the poor majority. It follows that most policy making platforms do not include the ordinary people (poor) and even if they are involved, their participation does not culminate with decisions or resolutions that make them equal participants and beneficiaries to that policy. Due to such obscure policy making platforms, the people are likely to be deprived of opportunities that can improve their lives socially, economically and politically. Against this background, corruption is largely a criminal offence perpetrated by those in the corridors of power and authority, who end up misusing their power to exploit organizational resources for their personal benefit.

The Marxist theory seems to provide a fertile ground for the ever-increasing cases of poor corporate governance due to its monopolistic and unlimited discretional emphasis minus accountability which together have promoted the high prevalence of corruption in most institutions in Zimbabwe, (Corruption in the Water Sector, 2014). The systems and procedures in organizations including educational institutions,

appear quite porous to the extent that those in power can convert the resources to their private use in the watch of those believed to be wielding less power. From a Marxist point of view, the education system is established to transcend a culture of poverty (dependency) on the general public while maintaining a state of affluence to the ruling class. Thus, the inefficiency and ineffectiveness which characterised educational institutions could have been a deliberate move by policy makers to ensure that there is no competition between the school learners from the ruling class and those from the poor. In Zimbabwe for example, most of the children from high ranking officials attend school at expensive private schools while others send their children to reputable schools in the region and abroad. Equally so, despite the expansion that characterised the Zimbabwean health sector, it is apparent that most of the politicians do not have faith in receiving medical treatment locally. This behaviour by the people in power could be interpreted to mean that, Local schools and hospitals have been impoverished in terms of human and material resources. The curricular appear to be poorly planned as college graduates are being prepared for a dying industry in a situation where 90 % of the industry is now informal. In this study, it would be very interesting to find out what really constitutes and who influences content and methodology of public education in the Zimbabwe Anti-Corruption Commission.

According to Macionis, (1997) the Marxist theory offers a framework for building a stage that envisions society as an arena of inequality that generates conflict and change. This approach seems to compliment the Structural Functionalist perspective by emphasizing not solidarity but division based on inequality. The so-called divisions in this regard usually develop into social classes based on race, ethnicity, sex and age, all linked to unequal distribution of money, power, education and social prestige, (Macionis, 1997). In practice, this was where one would find an education system which might be too expensive such that only a few students from affluent families could afford. The education system here is intended to create a class of elites which is guaranteed to acquire the best jobs in the shrinking market as well as being assured of landing leadership posts.

The Conflict or Marxist theory reveals how an education system can perpetuate inequality by helping to produce a class structure in every generation, (Haralambos

and Holborn, 2006). In Zimbabwe, such a structure has worked during the colonial period where there was a separate education system which discriminated blacks from whites, (Zvobgo, 1986). The situation continued to reproduce itself up to present day through the formulation of new education policies (which have cosmetic changes) meant to entice the citizens on the backdrop of rampaging corruption in an ailing economy, (Balogun,2012). In essence, this practice tends to mean that, those at the top strive to protect their privileges through using education as a tool for suppressing the poor majority below them. The poor therefore, continue to fall into abject poverty, but one day they might counter by attempting to gain more resources for themselves, (Babbie, 1997). I take this statement by Babbie (1997) to also imply that, when the poor feel impoverished at a time when a few people are getting richer, they seek creative ways of helping themselves to survive and better themselves. Some of the creative ways might include stealing, fraud and corruptly acquiring resources to sustain their lives. In such situations the poor believe they have a reason to indulge in corrupt activities and they maximise on any opportunities that present themselves like forging cheques, educational documents, passports, driver's licenses, invoices, receipts or even marriage certificates.

2.4 Summary

In this study, I have deliberately chosen the Structural Functionalist and the Marxist theories to lay a foundation and give direction to my discussion in trying to determine the role of public education in addressing corruption in Zimbabwe. I found out that although the two theories are quite old, they are still very relevant in explaining social behaviour in the prevailing environment in terms of handling public education issues on anti-corruption in Zimbabwe. I am aware that I could have chosen some recently published theories, but I was convinced that corruption as a bad practice is fueled by power and authority which are strong elements inherent in the two theories. Therefore, my study is not concerned about how old or new a theory could have been but I thought that the two offered the best framework in explaining human behavior in the context of anti-corruption education. Thus, I could tap on their continued application by individuals in and outside institutions in managing corruption in Zimbabwe.

CHAPTER 3

EXPLORING THE LITERATURE

3.1 Introduction

Chapter 3 offers an analysis or review of related literature guided by the themes derived from the key research questions raised in the first chapter. An effort has been made to reveal the role of public education in mitigating social and economic problems faced by people in Zimbabwe. Studies carried out by other researchers were very important as they have guided me on the problems and successes already registered in the area of public education and were equally useful in creating knowledge gaps that this study needed to focus on. This chapter is made up of seven sections. It unfolds with a conceptual framework, where important concepts like corruption, the public and public education are discussed. The chapter moves further to explore some approaches in public education and later on gives a discussion on people's experiences and perspectives concerning public education. This is followed by a discussion on the impact of education in society leading on to factors that are necessary for quality public education in a given setting. The chapter ends with a look at some case studies on public education.

3.2. Conceptual framework

3.2.1. Meaning of corruption

The concept of corruption is understood differently the world over. Many countries have come up with different definitions depending on the context in which it has been used. The term corruption is derived from a Latin word 'cor' implying 'together' and 'rupt' meaning 'to be ruined', (Anti-Corruption and Civil Rights Commission, 2015). The origins of the term suggest that corruption can destroy organizations, society and even countries, (Korea Independent Commission Against Corruption, 2006).

Some writers like Lambsdorff, (2006) and Stahl, (2018) give a general definition that corruption implies "misuse or abuse of public authority or position for private gain". Schmidt-Pfister and Moroff, (2012, p 191) argue that corruption entails "the use of public position for private advantage and the subversion of the political process for personal ends". The conventional meaning of corruption seems to have gone beyond border line practices like bribes and facilitation payments to include collusion between a public official and a citizen who requires a service. In essence corruption typifies the contrast between a public official's formal duties and his / her private interests. Thus, Quah, (2017) contends that, in its generalised form, corruption implies a breach of any kind of public trust or mandate. It follows that corruption is not just a public sector phenomenon as is popularly subscribed to by citizens, because it equally takes place in private companies particularly when top management breach the trust bestowed on them by company shareholders and convert company resources to their personal use. This basically means that corruption is a composite of all kinds of misconducts through which a person makes or helps others to make social or material gains such as wealth, status or opportunities in an illegal or undue manner.

Transparency International as quoted by Survey on Public Perceptions of Corruption in the Education Sector, (2014, p 11) defines corruption as, "the abuse of entrusted power for private gain". However, He, (2000) concurs with Ear, (2016) that the chore element of corruption was not necessarily exemplified by 'abuse' or 'misuse' of public power but the 'very' use of public power for personal benefit. The two definitions appear to carry different meaning but in this case they both mean the same. As long as a person decides and acts against what is of national interest and if the act is meant to benefit sectional or personal interest, the summation of it all is using public power inappropriately. In this instance, the efficacy and centrality of power in fueling corruption is clearly alive. As Mutondoro, et al 2015 argue, "Corruption is therefore an outcome of power dynamics in the absence of effective mechanisms and institutions for transparency and accountability and taking place where there are goods and services valued by polity". There is a strong belief that corrupt people are extortive in nature especially where they wield power over other people. An example could be a situation where a School Development Association member tasked with the recruitment of zero grade pupils extorts some money from parents who may be

convinced that it is cheaper to bribe the School Development Association official who in turn helps them to enroll their children at a nearby school than having them to look for open vacancies at distant schools where they would need an extra budget for transport. The parents comply through paying facilitatory bribes to corrupt School Development Association members. This explains that corruption constitutes facilitation payments where bribes are paid to get preferential treatment for something the briber is required to do for free at law.

On the other hand, corruption might imply a bribe paid to obtain services the bribe receiver is prohibited from providing. According to Dike (2008) corruption constitutes a violation of established rules for self-gains. This is further explained by Ear, (2016) who says that corruption is largely a governance issue particularly if it is done in organizations. It is an illegal way of securing resources / wealth which is done at the expense of the public. In organizations (be they public or private), corruption comes in the form of bribery, embezzlement, fraud, extortion, abuse of power, conflict of interest, favouritism, ghosting, nepotism and graft, (Dube, 2010). These and other forms of corrupt offences are exercised even in the education system equally by Ministry officials, heads of schools, teachers, School Development Committees / Associations and ordinary parents.

The school system can also transcend a culture of corruption, for example, a situation where students privately pay teachers or lecturers in cash or kind for educational services like marking the child's exercise book, (Magwa, 2014, Dawson and Sutherland-Smith, 2018). The practice in schools today is even worse if one has to consider funds paid by learners to attend extra lessons. In primary schools, teachers charge an average amount of fifteen dollars per week. The money is not compulsory but failure to pay the money usually results in teachers giving less attention to the children who fail to pay. This goes further to mean that only those children from rich family backgrounds would have better chances of progressing and passing their studies as compared to those from poor home backgrounds. This statement is supported by the UNDP (2008) by saying that the impact of corruption on social and economic development and the well-being of individuals is disastrous, regardless of the country context. Corruption, therefore, hurts the poor unduly, disturbs economic development, reduces social services and diverts investment in

infrastructure, institutions and social services, largely for the benefit of those in positions of authority and power, (Ransomed and Newton, 2018).

Corruption can further be categorized into various types depending on its scale, method and sector of occurrence. Rohwer, (2009) and United Nations, (2004b) classified corruption into two distinct types viz; grand and petty corruption. Grand corruption is explained as corruption which involves higher level government officials and politicians. Petty corruption comprises small-scale corruption which takes place frequently every day and normally committed by middle level public officials. Grand corruption comprises corrupt activity whose impact is usually felt by the whole country while petty corruption represents small acts like a three dollar bribe a driver pays to a police officer at a road block, (Chapman and Linder, 2016).

To understand corruption comprehensively in Zimbabwe one has to know its forms, actors, power bases and interests. For instance, one should seek to correlate the dominant corruption typologies with the actors involved in order to understand their interests, (Mutondoro et al, 2015). Zimbabwe as a country has both grant and petty corruption operating at various levels and virtually across both public and private sectors. Grant corruption constitutes acts committed at a high level of government which distort policies of the central functioning of the state, with more of the benefits going towards well placed senior officials at the expense of the general public. Grant corruption involves participation of elites which is evidence enough to show the level of decay in politics and governance systems paving way for the emergency of petty corruption amongst low level employees.

Some of the known examples of grant corruption in Zimbabwe include the Willowgate Vehicle Scandal, (Nyarota in the Chronicle, October 1989), where a number of government ministers were named after abusing their power to get vehicles from Willowvale Motor Industries: Salary scandals in parastatals, (Moyo in the Zimbabwe Independent, 31 January 2014); Grain Marketing Board scandal where the late former Minister Kumbirai Kangai was arraigned before the courts for corruption, The War Victims' Compensation Fund which was meant to help those who participated in the war of liberation, Fifteen billion plunder of Marange diamonds, and of late the abuse of state funds at Zimbabwe Manpower

Development Fund (ZIMDEF). What is apparent in all the above cases is the fact that public money / resources were diverted to cater for private or individual benefits. For example, the Zimbabwe Manpower Development Fund is primarily meant to fund educational programmes for tertiary college students but in the above case, money was channeled towards buying bicycles to individual political party members of ZANU PF party, in a particular constituency when authority to do so was given by a former Minister and legislator of that particular constituency.

Corruption, no matter how grand or petty, has effects that are always the same, that it promotes poverty, imperfects the markets, slows development and causes sporadic civil disobedience among the citizens, (Transparency International, 2012 p 23). In educational settings, this may imply that some children fail to access education or drop out at some point due to poverty or political instability. Both the child and the teacher would be at risk to be in a classroom or rather on educational trips where they may be abducted, kidnapped and murdered or raped as in the case of the 200 Chiboki Nigerian Secondary school girls abducted by Boko Haram. Zimbabwe as a country was currently experiencing high levels of both grand and petty corruption and the citizens wake up to face corrupt activities on a daily basis although very little appears to be done by authorities to curb it.

Petty corruption refers to the general daily abuse of entrusted power by low to middle level public officials as they interact with the members of the public who want to access basic goods and services from public institutions like schools, colleges, hospitals, Grain Marketing Boards, Passport Offices, driver's license testing centres and others, (Mutondoro et al, 2015). Although the amounts involved in petty corruption are comparatively smaller as in grant corruption, what is of major concern is the loss of such money which when put together, may translate into huge amounts, but do not reach state coffers and therefore deprive the citizenry on essential social services like education and health, (Beuselinck, et al 2017).

He, (2000) concurs with Rowland, et al, (2018) that corruption is similar to misrepresentation, deprivation, disparagement, wickedness and decay. This statement brings in the idea that corruption is characterised by falsification of transactional documents with the aim to deceive the other part. Examples of such

cases would include use of fraudulent documents like fake vehicle registration books, immovable property ownership documents, fake school fees and examination receipts, drivers' licenses, property title deeds and contracts. What is so striking and mind-boggling in all these dodgy dealings is the fact that the poor and unsuspecting public suffer the most at the end. In Zimbabwe, the definition of corruption is derived from the Criminal Codification and Reform Act, chapter 9:23 section 170 to 174. The following are basically the five criminalized offences relating to corruption;

Bribery (section 170) entails accepting, soliciting, obtaining any gift or consideration as an inducement or reward for doing or omitting to do, or having done or omitted to do any act in relation to his / her principal's affairs of business. Bribery, therefore is a common offence in both the public and private sectors including institutions in the education sector. For example, school / college officials receive bribes usually from parents or prospective students seeking educational places. School children may bribe their teachers in order to pass in a test or get preferential treatment where meritocracy would deny them such opportunities, (Lines, (2016). An example is when a student who is not part of a soccer team pays the teacher in-charge some money so that he / she travels with the team. The teacher in-charge accepts the bribe knowing very well that it is wrong to do so, while the student also is aware that the ticket to travel with the team is simply by being a soccer player or competent athlete. At law both the student and the teacher in-charge have participated in corruption and they should be brought to account for their illegal dealings.

Corruptly using a false document (section171) is a corruption offence where the perpetrator knows very well that the document, he / she is using contains a false statement with the intention to deceive his / her principal. A good example could be an individual who applies to train as a teacher using his late or surviving brother's certificates. In Zimbabwe this type of offence is rampant and all government departments and parastatals are compelled to seek the services of the Zimbabwe Schools Examination Council (ZIMSEC) and other colleges of Higher Education to verify the authenticity of people's qualifications. There are cases where some people have taught for several years using certificates which did not rightly belong to them. Those who were caught were sentenced to various jail terms ranging from community service up to custodial sentences.

Corruptly concealing a transaction from a principal (section 172) is an offence which relates to a situation where a person carries out a transaction in connection with his / her principal's affairs or business but fails to disclose to the principal the full nature of the transaction having the intention to deceive. An example could be when a school head buys building material at an inflated price so that he / she pockets the difference between the inflated price and the actual price. School authorities can also prejudice schools by hiring services of a builder or painter who then is privately and unscrupulously advised by the head to bid for a lesser amount than the one which is officially known and approved by the School Development Committee. In rural areas teachers may do the same by misrepresenting the price of a beast to members of a Beef Committee. It follows that the concerned teachers may connive to inflate the price of the beast and then agree to share the spoils with the seller of the beast.

Corruptly concealing from a principal, a personal interest in a transaction (section 173)

Is a corruption offence where an individual carries out a transaction in connection with his / her principal's affairs or business without disclosing to the principal that he / she holds a personal interest in the subject of the transaction. A good example is when a Procurement officer in a college buys goods from his / her spouse's company implying that there is conflict of interest in the exercise of his / her duties. Heads of educational institutions usually buy beans, beef, chicken and other boarding school requirements from their own farms or relatives. This is a corrupt way of creating a market for oneself and usually the prices of such goods or services are comparatively higher than those in the open market, (Kaktins, 2018).

In criminal abuse of duty (section 174) an individual omits to do anything which is his duty as a public officer to do for the purpose of showing favour or disfavour to any person. An example can be when a person in position of authority employs a relative without considering the values of meritocracy. School heads usually award themselves travel and subsistence allowances when they undertake personal journeys. To make matters worse, they also use school vehicles for the personal

errands. The school might be prejudiced in terms of fuel and the costs that go with vehicle service plus depreciation.

The meaning of corruption as explained above brings about the need to understand the differences in the origins, forms, and effects of corruption particularly in developing countries like Zimbabwe. Doig and Riley, (1998) observe that third world countries should examine the part played by internal stakeholders such as politicians, business persons and civil servants together with external players like western multinational companies and international financial institutions in order to achieve a positive impact towards anti-corruption. While, He, (2000), advocates for reform strategies that widely take into consideration differing economic, legal, social, political and technological contexts. Therefore, an effective social transformation towards anti-corruption requires to be tailored to the social environment in which corruption manifests itself.

3.2.2. Public

Zimbabwe Anti-Corruption Commission Public Education Manual, (2012) defines public as any quantifiable group of people gathered for the purpose of receiving or participating in an anti-corruption awareness programme or activity. The public could then be disaggregated as people of all ages that attend roadshow campaigns, those who visit ZACC's stand at exhibitions, those who participate in workshops and seminars and those the Commission could reach out through print and electronic media. The public, therefore, should be those people who express their interest in listening to, participating and collaborating with the Zimbabwe Anti-Corruption Commission in its bid to combat corruption. Apart from the public education aspect, the public play a very crucial role in the detection and investigation of corruption cases in Zimbabwe. Thus, there is need to educate them from kindergarten to adulthood, on anti-corruption, evils, effects, manifestation and the prevalence of corruption in society so that the public knows what to do in the event that they are confronted by perpetrators of corruption or they are tempted to be corrupt.

3.2.3. Public Education

There are several definitions that have been proffered on public education. The Zimbabwe Anti-Corruption commission Public Education Manual, (2012) defines public education as what the Commission does to raise anti-corruption awareness among the Zimbabwean citizens. Indati, (2015) and Ransomed and Newton, (2018) seem to agree that public education is also known as character education and its thrust is to deal with the concept of moral education (moral knowing), moral attitudes (moral feeling), and moral behaviour. Character education or civic education is believed to be founded on the aforesaid basic three components and also that good character is supported from knowledge of the good, the desire to do good and doing deeds of kindness. The objective of public education is to enable people to participate meaningfully in the development of their community, their nation and the world as a whole, (Deliversky, 2016).

Public education is further explained as programmed civic education which is designed to raise awareness to the public on disaster issues like poverty, disease outbreaks, theft, corruption, terrorism and banditry (to name but a few) with the hope to mobilise communities to prevent and resist their occurrence, (Truex, 2010). Hopwood, (2007) affirms that public education (civic education) is a strong preventive strategy in combating corruption. This implies that a good public education programme should prepare the public for social transformation. For instance, if a society is under threat from bad habits in the form of drug abuse, casual sex, early marriages, corruption and others, the government should come up with comprehensive interventions that solidly empower the people through giving safe and sound solutions or mitigatory measures. Such measures are passed through public education and may be reinforced by sanctioning all illegal behaviour and acts so that those found on the wrong side of the law would not repeat. The Zimbabwe Anti-Corruption Commission public education programme, is delivered in various ways including workshops, seminars, exhibitions, campaigns and others depending on the target group. In these educational activities the public is also provided with reading materials in form of flyers, brochures, anti-corruption hand books, disks which are loaded with content on anti-corruption. Of late, the

Commission has also adopted the use of digie-media where the public benefit through live-streaming of educational programmes on platforms like face book and others.

In its contribution to the 45th Session of the UN Commission on population and development, (16 February 2012) the Baha'i International Community said public education provides transformative education by giving new responsibilities to the people as well as making them protagonists of change in their communities and nations. This contribution made it crystal clear that an effective public education should be purposeful and well targeted to a group of participants so that those educated would take full responsibilities in tackling issues of concern around them like corruption.

In an almost similar vein, the ZACC's public education as guided by the 2015 to 2020 ZACC's strategic plan, was geared to reach out much more to the youth and women in general. The Commission was convinced that Zimbabwe with its 13,8 million people had 52% of its adult population comprising of women while above 62 % of the total population constitute the youth, (ZimStats population estimates, 2013). With the greater percentage going to the youth, (62%) the Commission believed that its public education drive would have a stronger bias towards women and youth if the anti-corruption drive was to bear fruit. The idea seemed to be motivated by the assumption that, the future of today's society would depend to a large extent on the manner in which public education programmes and methods were designed to realize the latent potential of youth as well as preparing them for the world they would inherit, (Baha'I International Community's contribution to the 45th UN Commission on population development, 16 February 2012).

The above assertion seems to portray that the Baha'I's experience on public education was central to the transformation of the individual and community's life even though it was carried out informally outside the four corners of the classroom. Thus, formal education needs to go beyond the idea of helping people to secure gainful employment because the people of all ages are under siege from public education coming through digital media, family peers, the wider community and other institutions which of late have a strong influence in changing societal values,

(Komalasari and Saripudin, 2015). This study takes a lot from the Baha'I people's experiences which advocate for public education processes that assist citizens to recognize and express their potentialities while developing in them the capacity to contribute to the spiritual and material prosperity of their own communities. Indeed, corruption is a menace in the Zimbabwean community and there is need for the citizens to reason together and fight corruption in one direction.

Schmidt and Moroff, (2012) argue that transformative education (public education) should involve all echelons of people in society particularly in the development of public education systems and methodologies. No section of the society should be seen as beneficiaries of the education systems and processes without having involved those people in the development of the public education programme. This assertion makes better sense because most public education programmes in many countries have been monumental failures due to the fact that the target groups were not meaningfully involved and consulted during the preparation stages, (Stahl,2018). To this end, most youths and women are on record that whatever is prepared for them in their absence should not affect them.

My study needs to dig deeper into how the ZACC's public education programme is designed and the people who participated in producing and maintaining it. It would be very interesting to establish the profiles of the participants to ZACC's public education programme as one might be tempted to believe that those in the corridors of power and authority could have exerted their influence in shaping the curriculum. If this is the case, the study needs to go further and establish the levels of its acceptability nationally. Thus, Hopwood, (2007 agrees with Komalasari and Saripudin, 2015) that to combat corruption in any country, there is need for an effective process for exploring issues surrounding anti-corruption in order to make decisions that promote genuine participation, facilitate collective action and responsiveness to the complexity inherent in efforts to forge sustainable systems and structures.

3.2.4. Approaches to public education

There are a number of approaches to public education the world over but the main thrust of any public education is to provide life changing opportunities to the benefactors, (Stahl, 2018, Hopwood, 2007). Public education is not solely a preserve for formal school but it is an activity that involves all people, a group or segment of the population with the aim to transform the order of events for the better in a given environment, (Schmidt- Pfister, 2012). Public education is championed by specific government departments, civil society organizations, political parties and development agencies. In other spheres, public education is known as transformative education, education for transformation, development education or civic education. This type of education should aim at equipping individuals and groups with an understanding of cultural, economic, social and political knowledge that empower them to live sustainable lives, (Borcan, et al, 2017, Boyle and McCloskey, 2011). This implies that public education provides learners with the skills, values, knowledge and understanding necessary to facilitate action that would contribute to poverty eradication both locally and globally. Public education should also be based on active learning methodologies in order to facilitate the full participation of the learner and encourage action outcomes, (Sarmini, et al, 2018).

3.2.4.1 Workshops and seminars

Public education can be conducted through workshops and seminars covering one or more days. The target group should be well delineated and participants (public) have to be taught specific knowledge, skills and attitudes, (Zimbabwe Anti-Corruption Commission Public Education Manual 2012). A variety of delivery methods can be used depending on the task at hand and the participants in the workshop or seminar. These might range from lecture methods to other participatory initiatives. The Zimbabwe Anti-Corruption Commission usually arranges workshops and seminars mainly for the participants who come from both the public and private companies / organizations on selected topics related to issues of good corporate governance. The assumption usually being that corruption is a corporate governance

issue and the best way to fight its occurrence is through educating the public to prevent it, (Deliversky, 2016).

3.2.4.2 Exhibitions

Exhibitions are some of the most widely used approaches in public education. In Zimbabwe the concept is much more pronounced at premier events like the Zimbabwe International Trade Fair in Bulawayo, Zimbabwe Agricultural Show in Harare, Provincial and district agricultural shows, other important business and tourist symposia, school career days, university expos and others. During such occasions, exhibitors take the opportunity to meet the different members of public and educate them on issues of major concern. The Zimbabwe Anti-Corruption Commission relies so much on exhibitions which are by far the biggest crowd pullers. One of the advantages that public educationists derive from exhibitions is that people of all age groups throng the shows. To appeal much more to the public, public educators should be equipped with updates on current corruption trends, they should be skillful and very knowledgeable in handling the visitors who might be of diverse backgrounds, (Komalasari and Saripudin, 2015). They can motivate them through issuing gave-aways like branded t/shirts, caps, rulers, pens, key holders and other tokens of appreciation. The branded give-aways can also be issued together with flyers, brochures and pamphlets which normally form part of the public education reading materials and can be made reference to during discussions during and after the exhibition.

3.2.4.3 Road shows and commemorations

The Zimbabwe Anti-Corruption Commission has used a number of innovative approaches in educating the public on anti-corruption. These approaches included planned road show campaigns and commemorations of calendar events like United Nations International Anti-Corruption Day, African Union Day of Anti-Corruption and others. Road show campaigns usually require the use of special campaign vehicles, mounted with radio sets and hailers for mobilising people to gather at venues,

address them and involve them in planned anti-corruption education activities. The public education activities may basically include some of the following; dances, jokes, question and answer, drama, poetry, music on anti-corruption. The activities usually serve two basic purposes which are to entertain and educate the public, (Sarmini, et al, 2017). The public educators usually take the opportunity to distribute reading materials like flyers, brochures and pamphlets to the public while those who answer to questions, perform dances, poems, dramas are rewarded with give-aways.

Commemorations are usually unique in approach and they normally start with a march from a defined place to suitable venues where all the people assemble and then participate in lined up anti-corruption activities. In Zimbabwe, the march is normally led by either the Military, Police or Prison and Correctional Service band. The procession includes drummajorites and members of the public dressed in Anti-Corruption regalia with some of them displaying banners, placards or distributing informercials on anti-corruption to the general public. At the venues, the public is treated to solidarity speeches from stakeholders, poems, drama and music before a speech by a chosen guest of honour is read. The speeches are expected to educate the public on current developments in combating corruption as well as rallying the public to take part in the whole anti-corruption discourse.

3.2.4.4. Radio and television presentations

Radio and television presentations are regarded as some of the best ways to reach out to the general public and therefore they are very useful platforms for educating the public on anti-corruption. For instance, Radio Zimbabwe which is the most popular station in the country has a listenership of approximately two million and it covers up 100 % of both the rural and urban settlements, (www.zbccorporate.co.zw). The Zimbabwe Anti-Corruption Commission public education department usually receives invitations from different radio stations and Zimbabwe Television where panel discussions and presentations are carried out on topical issues pertaining to curbing corruption. The discussions or presentations may be more interesting if the

public is invited to contribute in live programmes through phone-ins or sending messages.

There are also television programmes run with the assistance of the Zimbabwe Broadcasting Corporation that have been exploited for the benefit of the viewers in Zimbabwe. These include Mai Chisamba show, Economic Forum, Melting Pot to name but a few of them. The delivery of the anti-corruption education is normally different in each of the above stated television platforms. In the Mai Chisamba Show, anti-corruption educators are made to be panelists in a hall full of people from different socio-economic background. The attendees are afforded an opportunity to contribute from the floor by way of giving their own views or asking questions on areas needing clarification from the panelists. The Mai Chisamba show is very popular and greatly followed by Zimbabweans and as a result, it is highly regarded as a family show in many Zimbabwean households.

3.2.4.5. Internet based public education

This includes a number of platforms like website, Facebook page, Whatsapp, Twitter and other digie-media platforms for engaging the public. The public educationists upload reading material of different types on the website, whatsapp, facebook page and they encourage the public to read and give feedback on issues of concern. The content includes corruption preventive tips, types and new forms of corrupt activities, upcoming anti-corruption events, poems, riddles, songs, art work, questions and answers, (Borcan et, al, 2017). The public is also taught how to make reports in case they come across corrupt people in society.

3.3. People's experiences concerning Public Education

In a study related to this topic, the UNDP survey on Public Perceptions of Corruption in the Education sector, (2014) carried out in Kosovo employed a quantitative research approach which included many target groups and the study looked at people's perceptions on corruption in the Education Sector. The sample covered

participants from educational officials, parents, teachers and lecturers from primary to university level. An interview guide was applied to 1304 participants obtained through a multi-stage proportional sampling of institutions. The results were that the highest level of corruption awareness was found among university professors and high school teachers as compared to students and parents in general. Therefore, according to the findings of the Kosovo report, corruption awareness was closely linked to levels of education. The study also established that people were more tolerant with corruption and its high prevalence had little to do with ethnicity although the scarcity of basic needs served as a driver to engaging in corruption. In terms of these findings, my study needs to go further and establish the extent to which corruption awareness could be linked to the people's social status or educational level. The study also tried to establish the degree to which the public might be tolerant when faced with situations that drive corruption, be they social or economic.

Chapman and Linder, (2016) observes that a considerable amount of education funds got abused in small amounts in many schools and colleges due to the presence of very weak financial control systems. To this end, Mapira and Matikiti, 2012) argue that the Zimbabwe education system could have lost a significant amount of income which came as levies, per capita grants and Basic Educational Assistance Module (BEAM). Such money was stolen from educational institutions either through cunning means by heads of schools / departments or through connivance with School Development Committees / Associations who shared the spoils with school heads. These criminal acts by authorities in education had greater chances of jeopardizing the academic benefits of higher education institutions and it could have had a potential to cause the reputational collapse of the entire education system in Zimbabwe, (Seniwoliba and Boahene, 2015).

On the other hand, bribery was flourishing in the education sector through criminally innovative means like buying beer, mobile phones, cattle, suits or even sex, for educational officials, (Chene, 2015). Equally so, some heads of schools and colleges bought houses in towns and growth points, posh vehicles, new executive home furniture which all tremendously transformed their way of living. The same education authorities were known to be sending their children to high schools abroad and in the region. This was done on the backdrop of them earning not more than $ 500,00 per

month. If the government was to carry out an incomes audit with all its members in the civil service and then compare their annual incomes with annual expenditure, not all of them would pass the test of being anti-corrupt. Chapman and Linder, (2016) argue that, the most serious consequences arose from the pervasive, petty corruption that permeated the day-to-day transactions in the classroom, school and district level. It is in this vein that this study believes that the code of conduct, policies and procedures seem not to be water tight in preventing corruption in the education system hence the need to mount a robust public education programme in order to have educational leaders (heads of schools) who uphold and practise good corporate governance in all their day to day operations.

In a study by Chitereka and Nduna (2010) on Determinants of unmet need for Family Planning in Zimbabwe, in which the qualitative methodology was used, the report showed that the people continued to exhibit the need for vigorous education in the consumption of family planning services particularly those among the sexually active women and couples. The instruments used were focus groups discussions and individual interviews. The study was carried out in four provinces which were believed to be having high unmet need as reflected by the Zimbabwe Demographic and Health Survey (ZDHS) of 2005/6. The findings were that there was inadequate knowledge of family planning methods among sexually active people. Most participants knew the family planning methods, but lacked knowledge on how those methods worked or the possible side effects. The study also established that cultural beliefs, gender dynamics, power relations at household level, myths and misconceptions negatively impacted on the public education drive.

Finally, it was observed that the biggest impediment was lack of knowledge on the part of health staff (training) at service delivery points including clinics and hospitals while areas in resettlement areas and farming communities were under-served. This study shares much with this study in that although at basic level, the people of Zimbabwe have been taught on family planning issues but they continued to show need for more education as shown by the increase in sextually transmitted infections and unplanned pregnancies. Equally so, the pubic who undergo anti-corruption education may continue to perpetrate corruption offences or they become worse victims of corruption. This places a serious premium on the need to invigorate public

education on anti-corruption on the shoulders of the Zimbabwe Anti-Corruption Commission. There is need also to explore the influence of cultural beliefs, gender dynamics and power relations not only at household level but across the socio-economic levels. In this respect, I am also aware that information, education and communication appear to be playing an important part in public education on any subject including anti-corruption.

Another sad development that appears to have a harrowing effect on the Zimbabwean education system pertains to some students in institutions of higher education who hire lecturers to write assignments and dissertations on their behalf, (Makochekana, et al, 2010, Bretag, et al, 2018). This practice is a corrupt activity that renders the whole aim and process of education worthless. The practice has to stop forth with lest schools and colleges lend themselves to fake institutions that exist as certificate mills lacking the expected academic excellence and integrity they have been established for.

As if this is not enough, www.thestandard.co.zw, gives an account of reports where school heads and other school officials produced fake invoices for school repairs and pocketed the difference. This corrupt practice seems to be on the rise and usually it is motivated by poor tender procedures where winners are hand-picked without going through competitive bidding, (Rowland, et al, 2018). The school finance committee which adjudicates on school tenders either appears to lack knowledge on handling credible tender procedures or is it the case that they know but the tender process has become a cash cow to them and their cronies. It is believed that school heads participate in inside trading by informing tenderers on what to write on the bids. Such favours are then rewarded by fat payments by bidders who canvass for winning the tenders while the school heads unscrupulously benefit from the proceeds of ill-gotten resources. The abuse of educational funds in such ways means that schools may experience unwarranted shortage of resources culminating in poor service delivery and thereby negatively affecting the quality of education. This point is supported by (Seniwoliba and Boahene, 2015) who argue that such cases of corruption in education are very dangerous and they create barriers to high quality education and socio-economic development.

Zinanga, (1992), in a report entitled, 'Development of the Zimbabwe Family Planning Program', chronicles the stages which the Zimbabwe National Family Planning Council went through in establishing an effective public education programme. The report stresses the point that the Zimbabwe Family Planning Council failed to register the intended successes because its Information, Education and Communication (Public Education) strategy was adversely affected by lack of diversity as the family planning educators resorted to commonly known methodologies and content thereby having little effect on the behaviour among the public. The report found out that, most men did not attend the meetings as they felt that the meetings were more relevant to women / ladies than them because they thought that as men, they do not carry pregnancies. There were cultural and political factors which caused fear to adopt new family planning methods. To this end, some husbands and wives never agreed on the method to use and this rendered the whole preventive effort futile. These findings identified some crucial factors at play in the public's knowledge and experiences of anti-corruption education and therefore were worth investigating in my study. The Zinanga, (1992) report offers a very good example in which a successful public education could be planned, resourced, implemented and evaluated. I understand that family planning issues may be addressed differently from anti-corruption issues, but the methodology may not differ significantly.

Motsi, Banda and Mabvurira, (2012) researched on cultural practices and usage of female condoms in Zimbabwe. They reported that there was an imbalance in consumption between male and female condoms in Zimbabwe. The paper depicts a scenario where condom distribution in one province was rated at 12% for female condoms and 88% for male condoms. While the statistics are quite alarming showing that more male condoms were distributed, it has to be noted that distribution and consumption could have been two different issues altogether and this should never be trusted to imply that male condoms were better preferred to female condoms by partners during sex. What is so striking about the findings is that sexual decisions were found to be the prerogative of males and that women preventive methods were being compromised by traditional beliefs. In the context of my planned study, the Motsi et al (2012) paper is very helpful in that it suggests that when conducting a study on public education in Zimbabwe there is need to find out modalities on how to

involve traditional leaders in a bid to address the cultural issues that may stand as barriers to the successful implementation of new measures to combat corruption.

My study took a leaf from the Motsi et al (2012) study in the sense that corruption could be ingrained in certain traditions that Zimbabweans are part of. As a result, the Zimbabwe Anti-Corruption Commission's public education on anti-corruption should be subjected to scrutiny as to the extent to which it addresses cultural and traditional issues. It would be interesting to know the degree to which language codes or idioms could provide cover for illicit dealings and bad conduct. For example, *'Mbudzi inodya payakasungirirwa'* (It is not criminal to convert organizational resources for personal benefit), or '*Utshomi lo uyatshibilika'* (This guy makes things happen). The general assessment of such coined linguistic codes should inform the content and method that a comprehensive public education on anti-corruption should take.

3.4. People's perspectives concerning Public Education

Public education is highly regarded globally due to the fact that it embraces all age groups from kindergarten to adulthood, (Seniwoliba and Boahene, 2015). In most developing countries, public education compliments formal education through public awareness campaigns in schools, colleges and members of community in their different settings. Public education is seen as the key to better future prospects, providing the tools that people need to sustain their livelihoods, live with dignity and contribute to society, (Sarmini et al, 2018). I take it that each time the government and non-governmental organisations find out that the citizens are under threat from disease epidemics or there is need to raise people's awareness on programmes like voter education, public education was prioritised. In the run up to all national elections in Zimbabwe, all political parties engage in public education through rallies, print and electronic media campaigns to solicit for votes that assist them to secure political offices. As the political parties compete for legitimacy to rule, they rely on selling their manifestos through mounting various types of voter education. However, some people do not trust the public education they receive partly because much of it

tend to be loaded with propaganda and therefore serve as a gimmick to ensure dominance by those in leadership, (Frolova, 2014).

Globally, it is commonly shared that education strengthens personal integrity and shapes the societies in which we live, (Edinyang and Usang, 2012). What is then critical in this case is the type of education given to the public. There is need to examine the curriculum with the hope to make it relevant in every nations' bid to establish integrity systems that have a potential to produce a positive impact on society. Corruption is a bad practice which usually contaminates people's culture, (Aladwani (2016). When corruption affects people's culture, it becomes very difficult to uproot it because to them it becomes a way of life. If the young generation is habituated to corruption and at the same time disregard societal norms, they may be tempted to consider corruption a natural part of their social interaction. In the Zimbabwean education system, there is a growing concern for transparency and accountability on how school businesses are conducted. While this is the case, there are very few parents or individuals who have the guts to approach school heads and demand access to school financial records, (Seniwoliba and Boahene, 2015). Some parents who had the guts to approach school authorities were frustrated or denied access to books of accounts by school authorities who informed them that they were not answerable to them. Balogun, (2012) argued that in Nigeria there was lack of access to public information as a lot of secrecy surrounded government documents and little was being done to pass the Freedom of information bill. The school development meetings usually called by heads did not address issues to do with whether school funds were used properly or not but they focused on reading out financial statements. In many cases, those who questioned on how certain funds were used, would be cut short by the chairpersons and might have been luck to go away without being humiliated. This may be evidence enough to show how opaque the corporate governance systems could have been and the extent to which corruption was entrenched in people and their organizations.

Corruption in the education system has risen to unprecedented levels such that almost 60 % of transactions made, have an element of corruption in them, (Zimbabwe Anti-Corruption Commission Mini-Survey report, 2012). If the findings of the aforesaid study are anything to go by, corruption is destabilising the moral

foundations of society thereby violating the principles of social justice and equality, (Frolova, 2014). Hence, Mushava, in The Herald 28 November 2015 writes, "Education, the foremost jewel of Zimbabwe's crown is under threat". This statement was written after a series of incriminating reports had been produced in 2015 indicating that corruption had hit several parts of the education sector indiscriminately. In response to the above, the Ministry of Primary and Secondary deployed auditors to all schools in the country. The audit teams are still working in the schools and already some heads have been charged and jailed for abusing trust funds. In some cases, heads of schools skipped borders to neighbouring countries like South Africa, Botswana and Mozambique, (Mushava, in The Herald 28 November 2015), after having been caught in the corruption debacle.

As corruption continues to bite in the education sector school authorities have also been accused of abusing Basic Educational Assistance Module (BEAM) funds. As Mushava puts it in The Herald, 28 N0vember 2015, thousands of poor pupils comprising vulnerable and orphaned have been prejudiced while funds meant for their school fees were diverted to benefit children from undeserving rich families. This situation paints a gloomy picture for all students who were supposed to benefit from such social safety nets. It might not be surprising to establish that the growing number of street children could be partly blamed on the heads of schools who vetted out such children during the process of allocating BEAM funds. On the other hand, school authorities were blamed for stealing school funds through fraudulent means. Mushava in The Herald (above) wrote that the round of audits being carried out in schools had unearthed that School Development funds were being looted largely through having different amounts on the fast / top copy and the carbon copy of the receipts. He explained that the top copies usually bore the correct amount paid while the carbon copies reflected a smaller amount. In this case the corrupt official benefited from the difference which he / she converted to personal use. There was need to find ways of plugging these loopholes, and these efforts needed to be buttressed by a strong anti-corruption drive, (Doig and Riley,1998, Deliversky, 2016).

Gwaunza, in The Herald 28 November 2015 commented that there was a lot of talk about corruption being a very bad phenomenon in Zimbabwe but there was some hesitancy in taking deterrent action against those found to be corrupt. He went

further to express that corruption was ravaging in both the public and private sectors to an extent that the country's economy had been captured by corruption and this was very detrimental to the development of Zimbabwe. It was commonly shared that with the present leadership in all the sectors of the economy, corruption could only get worse unless the same leadership was prepared to learn and implement new ways that prevented corruption.

In Nigeria, it was found out that the major reason why corruption could not be curbed was the insincerity of the government itself acting in concert with several of its agencies, (Edinyang and Usang, 2012). In Zimbabwe, The Newsday, (15 July 2016) carried a sad story where an Acting President of the Republic of Zimbabwe drove into a police station where he demanded the release of two corruption suspects from Zimbabwe Road Administration Authority (ZINARA) on the basis that they were his 'boys' and therefore they could not be charged for corruption, (Chidza, Mushava and Taruvinga, 2016 in The Newsday). The occurrence was hotly disputed by the public but again no action was taken against them although the same individuals continue to be seen and often heard addressing the public on anti-corruption issues. This was a serious issue particularly to the poor majority who looked to government to be exemplary in the fight against corruption. Government usually played a leading and important role in both policy making and implementation, and as such one might be forgiven to think that the anti-corruption drive was a mere talk-shop meant to blindfold the unsuspecting public while high ranking officers and the executive continue to plunder national resources with impunity.

On the other hand, the education curriculum and governance systems may not be water tight in preventing corruption. This in turn led to a culture of looting in public and private organizations. Mezieobi, (2012) argues further that, the social content area in Social Studies curriculum debunks social maladies such as corruption. This is despite the fact that Mezieobi, (2012) believes that Social Studies in its integrated holistic frame should be better positioned to expose the massive corruption occurring in Nigeria. He viewed this subject as an integral whole capable of equipping the learners with cognitive skills to proffer well thought out recommendations that could defuse corruption and place national transformation on the right pedestal. Komalasari and Saripudin, (2015) agrees with Mezieobi, (2012) that Social Studies

by its very nature and content should be able to bring about the desired change since it places a premium price on corruption prevention, avoidance, resistance, non-indulgence or abhorrence of corruption. The observations they made were worth considering in my study and it would be very interesting to find out what Zimbabweans would perceive about the same issues.

According to Sand, (2001) and the World Bank, (2018), curbing corruption required the following qualities;

- Developing a culture of openness, meritocracy, strong leadership and political will.
- Addressing corruption should be holistic-embracing good governance, accountability, transparency and entrenchment of the rule of law.
- Upholding of the constitution and stop politicizing charges of corruption and theft.
- Corruption should bitter all and agitate the minds of our anti-corruption crusaders.
- We should all be patriotic and shun corruption.

I tend to agree with the points proffered by Sand (2001) and the World Bank, (2018) in my study it would be important to establish what the Zimbabweans think about the proposed qualities to curb corruption. It would appear as if Sand (2001) was giving what looks like a prescription to Nigeria, an African country like Zimbabwe. The fact that Nigeria is the second biggest economy in Africa and that Zimbabwe shares a lot with Nigeria might also imply that corruption trends in that country may not be very different from those obtaining in Zimbabwe.

3.5. The impact of education in society

Mezieobi, (2012), further highlights that civil education and citizen education are important strategies to expose corruption together with the corrupt. Joseph, (2016) supports the idea that public education equips the nation with the knowledge and skills necessary to combat corruption. He actually goes further to state that by inculcating worthy attitudes and habits, this culminates in the elimination of corruption leading to national social and economic transformation. Zimbabwe as a country envisions to become a Middle-Income Economy by 2030, (Zimbabwe Transitional and Stabilization Programme, 2018). This can be achieved if Zimbabwe

is able to drastically reduce the corruption levels to a single digit before the year 2030 from a current rating of over 80 %. Although this is the dream the country was grappling with, the same country is rated number 157 out of 180 on the Transparency International global perception index. (Transparency International, 2018). As the country tries to woo foreign investors, the efforts may be hitting a brick wall due to the fact that international financers require to work with countries that abhor, punish corruption and observe human rights strictly, (Beuselinck, et al, 2017). They also demand security of their investment and the presence of general laws that work in their favour. However, the unclear Indigenization and empowerment Act and high levels of corruption have effectively discouraged foreign investment in the recent past. The Zimbabwean government has also done everything possible to lure local investors by even going on to host endless meetings on the ease of doing business in nearly all the cities but the crux of the matter has been centering on systems and procedures for investing while very little has been said about dealing with the distressing levels of corruption.

I should put it on record that unless the investors are convinced that their money would be guaranteed safe considering all macro-economic factors (including corruption), it remains very difficult to get a serious investor in Zimbabwe. A well effectuated public education strategy should see the correct turn of events where there is widespread transparency and accountability in both the public and private sectors of the economy, (Ransomed and Newton, 2018). Edinyang and Usang, (2012), argue that the impact of an effective education system should result in having a society with changed and improved habits. This implies that people have to desist from all forms of corruption at home, school and in the community. Parents in every household should be role models to their children and help to inculcate ethical value systems which would inform culture and practice, (Macionis,1997). Schools and colleges should be centres of excellence where teachers lead by example, and help to abhor all corrupt practices. Although it is regrettable that teachers claim to be poorly paid currently in Zimbabwe, it is incumbent on them to always realize that they should strive to produce an upright generation which is characterised by virtues of hard work and professionalism. This explains the reasons why all citizens have to participate in anti-corruption education.

The education of the public on ethics and accountability is key in the maintenance of law and order in a country, (Anti-Corruption and Civil Rights Commission, 2015). Corruption can cause social disobedience by members of public to an extent that one finds people demonstrating in streets daily, while others loot in shops and some use any weapon available to them to rob unsuspecting people. When a crisis happens in the economy, leaders should take positive steps to educate the public on the modalities required to address the problem. As Stahl, (2018) would put it, public awareness campaigns targeted at character building would be better preferred as opposed to coercive announcement / directives usually meant to instill fear in the people. In Zimbabwe there are cases of people who have been arrested and jailed for corruption but records continue to show that soon after serving their sentences some of them continued with their corrupt tendencies, hence the term 'habitual criminals'. My study considers investigation and prosecution of corrupt people as part of preventive education since there are some former prisoners who completely changed into law abiding citizens. However, I continue to advocate for an anti-corruption public education system that cuts across all age groups and take precedence over investigation and prosecution of corruption suspects.

In countries like Japan, Hong Kong and South Korea anti-corruption education is provided for through formal and informal ways, (Meziebi, 2012). At school, anti-corruption education can be integrated into existing curriculum or taught as a stand-alone subject, (Komalasari and Saripudin, 2015). Informally, it can be given as entertainment, through dramatization, miming, story-telling, music, songs, dance role play, simulations among other ways. Some of these activities can be video recorded and then played from time to time either at school or when people relax at home. These methods of raising anti-corruption awareness had a tremendous impact in people's lives in Japan, Hong Kong and South Korea. Japan, Hong Kong and South Korea are rated among the least corrupt countries on the Transparency International perception index. My study, therefore agrees with the mode of public education applied in the three countries stated above but I seek to move a step forward and establish the methods and techniques which would be appropriate and applicable to Zimbabwe as a developing country.

In my experience as an educationist, I find that the public education system that has been applied in South Korea quite effective in raising awareness on anti-littering in the streets. The public have been educated that when they buy a drink or any type of food from points of sale machines, the money they are charged includes a deposit which they would be given back when they dump the empty container. The South Koreans found this method user friendly and at the same nobody engaged in street littering because at the end of it all one would lose the money one would have paid as a deposit should one dumps litter in undesignated places. The South Korean streets could be ranked as the smartest in the world although credit should be given to the public education that was and continues to be given to the people of that country. The anti-littering practice has become a South Korean culture. I feel that the South Korean anti-littering model provides a good framework for a successful public education model that Zimbabwe may need to study before adopting some of its critical aspects to improve on its anti-corruption education.

In comparison, the Zimbabwean government is busy promulgating anti-littering laws, whose enforcement is proving to be very difficult due to heavy resistance by the public while the streets continue to be littered. The South Korean example, in my study stands as one of the best methods of providing public education since most of the people were agreed on anti-littering. It is my conviction that the success of the Anti-littering programme could have been linked to a sound involvement of the public in formulation, implementation and evaluation of a programme. My study is set to explore those opportunities that Zimbabweans need to have in setting up an effective Anti-corruption public education which would be widely accepted by the public.

In a desk review report on corruption in the Education Sector by Wood and Antonowicz (2011) in Peru, the findings of the study were that public education increased buy-in in the communities and created enabling political environment, supportive legislation and strong partnerships between Civil Society and the Anti-Corruption Agency. The study further advocates for mainstreaming of anti-corruption education in the school curriculum and that the combined use of print and electronic media including relevant teaching aids, (cartoons, posters, flyers etc) in schools were found to be helpful in educating the public. My planned study puts to test the availability and effectiveness of such factors and the extent to which they would

support the effectuation of meaningful public education while an effort has been made to find out the degree to which the use of print and electronic media would enhance public awareness on anti-corruption issues in Zimbabwe.

3.6. Factors necessary for quality Public Education

Successful educational programmes usually lend themselves to some acceptable international standards which are rooted in ethical considerations regarding the content, objectives, methods, resources and the participants themselves. In this regard, Ghoku and Lekoko, (2007) seem to agree with Sarmini, et al, (2018) that, it is generally agreed that effective public education programmes should enable people to generate new knowledge, attitudes and behaviours that assist them to sustain an improved quality of life. The writers also advocate for participatory methodologies in the planning, development and implementation of the public education programme. It is therefore shared that an agreed curriculum tends to incorporate contemporary needs of individuals, communities and societies at large, (Barrett et al, 2007).

The Global Monitoring Report, (2015) argues that a good public education programme is measured not only by the efficient use of inputs into the programme but also by new populations entering the education system / programme especially those coming from the marginalized groups. The report gives the afore said as an important characteristic of a good quality public education programme. Accordingly, the afore mentioned characteristic requires me to establish the extent to which the Zimbabwean anti-corruption education was involving the necessary stakeholders from diverse background including views from the remotest parts of the country. Corruption affects people in the community and, therefore, an effective anti-corruption educational programme should derive its content from the people who face corruption on a daily basis with the aim to proffer solutions, (Aladwani, (2016).

In Uganda, Civil Society Organizations conducted corruption awareness outreaches which resulted in empowering ordinary citizens including school children on how to detect corrupt practices in schools, (Global Campaign for Education, 2015). The results were quite positive as school children and members of the community

developed a sense of community ownership and resisted any attempts to corrupt them. Transparency International, (2016) reports that there was a drastic reduction of bribery cases in the procurement of teaching and learning resources and hence huge moneys that used to be stolen were served. This study strongly believes that the public education intervention carried out in Uganda is highly appreciated, therefore, I wish to find out what input the Zimbabwe Anti-Corruption Commission and its partners could have to match, or surpass the Ugandan case study.

Another important requirement in coming up with an effective public education programme includes the hiring and appointment of qualified educators. OECD, (2015) points out that in the majority of cases in Africa, public awareness programmes were handled by contract teachers / educators who were accorded poor working conditions including salaries. This was a serious anomaly because such educators lacked security of tenure and it was possible that they failed to have ownership of the programme. This idea was supported by Wan and Sirat, (2018) who said, the assumption was that the people who took part in decision making as well as implementation of a programme did not only legitimatize the change process but served as agents of change through taking ownership of the educational programme. Therefore, giving adequate remuneration to educators played a huge role in motivating them. The public education on anti-corruption in Zimbabwe is generally poorly funded by the state and there is no extra funding from traditional donors like United Nations Development Programme, (UNDP). That being the case, the morale on the part of the educators is hitting rock bottom and this adversely affects the delivery of the public education on anti-corruption. This is one area in which my study has great interest in.

The use of effective methods by educators during public education programme was of paramount significance in this study. As Quah, (2017) argues, teaching strategies were central in improving the quality of education. The idea implies that it did not matter who the target group might be when delivering on an awareness programme. Whether they were school children or adults, the bottom line was that they needed to be actively involved in the learning process. Therefore, the use of participatory methodologies was key to achieving one's objectives, Ghoku and Lekoko, (2007 p 152) summed it up by saying, "Education is not equivalent to indoctrination,

mesmerism, hypnotism or head shrinking". This meant that educators should not take their participants for granted and always resort to telling methods. They should also tolerate their misplaced responses and be practically very sensitive to their needs in the process of delivering the lessons.

In an article by Patrinos (2013) entitled, 'The hidden cost of corruption: Teacher absenteeism and loss in schools', the availability of educators was of paramount importance in implementing a successful educational programme. Zimbabwe has had educational programmes some of which were highly successful, for example the Universal Primary Education which assisted the country to raise the level of literacy to the over 90 %. This educational programme was achieved through various innovative methods including hiring of expatriate teachers and the Zintecisation of the teachers' training, (Zimbabwe Open University, EA3PD303). The new educational programme ensured that classes were always manned by teachers even though some of them were still in training.

However, there were some programmes that did not take off the ground as was expected due to a number of reasons although chief among them was the none availability of teachers. The examples that came to mind included Education with production, Sex Education, Political Economy to mention but a few. While lack of teachers in these programmes played a bigger role, misconceptions on the actual content to be taught led to their rejection by the public. Although the education programmes were not implemented simultaneously, the misconceptions and failure to provide qualified educators in each of the them contributed to their failure one after the other. Thus, Ghoku and Lekoko, (2007) commented that, skepticism arose from previous experiences of failed programmes and people became very doubtful about the success of current programmes. The sentiments by Ghoku and Lekoko, (2007) are important in this study because I also suspect there could be some degree of suspicion among the public on how the public education on Anti-corruption in Zimbabwe was being handled. There were some awareness campaigns which were well advertised in the print and electronic media, and people came with the hope to participate but the Commission failed to come to the party. In some of the cases the Commission came and the campaign was done, however the Commission reneged on what was agreed upon with the public. For example, some of the people

who reported their cases of corruption never received feedback on the steps taken by the Commission. The public treated this as lack of seriousness on the part of the Commission and hence their participation in future educational programmes was thrown into doubt.

The use of media could never be over emphasized in any modern educational enterprise. All learners require the use of relevant media as they participate in an educational programme. The Global Monitoring Report, (2015) stress that the radio is an enduring and successful medium which could be effectively used for all people and particularly those in remotest parts of the country. The report sounded quite relevant to the Zimbabwean situation where areas like Binga, Malipati, Muzarabani and others were so remote that receiving radio services was quite erratic. These areas have no electricity, libraries or telephone landlines and the road network is very bad. The television reception is comparatively poor if not none existent. Therefore, in such situations, it would be best to use the radio to raise the people's awareness on programmes of importance. In this case anti-corruption education was a necessary programme that needed to be taught to all the citizens irrespective of where they were located. The fact that corruption knows no region or boundaries speaks volumes of the need to educate everybody in Zimbabwe about it so that the public plays a part in preventing all forms of corruption.

Connected to the use of the radio, is the idea of using cell phones to educate the people in the country irrespective of where they are located. There are various platforms like whatsapp, twitter, short message services, and others that could be used when sending bulk messages to the public. Borcan, et al, (2017) explains that mobile phones arguably have the greatest potential for information communication technology-based learning. The idea appears very realistic in the sense that in Zimbabwe, nearly 80% of the adult population has cell phones, and more than half of them have cell phones with a radio facility, while some of them have smart cell phones which could be used for browsing the internet. This made the cell phone the most versatile technology to use during public education especially with people scattered all over the country. This mode of technology has widened the opportunities for public participation in anti-corruption education in Zimbabwe. In my

study, I have made an effort to explore the effect of various media on the delivery of anti-corruption public education.

3.7. Summary

In this chapter, I explored the literature which is relevant to my topic. I did this by looking at international, local and regional writers in order to allow myself to show distinctly the research gaps I would then plug in chapter 5. The chapter discussed the major concepts which formed the fulcrum of the study. These concepts include "corruption", "public", and "public education". I went on to address some of the approaches which are used in public education. This has been followed by a discussion on how other people experienced and perceived public education in their own jurisdictions. The chapter also tackled convincingly the issues of the impact of public education in society. The reason for this was to determine the extent to which public education interventions resulted in behavioural changes among the public. I concluded the chapter by discussing factors which are necessary for quality public education. The next chapter presents the methodology used in this study.

CHAPTER FOUR

THE RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In this chapter I present the study's methodology by giving detail on the research design, the study population, the target, data gathering instruments and data processing and analysis procedures. The focus of the study is on the role of public education in addressing the problem of corruption in Zimbabwe with a special emphasis on the experiences and perspectives of multiple stakeholders. The study employed the mixed method approach where both qualitative and quantitative techniques were used.

4.2. Research Design

A research design is defined as a plan that guides a researcher in carrying out a study. The plan comprises strategies informing the research framework, methods, technologies and instruments suitable in collecting and analyzing data, (Briggs, Coleman and Morrison, 2012). McMillan and Schumacher, (2012) describe a research design as a grand strategy used by a researcher to bring together different parts of the study into one meaningful and logical presentation. In the same vein, Yin, (2013) explains that a research design provides a connection between the research purpose and important questions to the processes of data collection and analysis for the production of credible conclusion in a given research study. Thus, a viable research plan should embrace the purpose of the study and the critical questions which guide the type of inquiry. In my study I have already laid down four sub questions in chapter one which have given rise to the adoption of this research design.

As reflected in my introduction, I adopted the mixed methods research design cognisant that if I blend the qualitative and quantitative paradigms, my study would generate and collect valuable data which would be crucial in producing a balanced research report. Corruption is relatively a new phenomenon in educational research and I strongly believed that a mixed methods approach would enrich my findings by considering both the qualitive and quantitative paradigms on the role of public education in addressing corruption in Zimbabwe. The qualitative paradigm was very important for exploring perspectives and shared meanings as well as developing insights and deeper understanding of social phenomena in a given environment through the generation of predominantly narrative data, (Burton, et al 2010). Stake, (1994) and Yin, (2003) concur that in qualitative research, the researcher establishes deep rooted issues about a given problem within clearly stipulated boundaries. My area of concern was on the experiences and perceptions of multiple stakeholders on the effectiveness of public education in addressing corruption. To get the required incites, I considered it prudent to tap information from individuals in government, parastatals and civil society organisations. As Creswell, (2007) would put it, it is critical in research to interrogate different experiences and perspectives of chosen participants in their varying circumstances and contexts. With this in mind, I approached the participants as individuals but went further to glean more information from them as actors from the three different fields they represented. I considered this a naturalist approach where reality is perceived as a human construct and therefore does not emphasize the issues of controlled conditions as is the norm with the positivistic paradigm.

This paradigm works well especially in investigating issues relating to corruption offences in the sense that corruption, just like other critical activities, for example sex and rape, tend to be perpetrated in very private places where the occurrence could be limited to at least two people. Unless corruption could be dramatized, it does not normally happen in full glare of the public. "Mixed methods" therefore allow for a deliberate overlap between the positivistic and the interpretive paradigms which create a fertile ground for combining qualitative and quantitative data focusing much more on 'what works' on getting research questions answered, (Creswell and Plano Clark, 2007). Therefore, in this case, 'mixed' methods imply using multifaceted

procedures of combining, integrating and linking the different types of methods and data.

The Mixed Methods approach is also credited with the idea that researchers learn more about a research topic if they combine the strengths of qualitative and those of the quantitative research while compensating for both of their weaknesses, (Punch, 2009). The idea is supported by Johnson and Onwuegbuzie, (2004, p.18) who say, "Combining the methods in a way that achieves complementary strengths and non-overlapping weaknesses" as a fundamental principle of Mixed Methodology. The perceived strengths of quantitative research could be simply summarized as, "…conceptualizing variables, profiling dimensions, tracing trends and relationships, formalizing comparisons and using large and perhaps representative samples", (Punch, 2009 p. 290). This is different from the strengths of the qualitative research which is believed to bring about sensitivity meaning to context, local groundedness, the in-depth study of smaller samples, and great methodological flexibility which facilitated the ability to study the process and change, (Creswell, 2008). The aforesaid considerations depict that qualitative methods could be strong in those areas where quantitative methods might be weak and vice versa. Thus, the complementary aspect provides a platform for combining the two sets of strengths which could in a way compensate for their weaknesses. In this regard, Mixed methods would be the most appropriate in investigating the people's experiences and perceptions concerning the role of Public Education on addressing Corruption for this study.

I also chose the Triangulation Design among several other mixed methods for the benefit of this study. As espoused by Creswell and Clark, (2007) the Triangulation Design is a one-phase design where the two types of data could be generated in the same time frame and are given equal weighting. This design boasts of the view that qualitative and quantitative data could complement each other in one research topic. The possibilities were that the two sets of data could be merged or connected in some way. In this study, the two types of data were generated concurrently and were accorded equal weighting status. For example, I generated qualitative data using individual interviews while quantitative data was collected through semi-structured

questionnaires. The two sets of data were merged into one overall interpretation after making sure that all the variables were fully catered for.

The triangulation design is quite handy particularly when examining people's experiences and perspectives on a given subject. In this case it was quite amenable to the use of both the qualitative and quantitative research methodologies. In my study, participants' views were expressed statistically (quantitatively) as well as in words (qualitatively) in order to ensure that the study is not starved from critical issues which might not be regarded important with other methods, (Burton et al 2008). Miles and Huberman, (1994) give credence to the qualitative method for its ability to provide data which is rich and contextual in detail. Berg, (2001), observes that heavily depending on quantitative data had the ripple effects of reducing people's actions into numeric and statistical indices thereby losing sight of the social aspect of the world. However, Briggs and Coleman, (2002), argue that moving away from the analysis of given, measurable and objectively verifiable facts to the analysis of thoughts, feelings, expressions and opinions which were open to debate required the researcher to give parameters of what to include and not to include.

4.3. Sampling and Sampling Method

Kombo and Tromp, (2006) define a sampling design as that part of the research plan that shows how cases would be selected for observation. Mugenda and Mugenda, (2003) also define a sample as a set of individual cases or objects with common characteristics from which a researcher wants to generalize the results of the study. Firstly, I pooled six institutions for each economic sector (government, parastatals and civil society oeganisations) and sent letters to all the eighteen requesting for permission to collect data. All the eighteen institutions expressed their willingness to take part in the study through acceptance letters and the conditions they set were academically sound. I proceeded to choose two institutions from each sector to make them six. I was convinced that I could get value from the six institutions as well as being very thorough during data collection than if I were to consider all the eighteen. I took guidance from Denzin, (2009) that it is best to consider the

sufficiency of collected data by looking at its richness and thickness and not necessarily the huge volumes which may have less substance.

In my study I sought the participation of 60 participants disaggregated as 20 from the Civil Service, 20 from State Owned Enterprises / parastatals and another 20 from Civil Society Organizations drawn from in and around Harare in Zimbabwe. All the sixty (60) participants responded to questionnaires. I chose 30 participants from the 60 to take part in interviews. The 30 interviewees were selected in the following manner; each of the six institutions in the aforesaid economic sectors, (Civil service, Parastatal and Civil society) contributed 5 participants. This implies that each economic sector provided ten interviewees to make a total of 30 while each of the three economic sectors contributed 20 participants giving a total of 60. All the 60 participants completed the questionnaire while one half of them participated in both questionnaire and interviews.

I employed simple convenience sampling for all the participants where any first ten participants per institution were issued with questionnaires and 5 of them participated in interviews. It was my feeling that the thrust of my study needed participants from defined institutions who could give their personal as well as institutional experiences and perspectives regarding the role of public education in combating corruption. According to Bryman, (2008) convenience sampling implies the purposeful selection of participants due to their relevance to the topic. Thus, the purpose of my study required participants from middle management and below who had interest in taking part in the study.

I found it justifiable to work with a chore number of 60 participants after considering the sensitivity of issues surrounding the topic on anti-corruption in Zimbabwe. My resolve was to deal with a manageable sample, reduce on making several trips and opportunities of interfacing with participants as a way to allay fear and unnecessary suspicion among the employees in those institutions. I also discovered that by interviewing some of the participants who completed the questionnaire, the strategy helped me to probe on certain grey areas which were either ambiguous or ineffectively attended to in the questionnaire.

I deliberately chose to investigate the Civil service mainly because it is largely shared that government employees were the most corrupt in Zimbabwe. Most citizens believe that poor service delivery had become rampant and was mainly caused by greedy civil servants who expected to be bribed to do their work, (Balogun,2012). This was an allegation which was interesting to pursue in this study. On the other hand, the contributions of participants from parastatals would be very important in that they always complained that civil servants were in the habit of mismanaging the resources they gave to government. They also alleged that in most cases Civil servants converted the resources to their personal use. While this may be the case, government was alleging that the parastatals played a significant role in fueling corruption in the civil service as the individuals from this sector boasted of having the money to bribe the poorly remunerated government workers, (Mutondoro and Gweshe, 2015).

The suspicion could be worse if the government of Zimbabwe goes ahead with the Finance Minister's view to cut salaries and tax allowances for all civil servants, (The Herald 9 September 2016). The civil service was afraid that the salary cuts and introduction of taxes on their allowances would erode their incomes, something that might motivate the commission of corruption offences, at a time when corrupt activities were on the upward trajectory. Employees in parastatals were known to be better remunerated in Zimbabwe as compared to civil servants. As such, the employees from the private sector have been blamed for exercising unwarranted impatience when approaching public service points like hospitals, police road blocks, institutions of learning and others where they bribed their way in broad day light, (Transparency International, 2015). In schools, there was a general belief that students with parents who worked in the parastatals were better preferred to those whose parents worked in government departments. Heads of schools were said to be benefitting from food hampers, fuel coupons, monetary gifts and other forms of bribes collected from parents who fell on each other to thank them for 'taking care' of their children at school.

The Civil Society organizations always claim that they speak on behalf of the people of Zimbabwe and they exert pressure on government to act responsibly, (Giddens, 2011). However, the government of Zimbabwe claims that the worst corruption was

perpetrated by Non-Governmental Organizations who in most cases bribed the unsuspecting citizens on the pretext that they bring about development or alleviate poverty amongst the people, (Tsodzo, 2014). In Zimbabwe, the story of Civil Society Organizations would not be completely explained without mention of how they have been alleged to be sponsoring opposition political parties in which government responded heavy handedly through deregistering some of them, (Mutondoro and Gweshe, 2015). It had been alleged that Non-Governmental Organizations used a myriad of tactics to corruptly sway the political votes towards those political parties sympathetic to them. In order to lure the electorate, they were believed to be educating the public and rewarding them with food and school fees for their children. The government classified such actions by Non-Governmental Organization as a 'regime change agenda'. The government responded through producing a new policy that compelled organizations to go through government structures if they needed to give any assistance to the public. I found these accusations and counter accusations quite important in this study as all the concerned parties were given an opportunity to give their experiences and perspectives on how public education had helped to mitigate corruption in Zimbabwe.

In this study, I selected participants as individuals, but I also expected them to link their contributions with their respective organizations so that they also represented the organizations they worked for.

4.4. Data Generation Methods

In this study I used two data generation methods because I felt that a single data generation method might not be sufficient to provide adequate and accurate research results. This is supported by, (Tanga, 2009) who advocated for the application of multi-methods in generating research data. My study made use of primary data collected through a semi-structured questionnaire from sixty (60) participants across all the three economic sectors / groups, while 30 of these participants were interviewed basically to find out their contributions on their experiences and perspectives on Zimbabwe Anti-Corruption Commission's public

education on anti-corruption. I administered the data gathering process with the help of two research assistants.

4.4.1. Questionnaire

The questionnaire was the most widely used technique for obtaining research data from participants. McMillan and Schumacher (1993) define a questionnaire as, "A written set of questions or statements that assesses attitudes, opinions, beliefs and biographical information". A questionnaire therefore was that document containing questions designed to solicit information appropriate for analysis. Rubin and Babbie, (2010) define a questionnaire as a research instrument consisting of a series of questions and other prompts for the purposes of gathering information from participants. A questionnaire is used by the researcher to gather information which is converted into quantifiable or descriptive data given by research participants. My study used a questionnaire comprising closed and open-ended questions. The questions in all cases emanated from the research sub problems which in essence were guided by sub-topics on important issues pertaining to people's experiences and perspectives concerning the role of public education on addressing corruption in Zimbabwe. The sub-topics include; types of public education, approaches to public education, experiences and perspectives on the role of public education; stakeholder participation in public education and people's views on public education platforms used by Zimbabwe Anti-Corruption Commission. The questionnaire was hand delivered to all the participants (60) and I collected the completed questionnaire in person on agreed dates.

Advantages of using questionnaires

In terms of the advantages, Best and Kahn, (1993) identified the following; questionnaires make the participants anonymous such that they feel free and secure to answer question items. All issues regarding corruption required covert means of getting information since participants were usually very skeptical about their security and safety. This issue was very important in that it ensured that the researcher got accurate and reliable information. The questionnaire also eliminates bias usually found in the use of other methods like interviews since answering of questions would

be done in the absence of the researcher. In this case, data was collected without the researcher influencing the ideas from participant. I made it a point that the participants should not provide their names and any other form of identities. This gave confidence to the participants and it allowed them to give truthful answers after the assurance that they would not be identified and victimized or penalized for having given their contributions.

McMillan and Schumacher, (1993), subscribe to the notion that questionnaires were relatively economical, had standardized questions, could ensure anonymity and questions could be written for specific purposes. This explained that questionnaires could be distributed throughout the country or region in form of hard or soft copies at very minimal costs and participants were guided as to what answers would be desirable. A questionnaire could enable the assessment of facts, attitudes or opinions from research participants with relative ease. This could be done by assessing the tone of the responses in given parts of the questionnaire. The use of questionnaires was efficient and easy for participants to fill in and the format increased comparability of responses by the researcher. In addition, questionnaires saved time for example a large group of participants could complete them concurrently in a given space of thirty minutes. Questionnaires could use both closed and open-ended questions making them a utility instrument which could generate both qualitative and quantitative data effectively if they were well constructed. Open questions allowed the participant to answer without presented or implied choices. Questionnaires could be analyzed more scientifically and objectively than other forms of research instruments. The responses of questionnaires were gathered in a standardized way, so questionnaires were more objective, certainly more so than interviews. The results of questionnaires could usually be quickly and easily quantified by a researcher through the use of a computer software package.

Disadvantages of Questionnaires

Questionnaires were mostly affected by the fact that participants should be able to read questions and respond to them. Unfortunately, people conducting the research may never know if the participants understood the question that was being asked (Rubin and Babbie, 2010). Thus, researchers may make decisions on information that a participant never gave time to think about particularly in areas that required

participants to just tick. The majority of the participants that return the questionnaire were those that have a really positive or really negative view point and want their opinion to be heard. The people that were most likely unbiased either way typically do not respond because it is not worth their time (Rubin and Babbie, 2010). Open ended questions could generate large amounts of data that could take long time to process and analyze. I attempted to solve this by limiting the space available so that the responses were concise and easy to manage. Participants may answer superficially especially if the questionnaires took long time to complete. The researcher tried to avoid the common mistake of asking too many questions. There was no way to tell how truthful a participant was being and how much thought, a participant put in. Questionnaires were standardized so it was not possible to explain any points that participants might misinterpret. In my study, I solved this problem through piloting the questions on a small group of participants in order to ensure they meant what they were intended to.

Participants might read differently into each question and therefore could reply basing on their interpretation of the question (Reiss, 2004). There could be a level of researcher imposition, meaning the researcher could make his own decisions and assumptions as to what was and was not important, therefore, thereby missing something that could have been of importance. Participants might not wish to reveal information because they think they could be victimized by giving their real opinion. Participants needed to be told why the information was being collected and how the results would be beneficial to their country and that the questionnaire should be anonymous.

Rate of return of questionnaires is usually very low. In order to ensure maximum return rate, I delivered the questionnaires with the assistance of two research assistants to all the sixty participants. Questionnaires do not probe the participant in the event of them giving an inadequate answer, an interesting one which needs expansion or sought for clarity in situations requiring so. Gall et al. (1996) point out that, the participants typically control the data collection process, they could fill in the questionnaire at their own convenience, answer items in any order, take more than one sitting to complete it, make marginal comments and could skip some questions.

The researcher should encourage the participants to fill in the questionnaire in an honest manner as this would benefit the society in future.

Among many of the disadvantages associated with the use of questionnaires as a research instrument were that they suffocate and restrict participants to dictated areas. Thus, Best and Kahn (1993) were quick to advise that questions should be pre-tested to avoid ambiguities which could lead to some questions being answered incorrectly. It might be also very difficult to authenticate the information given by participants in the sense that some participants would delegate their secretaries, children or spouses to respond on their behalf. Despite these shortcomings, the questionnaire remained a crucial instrument in this study in generating people's experiences and perspectives on the role of public education on addressing corruption.

4.4.2. Interviews

Nieuwenhuis, (2007) defines an interview as, "A two-way conversation in which the interviewer asks participants questions to collect data and learn about the ideas, beliefs, views, opinions and behaviours of participants". Cohen and Manion, (2007) stressed the point that interviews were not just ordinary discussions but a dialogue with a specific purpose of generating data in an investigation. In the same vein Collins et al, (2000) assert that an interview is a data collection technique, relying on personal contact and interaction between an interviewer and interviewee. The method was esteemed for its ability to promote an interchange of views between two or more people on a given topic of mutual interest, (Magwa and Magwa, 2015). It could simply be concluded that an interview was a method by which a researcher and participants were involved in the study and discuss their views.

Interviews could be split into three distinct classes namely structured (guided), semi-structured and unstructured. Structured interviews were those in which all the participants were asked the same questions, using the same wording and in the

same order, (Corbetta, 2003). In structured interviews the interviewer would not be allowed to deviate in any way from the question provided. Collins et al (2000) argue that the purpose for not deviating from the questions was simply that the interviewees' responses would be aggregated while the format made it easier to analyze, code and compare data.

Unstructured interviews were directly opposite of the structured ones. They usually take the form of a conversation where the interviewer had no predetermined questions, (Keyston, 2001). Each interview could be different from the other and the technique seems to be more useful when little or no knowledge is available on a topic giving opportunities for flexibility during the data collection process. Researchers were therefore advised that this technique presented difficulties during coding and data analysis. Finally, semi-structured interviews were midway in between the extremes of structured and unstructured interviews. Corbetta, (2003) argues that semi-structured interviews allowed the researcher / interviewer to have a list of key themes, issues and questions to be asked. The idea is supported by David and Sutton, (2004) who point out that having key themes and sub-questions in advance equipped the researcher with a sense of order when he / she interacts with the interviewee at any one point in time. Semi-structured interviews also allowed the interviewer to change the order of questions as dictated by the direction in which the interview could be going and there may be no need for strictly adhering to the interview guide since additional questions can be included too. Thus, a researcher can exploit the best of semi-structured interviews by probing deeper into given situations, explain or rephrase the questions if participants are not clear about them, (Magwa and Magwa, 2015). In this study, the researcher found comfort in using semi-structured interviews because corruption was relatively a new concept in academic circles although very old in its practice and occurrence. Corruption was becoming widespread although very few would want to talk about it openly. Therefore, I decided to instill confidence in the participants by reducing the interview to common talk in which they could laugh at, question and give their own opinions.

Interviews are regarded as probably the commonest way of gathering qualitative data which practically is a conversation between the researcher and participant, (Edwards and Holland, 2013). Mothata, (2000) goes further to say that effective

interviews are those that subject participants to free conditions where they discuss issues with ease. I conducted individual face-to-face interviews with thirty (30) participants broken down as follows; ten (10) participants from each of the three economic sectors, (civil servants, parastatals and civil society). I budgeted to spend thirty minutes with each interviewee and the interview process also involved video recording of the participants which was only done after securing their consent.

Advantages of interviews

Interviews were known to be very effective in probing the participants especially when seeking clarity on certain points during the interview. Cohen and Manion, (1994) content that interviews could be matched to individuals and the prevailing circumstances. This explains that the participants' level of education or lack of motivation could easily be dealt with by making the questions simpler and even enjoyable. Interviews permitted the researcher to pick on pertinent non-verbal responses and the general reaction by the participants which could be an icing on the verbal data, (Magwa and Magwa, 2015). Such information was quite relevant especially when assessing the attitudes of participants as it would show how deeply they were affected by issues surrounding corruption. Corbetta (2003), believes that interviews were very important in establishing a rapport and personal relationship with the interviewees. This tends to mean that should a researcher wish to get the best contributions from the participants he /she should create an enabling environment on which they could also reason freely with the researcher in a non-threatening atmosphere. Interviews therefore, could also be accredited for their ability to foster high response rate and that the responses were quite immediate as opposed to other data generating methods like questionnaires. Finally, interviews had the advantage that no level of literacy was prescribed and as long as the participant could hear and was able to sustain the dialogue, I would be assured to get the information, I required.

Disadvantages of interviews

Although interviews have the advantages spelt out above, they also have a flip side which stand as disadvantages. It was a fact that interviews usually suffered from interviewer bias, (Gray, 2004). This implies that an interviewer could have a biased opinion towards an interviewee which could be based on demographic, race, gender,

age, social status, political affiliation, religious or others issues, (Collins and Hussey, (2013). Seniwoliba and Boahene, (2015) state that in their study there was a mistaken belief that black people were more corrupt than whites. The Zimbabwe Anti-Corruption Commission Mini Survey 2010 report argues that the whites on their own seemed to be alleging that blacks were good at poor corporate governance and stealing. Therefore, it was imperative for me to guard against such bias during data collection and level the ground for equal participation by all participants.

According to Gray, (2004) interviews were a very expensive and time-consuming data collecting technique. This was largely true if the interview happened to be personal and especially if the interviewer needed to visit each and every participant in the sample. There was need for transport and food for the researcher and his team until the exercise was complete. In research it is known that even if the interviewer places an appointment with a participant it could be possible to find the participant either having gone out on his / her errands or would be in meetings that would go beyond working hours. Time would be lost and at the same time the interviewer might have to come back on another day for the same participant. Another debilitating issue could be the flexibility in conducting interviews. There is likelihood of having inconsistencies from one interviewer to another, (Gray, 2004). These inconsistencies have high chances of reducing the credibility of generated data as the questions continue to be varied. To some extent, inexperienced researchers might end up compromising the validity and reliability of the instruments. This study made sure that the flexibility aspect never translated itself into devaluing the instruments. Some participants might feel very uneasy to the extent of adopting avoidance tactics, (Cohen and Manion, 1994). This usually happen when dealing with sensitive topics like corruption, human sexuality and health issues in which some people might want to tread with extra care. My study took a focus on issues surrounding corruption which constituted some of the most sensitive issues in the contemporary society today. I did not find it easy to build rapport and mutual trust with my interviewees as I observed that almost all of them treated me with some level of suspicion. However, I strongly believed that the assurances that I gave to them worked to the advantage of my study. Finally, one of the disadvantages of interviews lies in the fact that the volume of data gathered might be too large such

that it pauses some problems in transcribing and reducing the data to levels that are manageable.

4.5. Data Collection Plan

Armed with an introductory letter from the University of KwaZulu-Natal, I visited the participating institutions and sought for permission to carry out the study. As already pointed out in section 4.4, I administered the data generating instruments with the assistance of two research assistants to all the participants to ensure full and prompt responses. I made it a point that the instruments were administered at a time when the participants were free from their work routines. The questionnaire comprised both open and close-ended questions but the interview had open ended questions.

4.6. Data Analysis Procedures

Silverman, (2010) defines data analysis as a process of systematically searching and arranging information derived from participants in an orderly and understandable way for the reader. The data generated through the questionnaire and interviews were converted into information in order to discover participants' attributes like attitudes, experiences, perspectives etc on rating scales like the Likert scales used in the instruments, (Tuckman,1994). The analysis of data started by coding open-ended questions while quantitatively the analysis was done through frequency distribution tables and charts which the researcher deemed most appropriate. Silverman, (2011) says that data analysis means organizing, reducing, describing and explaining the gathered data in order to develop an understanding of the variables under study. Therefore, in this study, the process of data analysis meant that I had to read thoroughly the gathered data, made constant checks with the theoretical framework and the reviewed literature to establish convergent and divergent issues before commenting accordingly. I subjected the generated data to meticulous completeness checks, after which, all answered questionnaire and interview items were appropriately coded. This, involved identifying items that had the same themes and putting them in appropriate sub headings.

My data analysis was guided by themes as derived from the research questions. I provided space for each theme and the resultant immerging issues as recommended by (Creswell,2012). I was also cognizant that data analysis started with the generation of the raw data when I examined it in the context of the guiding concepts in the question, (Cohen, et al, 2007). Therefore, data analysis in this study involved that whole range of processes of breaking down, data into its salient parts and systematically arranging it in coherent themes to facilitate easy reviewing and synthesizing the crucial points of the study, (Kvale and Brinkmann, 2008). This also means that after each and every interview, I found time to reflect if the discussion I handled had a positive bearing on getting the participants' experiences and perspectives on the role of public education on anti-corruption. I sought to establish the existence of possible data intersections and differences that could give value to the study. This is line with the proposition by Cohen, et al, (2009) that the similarities and differences in data are vital in coming up with themes, categories and patterns in a research study.

After having satisfied myself with the gathered data, I immediately embarked on data analysis following the description of patterns and themes that emerged from the two instruments. I categorized the data under specific sub-topics that ultimately answered the research sub-problems and which were found to be key in bringing about the people's experiences and perceptions concerning the role of public education on corruption in Zimbabwe.

4.7. Pilot Study

As a researcher, I stand guided that plans would not always work out as envisaged. Therefore, I carried out a pilot test with the hope to determine the effectiveness of my data generation instruments. My pilot study was envisaged to help locate ambiguities, reveal flaws in the questions and inadequacies in the coding system, (Creswell, 2012). The pilot study revealed that some of my questions got similar responses even if the intention was to get different answers. I had to rephrase the question so that participants would get the distinction right with ease. In some cases, the questions were loaded with anti-corruption jargon and the result was that the

participants left the questions unanswered. I reshaped the questions and simplified the language in my final instruments. In the very end, I was assured that my two instruments would generate credible data as expected, (Gray, 2004). The feasibility study was also crucial in the sense that it afforded me the necessary experience in applying the instruments before the main study. The aspect of corruption was very sensitive to handle and as such the pilot study gave me a rare opportunity to interact with possible participants and map out the strategies to come up with credible findings during the actual data collection exercise.

4.8. Validity, Reliability and Rigour

4.8.1 Validity

Best and Kahn, (1993) define validity as that quality of data gathering instrument that enables it to measure what it is supposed to measure. Simply said, validity meant how well a research instrument measured what it was supposed to measure. Le Compte, Millroy and Preissle, (1992) argue that validity was the trustworthiness of inferences drawn from the data collected. In this study, I made sure that the research instruments catered for the internal validity which implied that I should actually observe what I thought I was observing or I hear what I thought I was hearing, (Mothata, 2000). However, Le Compte et al (1992) argue that in qualitative research, validity was to a large extent determined by the extent to which an instrument represented the actual subjective experience of the participants. It was important to take cognisance in the fact that validity could be a function of people's willingness to express themselves freely concerning their experiences. The participants required assurance to begin with, that the researcher was trustworthy and that they really understood him.

External validity was described as the extent to which findings could be generalized to the population from which the sample was derived and reliability as the degree of consistency that the instrument demonstrates. I made efforts to address the issues of validity and reliability of data collection instruments through pilot testing them and then improving them in areas that I felt would compromise data generation. On the

aspect of interviews, the establishment of good rapport between myself (interviewer) and interviewee was regarded as key to the subsequent ensuring of validity. I took heed of Easterby-Smith, et al (2008)'s advice of ensuring validity on interviews by guarding against 'selfishly' imposing my views on the participants. Similarly, the key to ensuring validity in content analysis was through ascertaining the authenticity of instruments that would have been vigorously subjected to both academic and scholarly scrutiny, and this was the primary reason I had to pilot test my instruments prior to applying them in the actual data collecting exercise.

4.8.2 Reliability

Capestake in Borg and Gall (2007) proposes the triangulation concept, a technique which called for the use of more than one data gathering procedures. This ensured the reliability concept since the shortfalls of one instrument could be addressed by the strengths of the other. I ensured credibility and trustworthiness (validity and reliability) through exercising member-checking principles by sending back interview scripts to the participants for them to confirm that what was captured was what they actually said.

4.9. Ethical considerations

I submitted an application to the Humanities and Social Sciences Research Ethics Committee of the University of KwaZulu-Natal and got an approval to carry out the study. The approval was granted (Appendix 8.3) and this invigorated me to approach the institutions from where I would get participants.

For the purposes of having transparency, accountability and showing respect to the selected institutions and my participants, I sought for permission in writing from the authorities in all the eighteen institutions (6 of each from government, parastatals and Civil Society organisations). I then chose two from each sector which were most convenient in terms of proximity to the researcher. I also went further, to ask for the participants' consent to which they showed their acceptance through appending their

signatures. I explained to each participant the purpose of my visit and that I would keep all their contributions confidentially including their identities. As Smythe and Murray, (2000) stated, I explicitly explained the purpose of my study to my participants before during and after and explained also the roles the participants and I the researcher were expected to play. This helped a lot in focusing on the material issues which gave value to the study. Participation in this research was absolutely voluntary and participants were free to withhold any information they decided not to share with me (researcher) or withdraw from the interview at any given point they felt like doing so for whatever reason(s) they had. I thought by observing the rights of the participants I was paying heed to Murray and Beglar, (2009) who espoused that it was the researcher's moral obligation before, during and after data collection. My study did not involve children below the age of twelve years as I considered them to be minors who had little or no knowledge of corruption as a subject.

To ensure that I maintained my promise on anonymity, I used the following codes as a way to identify from which institution each response / contribution came; Questionnaire Government - QG; Questionnaire Parastatal - QP; Questionnaire Civil Society – QCS; IG – Interview Government; IP – Interview Parastatal; ICS – Interview Civil Society. I personally thought that asking people's identities would cause suspicion among the participants thereby giving rise to doubts and some levels of insecurity which were unnecessary at all. I received permission from my employer (Zimbabwe Anti-Corruption Commission) to carry out the study and they pledged to give me time as and when I required it to pursue my study.

4.10 Summary

This chapter addressed the critical issues of the methodology which I used to generate data. The preferred research design was the Mixed Methods which involved the use of qualitative and quantitative data. A questionnaire and an interview guide were used to complement each other with the aim to increase validity and reliability of data. These data collection techniques have been described and justified for their selection in investigating the role of public education on addressing

corruption in Zimbabwe. The next chapter presents a discussion on research findings.

CHAPTER FIVE

'SPEAKING' TO THE EVIDENCE OF THE STUDY'

5.1 Introduction

In this chapter I present and discuss the data generated through the questionnaire and interview methods. In generating data, I adopted the Mixed Method approach. As I stated in section 4.3 in the methodology chapter, I was pleased to report that all the 60 participants responded to the questionnaire and one half of them (30) participated in the interviews as per my plan. The participants comprised 28 females and 32 males in middle management and officer grade positions in two government, two parastatals and two civil society institutions in Zimbabwe.

I adopted a blended approach where I started with the questionnaire followed by interview data after which I discussed the findings in most of the sections, but there were two sections in which I chose to go qualitative alone. The chapter is divided into six distinct sections as given below.

The first part presented data on the study participants. This section provided information pertaining to gender, age, professional qualifications and work experience concerning the participants to this study.

I went on to discuss the participants' knowledge of anti-corruption public education. Such knowledge was crucial in this study's quest to unravel individual stand positions pertaining to the public education on anti-corruption discourse as it obtained in Zimbabwe.

The third section focused on the participants' views on the content, suitability and general modes of delivery in anti-corruption education. Through this section I presented findings pertaining to the relevance and value of aspects in anti-corruption education and its general impact on addressing the scourge of corruption.

The fourth section addressed the role different stakeholders played in developing anti-corruption education content, participating in public education and resourcing anti-corruption educational programmes.

Section five addressed the participants' views on public education platforms the Zimbabwe Anti-Corruption Commission used and their levels of effectiveness in bringing about positive behavioural change towards anti-corruption.

The chapter discusses emerging issues before it winds with a summary.

5.2 Biographical profiles of the participants

Graph 1.1 summarises participants by their biographical profiles. The profiles included; gender, age, qualifications and work experience in their current portfolios.

Graph 1.1 Biographical data of the participants (N 60)
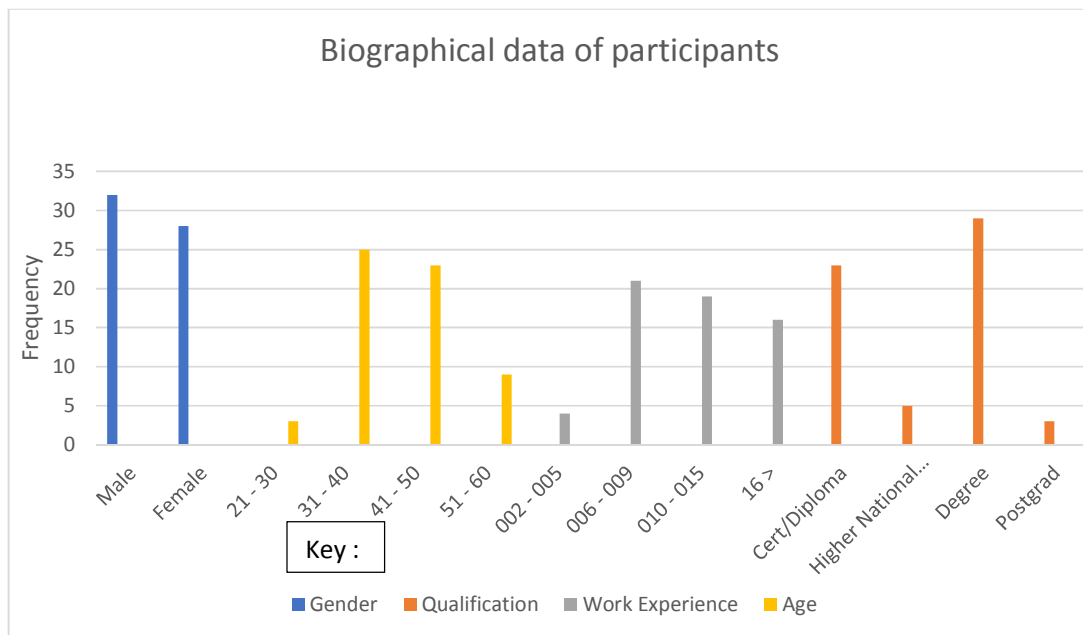
This study involved an almost equal number of 32 (53 %) male and 28 (47 %) female participants. I attributed the 6 % between males and female to the gender inequalities that characterise the work place in Zimbabwe. However, it is pleasing to

note that more and more women were now getting recognition as well as competing favourably with males in the world of work. The views came from both sexes and the contributions were realistic and evenly balanced. The active participation by women was quite encouraging and they gave a good account of themselves through their contributions regarding anti-corruption education. This study therefore got closely contested views between the males and females who participated in the study.

Graph 1.1 showed that 56 (93.3 %) of the total participants were in the 31-60 age range. This was usually the age range which comprised physically active people who were breadwinners and generally got more exposed to the vagaries of corruption as compared to their other counterparts at home. These people came face to face with corrupt activities frequently while in search of livelihoods. Therefore, due to the need to adequately provide basic commodities at home, they were tempted to engage in corrupt activities either at work or after work. This age group was most likely to know quite many issues surrounding corruption and therefore was very useful in participating in this study. A total of 32 (53 %) of the participants were born before Zimbabwe's independence in 1980. These participants were potentially in a good position to explain what He, (2000) called the 'eruption of corruption' in Zimbabwe in the past decades up to present day and hopefully they could also offer suggestions to curb corruption.

The graph 1.1. showed that all the participants had attained higher education qualifications. A total of 32 (53 %) of the participants were holders of university degrees while 28 (47 %) had higher education certificates and diplomas. Thus, by virtue of their level of education, I expected all the participants to be able to independently contribute on issues surrounding public education on anti-corruption. However, it might the case that some of the participants could be beneficiaries of the corrupt systems in the education system, (Ransome and Newton, 2018). It would be very interesting to understand how they have experienced acts of corruption, as scholars and professionals in the world of work.

The graph 1.1 also showed that a total of 56 (93.3 %) of the participants had six or more years of working experience in the three economic sectors under study. Based on their work experience, the majority of the participants were more likely to be able to contribute meaningfully on their experiences and perspectives concerning the role of public education on anti-corruption and much more so by virtue of them being employees of stakeholder organizations of the Zimbabwe Anti-Corruption Commission. What could be very tricky in this case could be the level of pretence which they may stage-manage and give misleading contributions during data collection, (Stahl, 2018). However, 4 (6.7 %) of the participants had the potential to contribute meaningfully to the discussion even if they appeared to be less experienced at work. Their work experience showed how grounded the participants were in their institutions on matters of corruption.

5.3 Participants' understanding of public education and corruption

In this section I focused on the participants' understanding of corruption and public education as the two major concepts in this study. I use the following codes as indicated in section 4.9 of the Methodology chapter; Questionnaire Government - QG; Questionnaire Parastatal QP; Questionnaire Civil Society – QCS; IG – Interview Government; IP – Interview Parastatal; ICS – Interview Civil Society. These codes were used in all the sections across the chapter. I began with a discussion on corruption.

5.3.1 What participants understood by corruption

Table 1.1 What participants understood by corruption

Meaning of corruption	Frequency	Percentage
Misuse of power to acquire an economic benefit which can be either through theft, fraud or other forms of misrepresentation.	42	70
Any illegal or disorderly conduct which takes place in society	10	16.7
Bad habits which can either be criminal or civil	8	13.3
Total	**60**	**100**

Out of the 60 participants who completed the questionnaire, 42 (70 %) were generally in agreement that corruption implied acquiring economic benefits unscrupulously and the underlying factor was that it involved an element of misrepresentation. The above position was supported by 26 (86.7 %) of the interviewed participants who also pointed out that corruption was largely perpetrated by people who abused their power or authority with the aim to satisfy their voracity. This is in agreement with He, (2000) who argues that the chore element of corruption is not the 'abuse' or 'misuse' of public power but the very use of public power for personal benefit. This finding is also in sync with the dictates of the Marxist theory, in which those in positions of power control the means of production and take advantage of situations that can enrich them, (Giddens, 2011).

Other participants chose to give examples of corrupt offences like bribery, extortion, falsification of documents and so on. What I found to be very striking about the contributions of these participants was that they commanded a reasonable

understanding of the concept corruption and I thought that this study certainly got value from their participation. However, 18 (30 %) of the participants who completed the questionnaire and very few of the participants I interviewed thought corruption meant any offence whether criminal or civil as long as they disliked what happened in the circumstances. They raised issues like rape, murder, insolvency, prostitution, drunkenness and other insolent habits as acts of corruption. In the interviews some participants thought that a misunderstanding between a tenant and landlord based on delays to pay rent was an act of corruption. Equally so, a parent who failed to buy food for his / her family was regarded as being corrupt. Therefore, this study made a finding that corruption is a criminal offence which is largely perpetrated by individuals in privileged positions for personal / private gain.

Out of the 30 interviewees, 26 (86.7 %) reported that corruption was generally abuse of entrusted power or authority. They cited relevant examples like flouting tender procedures, paying bribes to get vacancies, promotions or even seeking the acquittal of suspects. In this regard one participant from a government institution had this to say, *'Corruption is an act of compromising one's values or dignity for the purpose of getting a personal gain'*, (I G). This definition agreed very well with the Zimbabwean definition of corruption as read in the Criminal codification and Reform Act chapter 9:23. A participant from the civil society described corruption as, *'The state of having an impaired integrity, virtue or moral principles',* (I C S). While another participant from a parastatal said that, *'corruption means greediness and having a penchant for personal enrichment',* (I P). These observations were quite realistic and they resonated with Schmidt and Moroff, (2012) who shared the view that corruption was the breach of any kind of trust or mandate given to an individual for purposes of enriching self. The participants went on to explain that corruption thrived in situations where there was a contrast between a public official's formal duties and his / her private interests and it leads to moral decadence. When asked to explain, most participants were in agreement that corrupt people lacked the values of 'hunhu / ubunthu' which traditionally describe 'hunhu / ubunthu' as the *epitome of approved human behaviour*. They argued that under the concept of 'hunhu / ubunthu', there was no room for greedy, nepotism and other forms of corrupt behaviour. Thus, Seniwoliba and Boahene, (2015) summed it all by saying that corruption hurts the poor disproportionately, it hinders economic development, reduces social services

and diverts investment in infrastructure, institutions and social services, largely for the benefit of those in power. The seizure of power by the Zimbabwe Defence Forces on 14 November 2017 clearly showed how perceived high-level corruption by some cabinet ministers in President Robert Mugabe led government was sliding the country into uncontrolled political instability, (Zhangazha in www.theindependent.co.zw).

Other participants responded by giving a distinction between grand and petty corruption. The participants were quick to attribute grand corruption to high ranking people in politics and government who were usually well paid for services like awarding tenders for big projects like dams, road construction or other expensive government projects, while petty corruption was largely committed by generally people of lower status who normally asked for small amounts of bribes as facilitation payment for the assistance they render to the unsuspecting public. This finding was consistent with Rohwer, (2009) and United Nations, (2004) who also stressed that grand corruption was usually felt by every citizen whenever it happened because of its huge impact on the economy. For example, if the money intended to finance an educational programme is diverted to finance a private business this might result in adversely affecting the education system and the students at large. The alleged directive to misuse the Zimbabwe Manpower Development Funds (ZIMDEF) to buy traditional chiefs and ZANU PF members bicycles for political expediency by the then Minister of Higher and Tertiary Education was roundly cited by the participants as an example of grant corruption. The impact was that the students in tertiary education colleges were deprived of the necessary materials and equipment including books during their studies resulting in them incurring costs or missing lectures when they were made to pay extra money or were sent home to collect money. It was believed that the situation actually worsened to an extent that the students ended up performing dismally in public examinations. This corrupt activity agitated the students to an extent that they sought to have an explanation from the then Minister through their unions albeit that without any measure of success.

Furthermore, the participants agreed that the alleged corruption by the former Minister of Higher and Tertiary Education and the perceived dubious award of a Doctor of Philosophy degree to a former first lady marked the darkest hour of former President Robert Mugabe's rule in Zimbabwe. The corruption allegations led to protests by students in colleges of higher education as they demanded the prosecution of the then Minister and the subsequent revocation of former first lady's Doctor of Philosophy degree before they could revert back to their classes, (Makoto and Rundofa, UZ students call for Prof. Nyagura ouster in The Herald, 21 November 2017).

The corruption which appeared to be on the rise in the education sector was certainly a cause for concern and needed quick solution before the entire education system was seriously compromised.

One participant chose to give a mathematical explanation to the meaning of corruption by giving the following equation;

Corruption = Monopoly + Discretion – Accountability.

The participant explained that where there was reliance on one supplier, (for any goods or services) and the person in-charge used his / her discretion, (illegal choices and preferences), but at the same time refusing to be taken to task to explain his / her reasons for having done what he / she did, as one of the ways of defining the concept of corruption. The participant went further to explain how school heads personally benefitted from bribes especially those schools that had a reputation for producing best results in the country. It was alleged that they used their discretion to enrol students with poor pass rates for as long as a parent could pay a facilitation fee. One participant had this to say:

> *Some high schools retain over aged students who are good in various sporting disciplines and they have the audacity to use forged birth certificates during sports competitions with the assistance of school administrators, (I P).*

Most participants I interviewed reported that corruption involved that whole range of soliciting for favours in cash or kind, reaping personal benefits from where one was not supposed to and or personal aggrandizement, greedy and illegally amassing

wealth. Of late the corrupt had widened they spectrum of demands to include clothes, cars, cell phones, beasts and they demanded weird acts like sex. This was also echoed by Chene, (2013) who commented that there were criminally innovative forms of corruption taking place in the education sector which included buying school or college authorities some of the following; beer, mobile phones, cattle, suits or even sex. Mutondoro and Gweshe, (2015) have also lamented that sexual corruption was now rampant in the Zimbabwean education system to an extent that the girl child was forced to indulge in sexual intercourse with either her teacher / lecturer or head of school in order for her to secure enrolment or pass a certain level of school work.

Therefore, I conceived that the majority of the participants were aware of the correct meaning of corruption and its forms. However, there were other people who could not differentiate between corruption and other predicate offences like rape, murder, civil matters and others. These observations underlined the grave need for an effective public education on anti-corruption.

5.3.2 Public education

Table 1.2 What participants understood by public education

Meaning of Public Education	Frequency	Percentage
Imparting knowledge, skills and attitudes to the public on issues of societal / national importance.	51	85
Addressing information gaps through formal education	9	15
Total	**60**	**100**

From the data I collected through the questionnaire, 51 (85 %) of the 60 participants reported that public education implied a two-way process in which people shared ideas on a subject of concern. They also commented that public education means a nationally driven programme targeted at imparting knowledge, skills and attitudes to the general public on issues of national significance. These views were consistent with Komalasari and Saripudin, (2015) who pointed out that public education implies educational interventions which are aimed at raising awareness on issues of national significance which are carried out by the government or a delegated agency. In August 2018, the occurrence of cholera in some parts of Harare triggered the need for public education on the residents of Harare as a sustainable preventive solution to the problem of cholera while concurrently offering treatment to the victims. The public education process involved the use of various platforms like workshops / seminars, print and electronic media to conscientize people about the possible threat to life in the environment.

In my study, most of the participants I interviewed were clear that public education goes beyond the formal classroom as it catered for all irrespective of race, age, gender and any other aspect that might be discriminatory in nature. The participants were of the view that whilst schools and colleges were important public education platforms, they were not flexible enough to quickly adopt and effect the new learning areas due to certain procedural formalities they needed to undergo first. This leaves the government with the task to choose agencies (public and private) to take over the public education role while efforts are made to rope in schools and colleges as a long-term solution. This view was consistent with the idea that public education is a planned system of education which is premised on sensitizing people on matters of national significance which embrace all people from childhood to adulthood, (Jones, 2017). In public education on anti-corruption, the underlying factor may be that each person or individual could be a potential victim of corruption or a corruption suspect at the very end of it all. Therefore, there was need to educate the public on the meaning, causes, effects of corruption and corruption preventative methods.

However, 9 (15 %) of the 60 participants thought that public education was limited to what schools and universities offered through formal education curricular. These participants argued that it was not possible to educate people outside the confines of the school system. I found their contributions quite interesting and probably less

informed by reality since the same people go to church, attend political meetings or other government and civil society meetings where people participate in different kinds of civic education. The world over, public education (informal) is accredited for ushering unprecedented levels of development and that most governments have relied on public education to build structures and systems which are working well for the citizens, (Borcan, et al, 2017). Therefore, I established that most of the participants were aware of the effectiveness of public education in raising public awareness and the role it plays to avert or mitigate disasters in a given community or country.

My findings from the 30 participants I interviewed showed that all of them had a clear understanding of the concept public education. They were generally of the view that public education was an intervention strategy to prevent, curtail or bring to a halt a perceived risk through raising people's awareness. In this regard, a participant from the civil society argued that, *'Public education implies what an organisation or agency does to raise community awareness on a subject of major concern',* (ICS). A participant from the Civil Service / Government shared that, *'Public education has a lot do with carrying out outreach programmes to inform the public on how to prevent the occurrence of a likely disaster',* (I G).   Similarly, a participant from a parastatal (State Owned Enterprise) reported that:

> *Public education is a government sanctioned process meant to raise*
> *public awareness and activate preventive mechanisms. It is offered for*
> *free and does not have restrictions on the beneficiaries, (I P).*

The above contributions on the meaning of public education were in agreement with Tsabora, (2016) who posits that, public education is instituted when a government intends to raise public awareness on a problem which has a potential to threaten peace among the citizens and whose prevalence might have high chances of putting the lives of people at risk. These contributions were also in line with Ear, (2016), that the best way to fight corruption was to educate the people to prevent corruption.

My findings were that public education was premised on promoting the acquisition of knowledge, skills and attitudes. These three products of public education were crucial in the development and sustenance of any community or government programme. Thus, a good public education programme should jealously guard against the occurrence of malpractice, but should empower the people to predict danger and then put plans to prevent its occurrence, (Quah, 2017). If past public education experiences were anything to go by, national programmes like HIV / AIDS, Family Planning, Adult Literacy, Six Child Killer Diseases and several others were successfully instituted to avert perceived disasters. Merill, (1998), Mpofu, (1995) and Chitereka and Nduna, (2010) all concur that the success of such massive programmes depended on the involvement of high-level political passion and commitment from government. What leaves a lot to be desired in the participants' contributions was the fact that they seemed to prefer a public education programme which covered a definite period after which it is discontinued formally. Such findings might be less effective particularly when dealing with issues of criminal nature like corruption where one finds cunning players (perpetrators) who may plan to execute a tactical withdrawal only to pounce with a bang, catching everyone by surprise if the public education programme discontinues.

The participants also commented that public education on anti-corruption was a systematic way of educating the citizens on social, economic, political, technological, religious and cultural concerns with the aim to improve the people's livelihoods. The contributions by the participants were of paramount importance in the sense that corruption negatively affects the poor terribly and it makes access to virtually all goods and services very scarce. This observation agrees with Mutondoro, et al, (2015) who point out that corruption emanates from power dynamics in situations where there is less observance of transparency and accountability and in an environment where there are goods and services valued by society. It follows that, the corruption that go unchecked at various schools, colleges and universities may be due to lack of education by the public on viable corruption prevention measures which should protect both the students and their parents from greedy school and college authorities some of whom actually demand bribes in broad day light.

Participants from civil society organizations also expressed concern on corruption perpetrated by lecturers at theological colleges towards trainee pastors. They believed that the corruption which threatened the survival of many churches could be attributed to the impropriety trainee pastors were exposed to during training which has become part of the people's culture in most churches. These contributions suggest that public education was a state sanctioned exercise where the government or an entity with delegated authority plans and executes an outreach programme. What came out vividly in the findings was that public education was a two-way process where the educator and the learner were expected to add value in the entire process. I observed that the participants were agreed that a successful public education should have a shared responsibility among the public, non-governmental organisations and the government. Its delivery should be continuous, free of charge and should serve a preventative purpose.

5.4 Participants' experiences of anti-corruption public education

In this section I present and discuss participants' experiences in anti-corruption education in Zimbabwe. The data was collected from all the 60 participants who completed the questionnaire and the 30 I interviewed.

Table 2.1 shows participants' feedback on the degree to which Zimbabwe Anti-Corruption Commission had educational programmes suitable for all its citizens.

Table 2.1 The extent to which public education catered for all citizens

	Frequency	**Percentage**
Agree	52	86.7
Not sure	5	8.3
Disagree	3	5
Total	**60**	**100**

Out of the 60 participants 52 (86.7 %) agreed that the content of the public education on anti-corruption catered for all different age groups, race and ethnic affiliation. This was important because the findings showed that people of all age groups were benefiting from the anti-corruption educational programmes. However, 8 (13.3 %) were either not sure or they disagreed. Out of the 30 participants I interviewed, 25 (83.3 %) of them concurred that the public education on anti-corruption catered for different people and that it covered different age groups alike in Zimbabwe. In this regard, one participant had this to say:

> The public education on anti-corruption championed by the Zimbabwe Anti-Corruption Commission caters for all people in terms of age, gender, race, and ethnicity, (I G)

Another participant commented that, *'The public education cuts across all known possible lines of discrimination and it benefits everybody alike',* (I P). While a participant from a civil society institution argued that:

> The content of ZACC's public education on anti-corruption is relevant to the Zimbabwean context. What only requires improvement are the methods of delivery as the educators face diverse groups in schools, colleges, companies, churches and government departments, (IC S).

The findings showed that the majority of the participants were of the view that the public education on anti-corruption was suitable for all the people and was targeted at influencing positive behavioural change among the citizens. The participants were agreed that the public education content was suitable for the needs and aspirations of the Zimbabwean people and that it had the ability to transform the people's behaviour towards anti-corruption. These findings were shared by Schmidt and Moroff, (2012) who advocated for a public education (transformative education) which incorporated all echelons of people in society if it had to be effective in addressing the needs of a particular society. The observation was mutually shared by the Baha'I International Community contribution to the 45th UN Commission on population and Development of 16 February 2012 which stated that public education was central to the transformation of the individual and community's life even though it was carried out informally outside the four corners of the classroom. In the same vein, Seniwoliba and Boahene, (2015) stressed the point that globally, public

education is highly regarded because it embraces almost all age groups from kindergarten to adulthood although in some cases it targets specified groups of people. These findings were also shared by research reports on Family Planning and Condom distribution which were successfully carried out in Zimbabwe even though at that time public participation was highly selective, (Zinanga 1992, Motsi, et al 2012).

However, a few of the participants I interviewed were of the opinion that the public education on anti-corruption was not comprehensive and had failed to include some key populations who were citizens of Zimbabwe. These participants questioned on the participation of specialised groups like the people living with disabilities. Their sentiments were directed at the extent to which the blind, mute and deaf were participating in the anti-corruption education. One participant had this to say:

> *I have participated in several workshops, road-shows and other outreach programmes on anti-corruption education, but to date, I have not seen or heard of workshops involving the participation of the disabled, (I C S.).*

Another participant weighed in saying *'We have heard about anti-corruption education by those people in towns and cities only but not even a single one has been held in the rural areas',* (I G). From these comments I could safely say the public education on anti-corruption had been found wanting in the participation of people living with disabilities and those who lived in rural areas and farms. The participants also encouraged the ZACC to improve on its methods of delivery for better results. Although these sentiments were coming from a few of the interviewed participants, the reasons were important for the improvement of public education in a country. The findings were in line with Stahl, (2018) and Hopwood, (2007) who argue that effective educational programmes require exploration of issues surrounding a problem to be addressed (corruption) in order to make decisions that promote genuine participation, facilitate collective action and responsiveness to the complexity inherent in efforts to forge sustainable systems and structures. Deliversky, (2016) argues that an effective public education system or programme should not appear to serve the interests of one section of a society but must be universal in its content and application. Therefore, this study took the position that

there was need to have an all-inclusive public education programme on anti-corruption if Zimbabwe was to realize a quick change of behaviour towards anti-corruption and ultimately reduce on the prevalence of corruption in the country.

Table 2.2 shows participants' feedback on the extent to which Zimbabwe Anti-Corruption Commission had suitable anti-corruption educational materials.

Table 2.2 Suitability of anti-corruption education materials**.**

	Frequency	Percentage
Agree	43	71.6
Not sure	10	16.7
Disagree	7	11.7
Total	**60**	**100**

Out of the 60 participants who completed the questionnaire, 43 (71.6 %) of them agreed that the ZACC education officers used suitable and appropriate media during anti-corruption education campaigns across institutions like schools, private companies, government departments and civil society organizations. They were agreed that the use of each medium was determined by the type of gathering or people to be educated although ZACC would commonly use banners, flyers, power point presentations and other media. However, 17 (28.3 %) had different views with some denying while others were not sure whether the public education materials were suitable for all the different types and groups of people.

The majority of the participants I interviewed reported that the anti-corruption education materials took into consideration all the people in society. One of the participants had this to say, *'ZACC's content material is well crafted and it covers all the age groups of people from primary school to adulthood',* (I G). Another

participant commented that, *'ZACC's educational material is quite informative and it carries recent information on corruption types and trends'*, (I P). These participants' views were shared by several others who alluded to the fact that they had interacted with ZACC education officers in schools, colleges, and other public gatherings. From these sentiments I was convinced that to a greater extent the ZACC's public education material on anti-corruption was quite relevant to the needs of the Zimbabwean people.

Whilst the findings are in agreement with Sarmini, et al, (2018) they were opposed to the findings of the Zinanga report on "Development of the Zimbabwe Family Planning Program" (1992) which observed that its public education programme was adversely affected by lack of diversity as they resorted to commonly known methodologies and content thereby having little effect on the behaviour among the public. Thus, a good public education on anti-corruption should have new learning points and education officers needed to vary their methodologies to arrest the attention of participants as well as encourage retention of the anti-corruption concepts, (Ransome and Newton, 2018).

On the other hand, very few interviewees disagreed that the materials were suitable for all the people in the country. They argued that ZACC had no materials that catered for people living with various types of disabilities. One interesting contribution from a participant was that, *'The content leaves a lot to be desired because there are no suitable materials for people living with disabilities',* (I C S). This idea appeared to be shared by Boyle and McCloskey, (2011) who argue that an effective public education should be grounded on a holistic and comprehensive strategy which promote genuine participation in order to facilitate collective action on an issue of public concern. Another participant argued that, *'ZACC's educational material is of less value because there are no concrete examples of people who have been convicted of corruption in Zimbabwe'*, (I P). The above sentiments cast a dark shadow on the significance and integrity of content which formed educational material for public education. These sentiments by a few interviewees clearly showed that ZACC did very little to involve other important players before putting in place its public education curriculum. Such unitary decisions could have been arrived

at following the Marxist model as pointed out by Giddens, (2011), that a few powerful people can force their views on the less powerful majority. However, I got the view that such contributions could have been coming from knowledgeable experts in the various institutions which participated in the study who could have been experienced curriculum specialists in their own right. Therefore, to a lesser extent the educational material did not meet the general expectations of the people and therefore required serious consideration if ZACC's drive on anti-corruption was to improve.

In the next part of this section, I sought to examine the part played by language use in public education on anti-corruption. I took it that any successful educational programme was propelled by sound communication between the educator and learners. In Zimbabwe there are basically three languages of instruction namely ChiShona, Ndebele and English although the government had approved thirteen more languages and given them equal national status with the afore mentioned three.

Table 2.3 The extent to which anti-corruption education was packaged in local languages

	Frequency	Percentage
Agree	31	51.7
Not sure	9	15
Disagree	20	33.3
Total	**60**	**100**

Out of 60 participants who completed the questionnaire, 31 (51.7 %) reported that the Zimbabwe Anti-Corruption Commission public education on anti-corruption was packaged and presented in ChiShona, English and Ndebele only. The participants pointed out that Chishona, Ndebele and English were well applied during material development and instruction although it was known that in Zimbabwe there were

103

many other people who could not communicate efficiently in any of the three languages. However, 29 (48.3 %) of the participants were either not sure or they disagreed that the three basic local languages were applied for the benefit of the public. The participants questioned why minority languages comprising of Shangani, Tonga, Venda, Nambia, Chibage, Kore and several others were not incorporated in the anti-corruption education strategy. It was with this realisation that the participants pointed out that language had been a major barrier to effective public education on anti-corruption and this had not given any guarantee to the educators that the participants would understand what was taught.

Most of the participants I interviewed were critical about the use of Chishona, Ndebele and English only in a country where there were 13 other national languages which could be exploited for the benefit of the people who predominantly used them for communication. One of the participants had this to say:

> *The ZACC should understand that by conducting educational campaigns in English, ChiShona and Ndebele only in a country where there are thirteen more national languages is an act of discrimination based on language which negatively affects the success of public education on anti-corruption, (I G).*

In line with the aforesaid idea, another participant commented that:

> *ZACC educators seem to have an obsession for English language. Their educational materials are mainly in English and they interact with participants in English even in circumstances where they know that the people do not understand English, (I C S).*

The above findings indicated that to a large extent language was a barrier in anti-corruption education in Zimbabwe. The use of English language was much more pronounced than other languages although other participants thought that people preferred to read materials written in English language as compared to local language. They cited examples of when the public visited the ZACC exhibition stand at premier events where most people did not collect reading material written in local languages.

The majority of the participants I interviewed were also in agreement that language constituted one of the biggest barriers in anti-corruption education. A participant had this to say:

> I have not had an experience where ZACC's educators addressed the public in Ndebele. Sometimes they used ChiShona but most of the time they relied on English language, (I C S).

Another participant pointed out that, *'ZACC does not have educational programmes in vernacular and this has put all the people who do not understand English at a disadvantage'*, (I P). It is my finding that although the majority of the participants preferred using English language in anti-corruption education, there was need to have a deliberate strategy to communicate in all the national languages so that nobody would lose out due to linguistic barriers. The ZACC should also ensure that it had educators who communicate in different languages used across Zimbabwe in order to cater for members of the public who might have problems with understanding other languages.

The study went on to establish the degree to which anti-corruption educators distributed educational materials to the public during anti-corruption awareness campaigns. Table 2.4 presents participants' input concerning public education materials which were distributed to the public during educational campaigns.

Table 2.4 The degree to which anti-corruption educators distributed materials

	Frequency	Percentage
Agree	54	90
Not sure	3	5
Disagree	3	5
Total	**60**	**100**

Accordingly, a total of 54, (90 %) of the participants who completed the questionnaire agreed that they were issued with different materials during anti-corruption education events. The materials included reading materials like flyers, booklets, branded hats, t-shirts, caps, diaries and several others. However, 3 (5 %) were not sure while another 3 (5 %) denied that they received educational materials when they participated in public education on anti-corruption activities.

Nearly all the interviewed participants agreed that they received anti-corruption education materials which they took home and shared the content with other people. In support of this idea, one participant had this to say, *'The ZACC personnel always distribute various educational materials to members of the public during their educational campaigns',* (I G). A different participant also argued that, *'We get informative handouts which inform us on the evils and effects of corruption',* (I P). One participant from the Civil Society commented that, *'ZACC educators distribute materials according to the individual needs of the recipients i e there are materials for primary school aged children, secondary students, and adults',* (I C S). From the above contributions, this study confirmed that to a greater extent ZACC distributed educational materials to the public during anti-corruption education. I further established that the public shared the reading materials with their families and friends and they also wore the clothing materials when they went to important social gatherings as a way of spreading the anti-corruption message.

On the other hand, very few of the interviewed participants disagreed that all the people who attended educational meetings got educational material from anti-corruption educators. They blamed the ZACC for what they thought were corrupt ways of distributing materials. One participant commented that; *'ZACC is also corrupt! They distribute anti-corruption regalia to their friends and relatives and then give flyers to those they seem not to like',* (I C S). While another participant commented that,

I have never received something better than a flyer from the anti-corruption educators. Although I am aware that they issue t-shirts, caps and other items of better value', (I G).

My view on these contributions was that the participants were more interested in receiving ZACC branded hats, shirts, ties and other materials of economic value and not just reading material. These few participants' views were very important to this study because it was apparent that not every person attended anti-corruption education sessions for the purpose of raising anti-corruption awareness through exchanging ideas, but some could have been looking for enhancing their wardrobes. To that end, one participant commented that:

ZACC must not act like a political party which strives to impress supporters by giving clothing handouts. In fact, ZACC must focus on educating the public even without issuing out clothing material', (I P).

Although this might be viewed as a short-coming, I tend to agree with some of the participants who expressed that it was not necessary for ZACC to clothe the public but that people should attend ZACC educational meetings for the sake of exchanging valuable information on anti-corruption. Most of the participants agreed that for as long as ZACC believed in this archaic strategy which has never been its core business, then it would always cry foul of being under funded.

The next issue of concern in my study was to examine the extent to which the Zimbabwe Anti-Corruption Commission public education department provided library services to the public. It is considered a best practice the world over that institutions like Anti-Corruption Commissions, Police Services, Central Intelligence Organisations, National Armies and other presumed to be security organizations should have libraries to cater for their own staff as well as general public to some extent. These libraries would be stocked with reading material largely on mandate related literature so that officers would be kept abreast with important developments in their areas of work. Anti-Corruption agencies are encouraged to open their libraries to the public including scholars working on their dissertations as one of the

ways of interacting and educating the public. Table 2.5 below presented participants'
views on this issue.

Table 2.5 The extent to which ZACC provided library services to the public.

	Frequency	Percentage
Agree	24	40
Not sure	1	1.7
Disagree	35	58.4
Total	**60**	**100**

In the questionnaire, 24 (40 %) of the 60 participants agreed that they benefited from
library services provided by the Zimbabwe Anti-Corruption Commission. The
percentage of those who accessed library services from the Commission was well
below half and this clearly depicted that the majority of the people might not be
aware or could be experiencing challenges to access the library in one way or the
other. One participant was not sure, while 35 (58.3 %) of the participants expressed
that they had not used a ZACC library before.

Less than one half of the participants agreed that ZACC offered library services to
the public. One participant commented that, *'I have used the ZACC library on many
occasions but it is very difficult to access due to administrative procedures one has
to go through before being given access',* (I G). Another participant expressed the
view that, *'The ZACC library is too small and limited in terms of variety of reading
sources. The biggest challenge concerns getting approval to use the library',* (I C S).

However, more than one half the participants I interviewed denied that they had
accessed a ZACC library. Some went on to say that they had no knowledge about
the existence of ZACC libraries and their availability to the public. A participant

commented that, *'I could not have the patience to spend close to an hour going through a vetting process before being admitted into the library',* (I P). Another participant had this to say*, 'I have not heard about ZACC's library being open to the public. Any case how does a library help in combating corruption?',* (I C S). It was my finding that the majority of the participants did not know that ZACC had a library which was open to the public and also that very few people had accessed the ZACC library due to the stringent administrative procedures people are expected to go through before being given access. These stringent vetting procedures stood as a limitation to ZACC's effort to give the public access to the library. The practice was really regrettable considering that one of the main objectives of the public education department was to improve the Commission's visibility through creating various platforms to engage the public and the library surely should be one of them. Therefore, to a large extent the participants had no knowledge of ZACC libraries and few participants who had access to the library found that it was cumbersome and quite discouraging to access the ZACC library.

I moved on to establish the extent to which the Zimbabwe Anti-Corruption Commission reviewed its content in tandem with obtaining corruption trends in the country. Table 2.6 below reveals participants' contributions to this aspect of public education.

Table 2.6 The extent to which ZACC reviews public education curriculum.

	Frequency	Percentage
Agree	35	58.3
Not sure	11	18.3
Disagree	14	23.3
Total	**60**	**100**

The participants' contributions from the questionnaire reflected that 35 (58.3 %) of the 60 participants agreed that the Zimbabwe Anti-Corruption Commission reviewed the content of its public education curriculum in response to corruption trends and social expectations. This means that 35 (58.3 %) of the participants were aware and possibly had participated in content review sessions under the auspices of the Commission. However, 11 (18.3 %) of the Participants were not sure while 14 (23.3 %) disagreed that the Zimbabwe Anti-Corruption Commission reviewed its content on anti-corruption education.

The majority of the participants I interviewed also agreed that the Zimbabwe Anti-Corruption Commission reviewed the content of its anti-corruption education time and again. This was supported by a participant who pointed out that:

> I have participated in most of the ZACC content review sessions especially those that were carried out in Harare. Participants were chosen based on their knowledge of the subject, professionalism and the socio-economic sector they represented, (I P).

Another participant commented that, *'I took part in some of the anti-corruption education content review meetings hosted by the ZACC and I found that the reviews were factual and based on practical realities',* (I C S).

From the participants' contributions, I got convinced that more than one half of the participants had taken part in the content review and research processes. It is also apparent that participation in content review was done by carefully selected people believed to be experts in particular areas of anti-corruption education. The findings resonate well with Winterowd (1989), who argue that, a sustainable and vibrant educational programme should subscribe to the notion that the content must be reviewed in order to maintain its relevance on the target group. Thus, having 60 % of the interviewed participants agreeing that they took part in the content review process is an indication that there was a significant level of involvement of stakeholders in the anti-corruption curriculum review process in Zimbabwe.

However, a few participants I interviewed disagreed that the ZACC carried out content reviews on its anti-corruption education curriculum. One participant argued that, *'I have heard about ZACC's anti-corruption awareness campaigns but I have*

not attended any of their public education content review workshops or seminars', (I G).

Another interviewee reported that:

ZACC does not review its curriculum content at all. Look, we are hearing and reading about the Three-Pronged Approach which was introduced in 2005 when ZACC was established. We expect to learn about recent trends and models of mitigating corruption, (I C S).

On being probed further, this participant alluded to the point that other progressive jurisdictions like South Korea, Hong Kong and Japan were now implementing multiple strategies in curbing corruption. This study established that it was true that the ZACC reviews its content on anti-corruption on an incremental basis probably to avoid drastic changes. The curriculum changes were hamstrung by lack of funds to conduct such meetings which was compounded by a sluggish will to innovate by government authorities. The study also found out that the ZACC needed to cast its net wider each time they had stakeholder content review meetings so that more participants with innovative ideas would be involved in the process rather than recycling the same ideas year in and year out.

In the next part of this presentation and discussion I address the need for expertise in the delivery of public education as a prerequisite for the successful implementation of anti-corruption education in Zimbabwe.

Table 2.7 ZACC public educators had the requisite skills to educate the public

	Frequency	Percentage
Agree	34	56.6
Not sure	11	18.3
Disagree	15	25
Total	**60**	**100**

Out of the 60 participants who contributed through the questionnaire, 34 (56.6 %) indicated that the ZACC public educators had the expected knowledge and skills to educate people on anti-corruption issues. The findings showed that the participants who agreed (56.6 %) were just slightly more than those who disagreed (43.4 %) thereby rendering it very difficult to exclusively conclude that the public educators had the requisite skills and knowledge to educate the public. Zimbabwe was currently rated number 43 in Africa and 157 out of 180 countries on the global corruption perception index, (Transparency International, 2018). These low ratings were a clear testimony that corruption was rife or even on the increase at a time when the citizens thought public education should have assisted the country to move up the ratings to a single digit.

From the participants I interviewed, I found out that slightly more than one half of the participants agreed that the ZACC education officers were well skilled and knowledgeable in delivering anti-corruption education discussions while slightly less than one half were opposed to the idea. One of the interviewed participants said, *'ZACC education officers are quite skilled and very efficient in handling anti-corruption educational sessions as shown by their ability to use varied methods of educating different publics',* (I G). While another participant reported that, *'ZACC educators, are skilled, innovative and they depict the expected depth during their anti-corruption education sessions',* (I P). These and other contributions showed that slightly more than one half of the participants were satisfied with the ZACC education officers' knowledge and competences in delivering anti-corruption education to the public.

However, slightly less than one half of the participants I interviewed dismissed the idea that the ZACC educators had the requisite knowledge and skills in anti-corruption education. One of the participants had this to say:

I have not had a convincing explanation regarding the huge illicit
financial flows to offshore destinations which could be the major cause
of crippling   cash shortages in Zimbabwean banks, (I C S).

Several other participants who were interviewed explained that ZACC educators confined themselves to simple issues like common bribes, conflict of interest, use of fake documents, general abuse of power and other forms of corrupt practices involving very small sums of money while leaving out issues surrounding huge amounts of money which were siphoned out of the country leaving banks almost dry. To this end another participant argued that:

It is difficult to say ZACC educators have the requisite skills to educate
the public because their educational activities have not resulted in any
significant positive change towards anti-corruption, (I G).

My findings were that ZACC anti-corruption education officers were yet to register a significant impact with the public in general. The number of participants who were not satisfied with anti-corruption educators' knowledge and skills was very high and this reflected that ZACC should devise comprehensive strategies of improving the expertise in the public education department for its educational interventions to bear fruits.

5.5 Participants views on their participation in anti-corruption education

In this part of the study, I sought to establish the degree to which participants took part in public education on anti-corruption using different platforms. This data was generated through interviews only for an in-depth analysis. Participants had the privilege to cite platforms in which they took part in during anti-corruption public education. The table 3.0 below provides the participants' views on their participation in different anti-corruption platforms.

Table 3.1 The extent to which participants were involved in different platforms of anti-corruption education

Type of platform	Frequency (30)	Percentage (100)
Workshops & Seminars	20	66.7
Radio	27	90
Television	24	80
Exhibitions & Commemorations	21	70
Road shows & Road blocks	19	63
Website	28	93
Newspaper	26	86.7
Face book page	28	93.3
Institutional Round Table Discussions	16	53.3

5.5.1 Workshops and seminars

Accordingly, 20 (66.7 %) of the participants I interviewed disclosed that they took part in anti-corruption workshops and seminars and they spoke positively about their impact in anti-corruption education. One of the participants commented that:

These meetings were very helpful because we interacted with different people form different institutions, exchanged views and got clarifications on issues we had misconceptions', (I G).

Another participant reported that:

Workshops and seminars were characterised by high interaction between facilitators and participants. We shared information in a manner which was open for discussion, transparent and free from any threats to our peaceful living, (I C S).

However, 10 (33.3 %) of the 30 participants pointed out that although they were desirous to participate in workshops and seminars, they were not given that opportunity by their bosses. They argued that attendance to the ZACC workshops and seminars was characterised by a high degree of selectivity and usually those very close to management rotated chances to attend. I therefore, found out that whilst the majority of the participants had attended workshops and seminars, not everybody in the organizations had taken part in them. Some participants also hinted that some people in the same institutions had attended the same workshop more than once. Therefore, there was danger of recycling / retraining the same people due to gate-keeping tendencies practised by those in management positions in different institutions. This typically confirms the dominance of those in positions of authority over their subordinates as espoused by Marxist theory as discussed in chapter 2 of my study.

5.5.2 Radio

A total of 27 (90 %) of the participants had either listened to or participated in anti-corruption radio programmes. They spoke highly about the various anti-corruption programmes which were aired through the various radio stations. Some of the participants claimed that they had taken part through phone-ins or sending messages through Whatsapp, Facebook and other electronic means. One of the participants commented that:

I wish we could have more anti-corruption radio programmes in the mould of 'The Morning Grill' because in this programme we discuss 'hot' national issues and people are allowed to freely express themselves', (I G).

Other participants expressed interest in other radio programmes like, Wheels of justice, *Mumatare edzimhosva* (In the courts of law), *Zivai mutemo* (be acquainted with the law) and several others.

However, 3 (10 %) of the 30 participants revealed that they did not take part or listen to any radio programme on anti-corruption. One participant weighed in saying,

'I don't listen to the radio under the Zimbabwe Broadcasting Corporation because it produces highly censored programmes and therefore most of the programmes could be highly misleading', (I C S).

It is therefore clear that some of the participants did not like the ZACC's partnership with the Zimbabwe Broadcasting Corporation (ZBC) in educating the public on anti-corruption due to the mistrust and the differences in perception people had on the integrity of the national broadcaster. Some participants raised concerns that the ZBC appeared to be very sympathetic towards corruption perpetrators with strong links to the ruling party including top government officials and therefore they thought many people had deserted the ZBC in preference to foreign channels like Voice of America. The findings are in line with Giddens (2011) who says that those in control of the means of production have a strong influence in shaping the curriculum and they dictate the order of systems and processes in state owned institutions to their advantage.

5.5.3 Television

A total of 24 (80 %) of the participants had viewed the ZACC anti-corruption education programmes aired on national television. They also agreed that the television was one of the potent platforms for dispensing anti-corruption education

through its ability to provide sound and picture simultaneously. One participant had this to say:

> *I benefited immensely through the anti-corruption education programmes flighted by the Zimbabwe Television like Mai Chisamba Show, Economic Forum, Melting Point and others', (I G).*

While another participant weighed in saying, *'The television was used effectively to educate the public on current issues regarding anti-corruption'*, (I C S). When probed further, the participants gave examples of high-profile corruption cases that involved the disappearance of $ 15 billion worth of diamonds from Chiadzwa, the ZIMDEF saga, and several others which were carried by the Zimbabwe Television. However, 6 (20 %) of the participants pointed out that they did not get anything of educational value from the Zimbabwe television. Although these participants happened to be very few, I found their contributions to be very realistic. For instance, one participant argued that:

> *We don't watch Zimbabwean television because there is high censorship of information. We find foreign channels to be more informative and relatively balanced in terms of their programming, (I G).*

My findings on the televised anti-corruption education programmes were that all my participants were located in urban areas and the majority of them had migrated to foreign channels principally those run by DSTV through Multi-Choice Zimbabwe and so they had limited times to watch Zimbabwean Television. At the end of the day, the ZACC might have been doing a good job on Zimbabwean Television when the participants missed out while viewing foreign channels. The findings point at the relevance of the structural functionalist theory, where it emphasises the organic unity of society in order to satisfy the needs in a social system to work effectively, (Applebaum and Chamblis, 1995).

5.5.4 Exhibitions and Commemorations

Accordingly, 21 (70 %) of the participants took part in ZACC's exhibitions and commemorations which were planned to advance anti-corruption education. The participants gave examples of national premier events like the Zimbabwe

International Trade Fair, Provincial Agricultural Shows, United Nations International Anti-Corruption Day, African Anti-Corruption day and other crowd pooling events where ZACC was given slots to educate the public. One participant reported that:

> *The Zimbabwe Anti-Corruption Commission and its stakeholders mobilized the public to attend anti-corruption ceremonies and meetings at chosen venues where a variety of topics on anti-corruption were tackled for the benefit of the public, (I C S).*

The participants also agreed that the anti-corruption education championed by ZACC would involve lectures, music, poetry, drama to name but a few, which dove-tailed with a particular anti-corruption theme for each event. Exhibitions were also effectively used to offer individual and group anti-corruption education. To this end one participant commented that:

> *Exhibitions were quite useful in educating the public because apart from them being highly interactive they offered personalized engagement with the public and those who required anonymity had their points of discussion treated in confidence, (I G).*

However, 9 (30 %) of the participants pointed out that they did not take part in exhibitions and commemorations. They argued that commemorations and exhibitions required one to raise bus fare and in some cases entry tickets which were too expensive for most people. One participant had this to say, '*Most ZACC commemorations and exhibitions are held at distant venues which make them expensive to attend even if the desire to participate in them is there',* (I P).

My findings on public education on anti-corruption at exhibitions and commemorations were that these were ideal platforms for sound public education although very difficult to attend on the part of members of the public. These platforms were open to people of all age groups and they received appropriate moral education as advocated by Indati, (2015). The fact that the participants were meeting the costs in order to take part in exhibitions and commemorations produced a situation of the 'haves' and 'have nots' as explained in the Marxist theory. This resulted in some form of discrimination between the poor and the rich. Those who

could not raise the required money did not participate and therefore the ZACC needs to consider cost effective ways of engaging the public.

5.5.5 Road shows and roadblock campaigns

A total of 19 (63 %) of the participants agreed that they attended ZACC anti-corruption education road shows and road block campaigns which were arranged as part of anti-corruption education. One of the interviewed participants commented that:

> *Road shows and road block campaigns were widely used in raising*
> *public awareness on anti-corruption issues. The public was treated to*
> *a lot of funny as they participated in various anti-corruption activities*
> *planned for educational purpose, (I C S).*

I also found out that the participants were issued with reading materials and musical disks which they read and took home possibly to share with other people. I got the impression that this was one of the best ways to spread anti-corruption messages / education beyond the boundaries of those who attend. However, a total of 12 (40 %) of the participants expressed that they did not participate in road shows and road block campaigns. One participant had this to say, *'I attended road shows just to while up time because I had nothing to do at home',* (I G)*.* While another commented that*, 'People don't learn from road blocks, they just listen and receive reading material which they throw away as soon as they leave the road show site',* (I P). Some of the participants thought that it was very difficult to judge how much people learned from a simple talk at a road block.

While I understood the above sentiments by the participants it was equally important to mention that the whole idea and objective of the public education on anti-corruption was not necessarily to test participants in a manner that teachers would do to a class of learners, but rather to influence behavioural change in such a way that people would shun and reject corruption. This is supported by Stahl, (2018) who postulated that public education on anti-corruption should be aimed at changing people's behaviour towards shunning corruption.

5.5.6 Website

The website was one of the latest platforms that the ZACC employed in educating the public on anti-corruption. Out of the 30 participants 28 (93 %) agreed that they participated in anti-corruption education through the ZACC website through reading and sharing information. One participant commented that:

> *We read about different anti-corruption topics and we in turn contributed on matters relating to new types of corruption, trends, sharing anti-corruption experiences and giving corruption preventative tips to the public, (I G).*

Against this backdrop, 2 (6.7 %) of the participants pointed out that they did not use the ZACC website and were not sure that there was something that could effectively educate the public on anti-corruption. One of the participants had this to say, *'I have tried the ZACC website on several occasions and found out that it has very little that it offers for educational purposes',* (I P). Some of the participants weighed in saying that the ZACC's website needed to be enriched with recent content and should also cater for all the age groups in society. Finally, one participant argued that:

> *The website is still an elitist platform which is more accessible to the rich as the majority of the people are finding the cost of data very prohibitive in Zimbabwe, (I C S).*

I got the impression that the internet was an important educational platform which most Zimbabweans were keen to exploit. The government of Zimbabwe has assisted the public tremendously through the establishment of e-governance structures and policies. The coming in of smart phones and improvement in internet connectivity had eased the problem of access to the internet to many people. These positive developments are in agreement with Aladwani, (2016) who says that the fastest and convenient method to interact with the public nowadays is through the internet. The participants however, bemoaned the high cost of data which they claimed to be a stumbling block to the greater majority of internet users who wanted to actively participate in anti-corruption education in Zimbabwe.

5.5.7 Newspapers

Out of the 30 participants I interviewed, 26 (86.7 %) agreed that they had read several articles on anti-corruption in various tabloids and that they would not want to miss certain columns which covered anti-corruption issues. The participants explained the range of stories covered by various newspapers starting from anti-corruption tips, court reports and several other columns that spoke on commercial crimes in general. One participant commented that, *'I like the way in which various newspaper carried stories on corruption and anti-corruption',* (I G). When asked to explain, the participant showed that she had followed on several stories that made headlines and some of the topics that appeared in certain columns of some major newspapers on the fight against corruption. Another participant was greatly concerned about the delays that characterised court cases on corrupt suspects and had this to say:

> *Our newspapers are doing a great job on sensitising the public on anti-corruption but I am not happy about the slow pace that characterise court processes with regards to handling of corruption cases, (I G).*

Other participants spoke highly of the use of newspapers in anti-corruption education saying that the newspapers might be shared by many people at the work place, home or in the remoter parts of the country where there is no internet connectivity, radio and television coverage. In agreement with the above Sarmini, et al, (2018) comment that written material is vital in every community to spread crucial information to the public be it in developed or developing countries.

However, 4 (13.3 %) of the participants said that newspapers did not help much as an anti-corruption education platform. They argued that a daily newspaper cost a dollar a copy and the majority of people in Zimbabwe could not afford a dollar every day to buy one. One interviewee had this to say, *'Newspapers are an effective educational method to people who are literate and can afford the money to buy them',* (I G). The participant was also concerned about certain people who were not able to read either because they were not educated or simply, because they were blind. What came out clearly was the point that media houses should write newspapers in local languages as well as providing newspapers in braille to cater for

the blind so that every person has equal opportunities to take part in anti-corruption education. The above findings are in line with the assertion by Schmidt and Moroff, (2012), that transformative education (public education) should involve all echelons of people in society cutting across age, gender and social status (including levels of disability).

5.5.8 Face Book

I went on to investigate the extent to which the participants were using the ZACC Face Book page to learn and contribute to various anti-corruption issues. A total of 28 (93.3 %) had participated in anti-corruption education via the Face Book. One participant pointed out that:

> *The Face Book has facilitated the sharing of anti-corruption education immensely because one can access the Face Book at any time of the day and can actively participate in discussions there on,* (I C S).

This idea was put differently by another participant who argued that:

> *The Face Book can be used to actively interact with ZACC public education officers through asking questions or even giving suggestions to assist other Face Book users on preventing and combating corruption,* (I P).

My findings were that 93.3 % of the participants had smart phones and or computers, and they could easily exploit the Face Book for as long as they had data bundles to do so.

However, 2 (6.7 %) of the participants did not participate in anti-corruption education through the Face Book. Chief among the several reasons they gave were that they could not afford computers and smart phones to go on Face Book. While on the same point another participant commented that, *'It is very expensive going on Face Book and I would rather listen to the radio for any such programmes',* (I G). Other participants thought that the Face Book was largely followed by the younger generation rather than the elderly people like them. They regarded the Face Book as a platform associated with child talk and promiscuous behaviour and therefore not

suitable for elderly and respectable people. These observations in my opinion proffered advice to the ZACC to devise other educational platforms that could cater for those who were not in favour of using Face Book.

5.5.9 Institutional Round Table Discussions

A total of 16 (53.3 %) of the participants agreed that they had taken part in institutional round table discussions at different venues. The percentage of those who attended was slightly above one half. This means that a lot of people had not been accorded the chance to attend institutional round table discussions. One participant commented that, *'Such meetings are normally reserved for managers and close associates of the bosses',* (I G). I got the impression that the managers in institutions took turns or simply rotated themselves to attend the anti-corruption discussions. When asked further, if those who attended would cascade the information to other members of staff one participant replied:

> *They don't! The best they can do is just to mention that they attended*
> *an anti-corruption dialogue and that posters will be put at various notice*
> *boards for all to read or they just distribute reading materials, (I P).*

The scenario above clearly shows that while the objectives of public education on anti-corruption were to empower everybody so that there was a shared vision on the prevention and combating of corruption, there were administrative structures and systems that impeded the whole process. One participant who was a manager had this to say, *'We do not trust subordinates to participate in these discussions because they usually raise false allegations on management',* (I C S). In my opinion, I conceived that for as long as management had this level of gate-keeping behaviour which was quite retrogressive and dysfunctional, it remained a tall order for public education on anti-corruption to break these deliberate barriers set by management. The findings agree with Chapman, (2002) that corruption was being promoted through gate-keeping by top managers in some institutions. However, the same findings contradict with Schmidt and Moroff, (2012) who thought that people of

different social status can effectively participate in one anti-corruption education platform regardless of who they are.

5.6 Participants' perspectives on the improvement of anti-corruption education

In this segment, I present findings from the participants on what they envisaged could improve the ZACC's public education on anti-corruption. The data was generated through a questionnaire and interviews. Table 3.2 shows participants' views on the need for an anti-corruption policy.

Table 3.2 Participants' views on the need for an anti-corruption policy

The need for a National Anti-Corruption Policy	Frequency	Percentage
Agree	54	90
Not sure	0	0
Disagree	6	10
Total	**60**	**100**

Out of the 60 participants who completed the questionnaire, 54 (90 %) were agreed that the ZACC needed to spearhead the development of a National Anti-Corruption Policy which would guide all the anti-corruption activities within the borders of Zimbabwe. The idea was support by 27 (90 %) of the 30 participants I interviewed who reported that the development of a National Anti-Corruption Policy was a welcome move in the right direction for Zimbabwe. They further argued that the policy would go a long way in assisting the Commission to craft an educational strategy which would compel all institutions and individuals to conform to agreed principles and standards relating to anti-corruption. One of the interviewees

commented that, *'The reason why Zimbabwe is failing to curb corruption is because we have no policy on anti-corruption and it means that we do not have the direction at all',* (I C S). The sentiments by this participant smacks in the face of the management at the ZACC as to what they have been doing for the past fourteen years and yet other commissions like the Gender Commission which started recently have made great strides in meeting some of these basic requirements. Another participant pointed out that, *'The failure to have a National Anti-Corruption Policy by ZACC shows the level incompetence inherent in the Commission',* (I P). It is my finding that the majority of the participants agreed that an anti-corruption policy had the capacity to give a renewed impetus on anti-corruption education activities nationally and therefore its development was long overdue.

Out of the 60 participants who completed the questionnaire, 6 (10%) disagreed with the point that an anti-corruption policy document would improve the ZACC's public education on anti-corruption through giving out guidelines on combating corruption. The point was shared by 3 (10 %) of the participants I interviewed and one of the participants argued that:

> *ZACC must not waste time and resources on producing useless documents when the country is 'burning' with corruption. They should focus on hiring qualified staff and source for extra funding to widen the scope of its public education, (I G).*

Another participant commented that:

> *ZACC should not waste resources on unnecessary office documents like a National Anti-Corruption policy document which are not necessarily part of the anti-corruption education curriculum, (I P).*

The contributions by the participants were quite understandable but I felt that in line with international best practices in combating corruption, the development of such strategic documents was not a matter of choice but priority. This study therefore, established that the majority of the participants required the Zimbabwe Anti-Corruption Commission to produce a National Anti-Corruption Policy and

disseminate it widely throughout the country as a way to invigorate public education on anti-corruption.

I went on to establish whether there was need to institute an anti-corruption education across all age groups in Zimbabwe.

Table 3.3 The need to have anti-corruption education across all age groups

Need for Anti-Corruption Education across all age groups	Frequency	Percentage
Agree	60	100
Not sure	0	0
Disagree	0	0
Total	**60**	**100**

On this question, all the participants who contributed through the questionnaire and interview agreed that the ZACC should come up with an educational programme which caters for all age groups. One interviewee suggested that, *'Anti-corruption education should start from kindergarten up to tertiary level and there must be learning activities carefully selected to suite each age group'*, (I G).

Another participant commented that:

Corruption was now deeply rooted in society and has become part of the people's culture where children are being initiated in at very tender ages. Therefore, even the adults need to be reminded by their own children that corruption is not only a crime but a sin before God', (I C S).

Other participants weighed in by saying that corruption had grown to be a huge problem which required a multi-disciplinary approach to decisively deal with in the country. In agreement with Komalasari, and Saripudin, 2015) some of the participants were of the view that anti-corruption education should be mainstreamed in the formal school curriculum and they encouraged the ZACC to work out modalities on which they could request the Ministry of Primary and Secondary together with Higher and Tertiary Education on how they could include anti-corruption education in the existing curricular.

All the participants shared the view that the two education ministries could have Anti-Corruption Education as a stand-alone subject or have it integrated in the already existing subjects. One participant commented that, *'It is high time that we must have Zimbabwean colleges and universities offering diploma and degree courses in anti-corruption, (I G).*

While another participant pointed out that:

We are grateful that some of the universities in Zimbabwe are already offering courses like Business Integrity, Business Ethics, Good Corporate Governance to advance the idea of anti-corruption and the prevention of malpractice in the business sector' (I P).

However, there were other participants who were opposed to the idea of confining issues of good corporate governance and other anti-corruption courses to students doing business degree courses only. Accordingly, one participant commented that, *'Corruption knows no boundaries and therefore it is prudent to have anti-corruption courses in all degree and diploma programmes', (I C S).*

Most participants agreed that even those students who major in History, Shona, Ndebele, Mathematics or any other none business programmes were eventually found at the helm of organizations in which they were expected to practise good corporate governance and uphold business ethics. This view is shared by (Wan and Sirat, (2018) who pointed out that a good education programme should contribute towards nation building through providing correct knowledge, skills and attitudes. The participants saw nothing wrong in teaching governance issues even in local languages. Therefore, my finding was that the participants expected the ZACC to initiate educational programmes at all levels which would promote anti-corruption.

I found it necessary to inquire about the importance of using modern technology in anti-corruption education. Table 3.4 summarised the participants' contributions on this aspect.

Table 3.4 Participants' views on the use of modern technology in anti-corruption education

Use of modern technology in anti-corruption education	Frequency	Percentage
Agree	52	86.7
Not sure	0	0
Disagree	8	13.3
Total	**60**	**100**

Out of the 60 participants who completed the questionnaire, 52 (86.7%) agreed that there was need to embrace new technology in anti-corruption education nowadays. They urged the ZACC to incorporate internet-based methods like website, whatsapp, Facebook, Instagram, youtube and other platforms which were no longer a choice

these days. While, 8 (13.3 %) of the participants were opposed to the view. On the other hand, 27 (90 %) of the participants I interviewed, agreed that there was a paradigm shift towards the use of electronic platforms of engaging the public on social and economic issues. One participant commented that, *'If you want to find where people are today and engage them, go to the electronic platforms',* (I G). In the same vein another participant pointed out that:

> *The cyber space is a strong and robust platform which can be utilized to educate the public in real time irrespective of whether it is during the night, day, weekend or holiday, (I C S).*

In my opinion the participants were in agreement that internet-based methods usually invite active participation from the public through contributions they make via e-mail, cell-phone messages, voice calls, videos and others which the ZACC might take advantage of to promote anti-corruption education. These findings were in agreement with Bertot, Jaeger and Grimes, (2010) who said that people needed to realise that they were in new times of information technology, mass media and electronic systems of governance that would not pay tribute to very archaic, slow and conservative systems of education or information dissemination. In my opinion, the ZACC needed to quickly embrace the nascent approaches in information, communication technology and select best suited platforms for each age range of the public and package it.

The next part of the study sought to establish the extent to which an effective investigation strategy could assist public education on anti-corruption. Table 3.5 shows participants' contributions in this regard.

Table 3.5 The need for thorough investigations and prosecution

Need for thorough investigations and prosecution	Frequency	Percentage
Agree	60	100
Not sure	0	0
Disagree	0	0
Total	**60**	**100**

All the participants who completed the questionnaire and those who were interviewed were in agreement that the ZACC's public education drive needed to be supported by a strong investigation and prosecution strategy so that the public was convinced that at the very end of it all corruption was punishable. A participant I interviewed argued that, *'There is need to reinforce what is taught with deterrent measures or punishment so that the offenders do not get tempted to repeat',* (I P). In the same vein another participant commented that:

> *Fighting corruption is almost equivalent to a real war situation. You cannot simply win a war through education alone without creating uncomfortable zones for the corrupt, (I G).*

By and large the participants spoke with one voice that it was meaningless to find out that some corrupt individuals had the audacity to brag about of being corrupt. These remarks were in reference to a former Minister of Higher and Tertiary Education, Professor Jonathan Moyo who boasted that he played Robinhood who robbed the rich to cater for the poor when he was adjudged to have misappropriated Zimbabwe Manpower Development Funds (ZIMDEF) in the year 2016, (Mambo, in the Zimbabwe Independent, 7 October 2016). They explained that the arrogance exhibited by the then minister was in fact a provocation of the Zimbabwean laws and

gave sufficient evidence to show the near absence or lack of political will to combat corruption at the highest level. Some of the participants were quick to comment that the law should be applied universally across the board and that all those who cross the red light must be brought to account for their corrupt actions, and only then can we have a public education that was anchored on reality. These findings concur with Chapman, (2002) who argue that when top leadership was corrupt, it lacked the moral platform to demand honesty in others. The finding is consistent with Scaefer, (2006) who argues in the Marxist perspective that the rulers manipulate systems and procedure to their benefit. This means that it was equally very difficult to uphold honest practices where the top management believed that public office jobs were an opportunity to accrue personal wealth through the manipulation of the systems.

On the issue of prosecution of corruption suspects, all the participants agreed that the delays and inefficiency characterising the Zimbabwean courts of law were quite astounding. As one participant put it, *'We have corruption suspects whose cases are continuously postponed even in situations where the evidence is undeniable',* (I G). When probed, the participant made reference to cases involving politicians and high-ranking officers in government. Another participant commented that courts had been showing lenience to some corrupt individuals by passing light sentences some of which included none custodial sentences like community service where ordinary persons would be sentenced to custodial prison terms. It is my finding here that thorough investigations and prosecution of corruption suspects would go a long way in assisting an effective public education on anti-corruption.

The next question sought to find out the efficacy of research in informing public education on anti-corruption. Table 3.6 shows participants' views on this question.

Table 3.6 The need for a research driven public education.

Need for a research driven public education	Frequency	Percentage
Agree	60	100
Not sure	0	0
Disagree	0	0
Total	**60**	**100**

All the 60 participants agreed that public education on anti-corruption should be factual, well researched and should provide answers to current social and economic challenges which the public is experiencing in Zimbabwe. Among the 30 interviewed participants, one had this to say:

It is not educationally sound and sustainable to run an education system whose roots are not grounded on research because there are high chances of addressing the problem erroneously, (I P).

Another participant commented that:

The whole nation has no answers as to what really is causing the demise of industry in Zimbabwe between poor government policies and corruption and if both are to blame therefore corruption should be influencing the formulation of the poor government policies, (I C S).

The participants were in agreement that ZACC needed to undertake continuous research in enriching its public education covering critical issues for example, illicit financial flows, how it happens, its effects and possible preventative measures that should be put in place. In agreement with the finding, Deliversky, (2016) posits that an effective civic education programme should be supported by a strong research and development strategy and should target to proffer solutions to issues that

emanate from the community. The research and development strategy should be well funded to enable the ZACC to timeously rebrand its educational strategy if the anti-corruption drive is to remain relevant and effective.

This study also considered that an effective public education on anti-corruption required the Zimbabwe Anti-Corruption Commission to be accorded with explicit arresting powers. The following Table 3.6 contains participants' contributions on this.

Table 3.7 The need for ZACC to be accorded arresting powers

Need for arresting powers	Frequency	Percentage
Agree	60	100
Not sure	0	0
Disagree	0	0
Total	**60**	**100**

All the 60 participants who completed the questionnaire and those who participated in interviews (100 % in both cases) agreed that there is need to accord the Zimbabwe Anti-Corruption Commission arresting powers if its public education on anti-corruption should bring in quick and positive results. One participant I interviewed pointed out that:

> *Some anti-corruption agencies have been accorded arresting powers and the public education in their jurisdictions make better sense unlike the Zimbabwean situation where the public is taught that ZACC requires the assistance of the police to effect an arrest, (I G).*

Another participant argued that:

We have heard of cases where the police refused to effect arrest of suspects on behalf of ZACC and we have also heard about the Police turning against the ZACC officers in some corruption cases, (I C S).

This participant made reference to an article which was published in The Independent of 13 July 2014 when ZACC was barred from seizing documents at Zimbabwe Mining Development Corporation in Harare. In this case in point, tables were turned against the ZACC and its management was arrested instead of the intended culprits. The participants were concerned that the ZACC should not rely on the police when it comes to arresting suspects because the police were under a different command and they might not share common interests in certain corruption cases with the ZACC. In the same vein, the country should have an anti-corruption strategy which would be shared among all individuals and across all institutions such that all the players in the anti-corruption or criminal justice delivery system should speak with one coordinated voice. The participants acknowledged that once all the strategic institutions assigned to combat corruption were educated sufficiently, it would become easier to educate the public and convince them during public education fora that the courts would deal with corrupt offenders as guided by the laws of the land as opposed to President Robert Mugabe's dispensation where all corrupt influential suspects (heavy weights) had at some point their dockets queuing at the Constitutional Court. The participants also said that the Constitutional Court seemed to be in no hurry to deal with the cases particularly those relating to corrupt politically connected individuals. The sentiments by the participants were also shared by Mutondoro, Ncube, et al (2015) who explained that political will is a missing element in Zimbabwe's justice delivery system given that the majority of the suspects who committed grand corruption happened to be the same people entrusted with upholding the rights, policies and laws which they violated with impunity for personal gain. Thus, the participants strongly suggested that the politicians and policy makers needed to lead by example and take a leading role in anti-corruption education as they had done with family planning, the six killer diseases, voter education (which puts them in political offices), HIV/AIDS education to name but just a few of them. Therefore, my finding was that, if the ZACC was accorded arresting powers, this might bolster the delivery of anti-corruption education throughout the country.

The last part on this section sought to find out whether there was need for institution-based integrity committees as a platform for public education on anti-corruption. Table 3.8 shows participants' contributions on this issue.

Table 3.8 The need to establish integrity committees

Need for integrity committees	Frequency	Percentage
Agree	48	80
Not sure	5	8.3
Disagree	7	11.7
Total	**60**	**100**

Out of the 60 participants who completed the questionnaire, 48 (80 %) agreed that integrity committees in institutions would be very helpful in delivering public education. However, 7 (11.7 %) of the participants dismissed the idea of having integrity committees while 5 (8.3 %) expressed that they were not sure whether integrity committees were useful in anti-corruption education. Out of the 30 participants I interviewed, 25 (83.3 %) agreed that the establishment of integrity committees was crucial in sustaining an effective anti-corruption education in every institution. The participants argued that workmates understood one another in preventing corruption. One participant commented that:

> *The Integrity committee may also be tasked to enforce institutional anti-corruption policies by encouraging transparency and accountability at various levels, (I P).*

When asked to explain further on what they thought the duties and responsibilities of integrity committee should be, the participants gave the following:

- Teaching other employees on maintenance of good corporate governance across departments and divisions.

135

- Monitoring the implementation of agreed ethics and practices.
- Implementing an institutional whistle-blower system by using suggestion / information boxes.
- Liaising with the Zimbabwe Anti-Corruption Commission for technical advice and materials.

The participants in a way agreed with Karklins, (2005) who stipulated that the reason why corruption was a "sticky" problem was that none of the "players" in the "game" of corruption had reasons to stop indulging in corruption. This meant that corrupt people needed to be educated on the benefits that accrued to them, the institution they work for and the country at large. They also needed to be convinced of having alternatives they could lean on in the event that they stopped to engage in corruption for a living. Another participant summed it all by commending that:

> *If we constantly remind one another to be ethical, transparent and accountable in all our day to day activities, there will be plenty for all of us to share and benefit from, (I G).*

However, 5 (16.7 %) of the participants I interviewed were not in favour of the establishment of integrity committees. One interviewee explained that, *'We should leave education to schools and colleges and be more serious with corruption investigation and prosecution',* (I P). Another participant argued that, *'The best way to teach a corrupt person is to send him / her to prison',* (I C S). While I believe these contributions might be correct, as a researcher, I stand guided that not all of the people who were convicted and jailed had reformed in terms of their criminal behaviour. I was also convinced that prevention was one key aspect in combating crime and it was even better in that the ZACC reduced on wasting resources it would normally require to chase after the corrupt if the idea was taken on board. Therefore, there was need to establish integrity committees largely for educational programmes that should benefit the individuals, institutions and government in preventing corruption.

5.7 The expected role of critical stakeholders in anti-corruption education

This segment sought to establish what critical players like the government, parliament, civil society, educational institutions, traditional leadership and others should do to support public education on anti-corruption in Zimbabwe. These findings were confined to the interviews I conducted with the 30 participants.

5.7.1 Government of Zimbabwe

All the participants agreed that the government should be fully responsible for creating a conducive environment for the amplification of all anti-corruption education programmes. The participants also concurred that for a start, anti-corruption education should be compulsory to all public service employees on entry into the service and then continuously after confirmation of employment contracts. In support of the later, one participant pointed out that:

> *All new entrants to government institutions must undergo an anti-corruption orientation and should be continuously staff developed during their period of employment, (I G).*

In my view, the participants were advocating for compulsory anti-corruption education to all the public service employees so that the workers would be constantly updated on corruption preventive measures. The participants were also agreed that the government should not consider employing anybody who had been convicted of a corruption offence. They recommended that all candidates willing to compete for political posts should undergo security vetting and be dissuaded to participate in elections if they are found to have a criminal record. Those who are found to be corrupt should never be given a second chance. They went further to suggest that if a cabinet minister is suspected of being corrupt, he / she must be suspended from duty until he / she is cleared by the courts of law. They thought that such a stance eventually motivates cabinet ministers and all government employees to seriously encourage staff to participate in anti-corruption education in their departments. The findings are in line with Giddens, (2011) who said that parts of a

given society need to work together just like the parts of a human body do for the benefit of the whole society.

The participants also raised the issue that the Zimbabwe Anti-Corruption Commission public education on anti-corruption is poorly funded to the extent that even well-planned educational programmes fail to take off the ground. They gave examples of some of the educational meetings which ZACC had arranged and advertised, but failed due to budgetary constraints. These included meetings with Zimbabwe Republic Police in Mashonaland East province, Harare and Chitungwiza Ministry of Youth officers, residents' associations in Harare, trainee teachers in all teachers' colleges just to mention a few. Therefore, the participants urged government to assist in sourcing material support from development partners like United Nations Development Programme, European Union and others to enable the ZACC to meet its public education obligations throughout the country.

Most of the participants agreed that the government should mainstream anti-corruption education into all its structures and processes as a way to improve service delivery to the public and also raise stakes for compliance in all public service points. To this end, one participant commented that:

> Corruption is a social and economic problem which needs to be prevented if a country is guaranteed to develop. It follows that the government should prioritise anti-corruption education in order to raise public awareness as well as educating the public on strategies to prevent corruption, (I P).

It is at the backdrop of this analysis that participants felt that anti-corruption education is more than just a want but a need if Zimbabwe is to restore its enviable culture of hard work and become a global player in trade and development. This point was equally shared by Sarmini, et (2018) who pointed out that we need to educate our people on anti-corruption so that we break the wrong culture of inculcating bad norms and values which characterise the general behaviour of the product of our school system. This means that if Zimbabwe is able to reduce on its corruption perception index, it then puts the country at a better pedestal to attract investment which in turn assists in the revival of industry and the creation of job opportunities.

The participants also went further to highlight that the government of Zimbabwe needs to borrow some good practices from other jurisdictions where public education on anti-corruption had proved to be successful. They cited the examples of Japan where it was government policy that every entrant into any public service job should undergo anti-corruption orientation before signing an employment contract. The efficiency of the Japanese anti-corruption system was believed to be one of the best globally. To this end, one of the participants argued that:

> *The Japanese have an effective anti-corruption public education, well-oiled investigations machinery with arresting powers and efficient courts that pass deterrent sentences such that very few people aspire to be corrupt, (I C S).*

I take the view that the Japanese strategy of combating corruption offers a good template for developing countries like Zimbabwe to improve on educating the public on anti-corruption. This was also supported by a participant who suggested that:

> *Government can host seminars and workshops on anti-corruption for its different departments, however, unless all the permanent secretaries are compelled to lead by example, most employees will always have excuses for not attending, (I G).*

Finally, government should reign in on its traditional leadership (chiefs, village heads) who are in the habit of demanding bribes even for the smallest things like availing themselves to their subjects. Since the traditional leadership is on government pay roll already, the participants felt that it is criminal for them to ask for bribes in form of cattle, goats, chicken and money from their subjects. They argued that it was not a Zimbabwean culture to fleece others, instead chiefs were known to feed the poor and strangers in the past which implied that they were not driven by greedy but they exemplified ethical and dignified servant leadership while the Zunde Ramambo (*Feeding programme for the poor and destitute*) concept depicted that traditional leaders were selfless and caring for the strangers and homeless.

5.7.2 Parliament of Zimbabwe

Out of the 30 participants I interviewed, 29 (96.7 %) were in agreement that parliamentarians have a duty to craft laws that give sanction to the commission of corruption in the country. The laws they produced should not be subject to various interpretations such that they leave the courts of law in a quandary to an extent that courts have to depend on implied meanings. One participant explained that:

> *In the case of Jonathan Moyo and Godfrey Gandawa, the lower court approved their application to the Constitutional Court on whether ZACC had arresting powers to which the Constitutional Court ruled in favour of ZACC and ordered their trial back at the magistrate's court, (I G).*

The participant questioned the existence of the differences in interpretation on some of the national laws and he expressed that parliament should help in crafting laws which were easy to interpret and enforce. By so doing Parliament would have laid a good foundation on which an effective public education on anti-corruption could be built. The Daily News 12 June 2016 quoted one judge as saying that, *'One cannot be expected to be a cook in a kitchen where one has to ask for water and mealie-meal'.* The learned judge made reference to a matter brought by a suspect who was challenging the constitutionality of his arrest by ZACC after the lower court had recommended the case to the Constitutional Court. It is my view that the participants felt that they were being taken for granted by the parliamentarians who seemed to be celebrating the confusion they create. In my opinion, the parliamentarians needed to be people with expertise in making laws and on that basis, the ZACC could come up with educational programmes which are legally sound and with definitive answers to all situations that might arise during the educational sessions.

The participants also observed that parliamentarians were people's representatives chosen through an election in their different constituencies. It followed that they were always in constant touch with the electorate and therefore they should be exemplary in shunning corruption. The participants also agreed that legislators should spearhead anti-corruption campaigns in their own constituencies and possibly collaborate with the ZACC in educating the electorate. One participant commented that:

Legislators must lead by example and they should denounce corruption at every political meeting they hold in their constituencies. In Zimbabwe, legislators are suspected to be the chief corruption perpetrators as they openly bribe the public using food, clothes, beer or promise them jobs in government departments during political campaigns, (I P).

However, one (2.3 %) of the 30 participants I interviewed boldly said that that parliamentarians were among the most corrupt people in Zimbabwe. He cited that most of them were in parliament after rigging elections, through bribing the electorate. The participant cited a case in which several legislators were arraigned before the courts in 2013 when they were alleged to have misappropriated the Constituency Development Fund (CDF). The government went on to give a moratorium for the ZACC to stop the investigations and arrest of parliamentarians until a national audit of all the constituencies was carried out. Six year later, the parliamentarians still have not been fully investigated and as such, they have not been brought before the courts. To this end, one participant commented that, *'Tasking a legislator to speak against corruption is like sending an arsonist to put out a raging fire or rather sending a mosquito to cure malaria',* (I C S). Although this was the case, I believe that the legislators should be actively involved in educating the public on anti-corruption and that they could provide a rare platform to the ZACC to educate the people in their different constituencies as long as the ZACC would remain non-partisan and discharge its duty without fear or favour.

5.7.3 Civil Society Organizations

I included the participation of civil society organisations in this study with the realisation that they were also very active and vocal on issues relating to good corporate governance. However, the views represented here were not solely of those from the civil society but were generated from a cross section of three distinct groups namely; government, parastatals and civil society organisations as I stated in section 4.3 of the Methodology.

From the 30 participants that I interviewed 27 (90 %) agreed that civil society organisations should collaborate with the ZACC in crafting and implementing an effective public education on anti-corruption. One participant commented that:

> *The civil society knows better the societal requirements regarding public education on anti-corruption because they stay, work and live with the people. Therefore, they are in a better position to assist on educating the public on anti-corruption, (I C S).*

However, this idea was heavily disputed by another participant who argued that:

> *Civil society organizations have no interest at heart of the people they claim to know better. They are political agents for various opposition parties with a regime change agenda, (I G).*

The participants also explained that some of the civil society organizations had no good relations with the government after they over stepped and delved into political issues and were labelled 'agents of regime change' whose mandate was believed to prop up some opposition political parties. Nyakazeya, (30 May, 2013 in The Financial Gazette) quotes the then Governor and Resident Minister for Bulawayo province, as having said, the Non-Governmental Organisations were part of the regime change agenda. He went on to claim that he had information that proved their source of funding ostensibly to campaign for the opposition party, the Movement for Democratic Change led by Mr Morgan Tsvangirai. In this regard, a participant commented that:

> *I still remember very well that the ZANU PF government made frantic efforts to ban the non-governmental organizations back in 2004 by proposing to enact an NGO act which was expected to have sweeping powers that would interfere with the operations of the NGOs through a government appointed NGO council, (I P).*

The participant went on to explain that the proposed NGO act failed to take off the ground as it was resisted locally and internationally because of its perceived shortcomings which were thought to be at cross purpose with the country's obligations under international human rights laws, (www.financial gazette.co.zw). To this date, all civil society work continued to be treated with great mistrust by the

ruling party and the ZACC needed to be very cautious in engaging and collaborating with them in its public education. I could not pursue some of these sentiments as I felt that they were a bit outside the scope of this study although it was quite apparent that the contributions were loaded with political overtones. However, the majority of the participants went further to suggest that civil society needed to work with ZACC during researches and anti-corruption campaign programmes so that there was little or no suspicion between them and the ZACC. They suggested that the involvement of civil society could then be regulated by signing memoranda of understanding so that there were clearly stipulated parameters within which they could collaborate with the ZACC.

The participants also raised the point that civil society organizations might assist in funding the development of anti-corruption curriculum and resourcing the ZACC's public education. This was very crucial particularly in helping Zimbabwe to realize the Sustainable Development Goals with special reference to SDG number 16 which spells out the need to:

> *promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels, (United Nations Sustainable Development Goals).*

The Participants were of the view that, civil society should ensure that Zimbabwean institutions needed to be assisted to have robust systems and procedures at all levels which were impervious to corruption through facilitating and funding workshops and seminars on anti-corruption with different stakeholder organizations and individuals. The expertise of the civil society organizations, some of which were international in scope like Transparency International Zimbabwe, might chip in with technical know-how on research, planning and development of public education on anti-corruption, (Chapman and Linder, 2016). Such organizations have offices in 180 countries globally and they might be useful to the ZACC on best practices in executing an effective public education system on anti-corruption.

However, 3 (10 %) of the interviewees pointed out that the ZACC should not delegate its duty to third parties, (Civil Society Organisations). They demanded to know what the ZACC had done with the yearly budgetary allocations they received

from Treasury. In my opinion, these views were very relevant and realistic and the ZACC needed to improve on its visibility, efficiency and should be accountable on its budgetary issues before it could raise questions on the integrity of other institutions or individuals. This level of transparency and accountability is necessary for the ZACC to attract extra funding which might be very useful in educating the public on anti-corruption.

5.7.4 Schools and Colleges

I went further to find out the extent to which schools and colleges could have assisted in inculcating anti-corruption values in the learners. All the participants agreed that schools and colleges were an important structure for disseminating anti-corruption education through mainstreaming anti-corruption in the existing curricular. One participant pointed out that:

> *We wonder why anti-corruption is not formally taught in schools and colleges when HIV / AIDS, Drug abuse and other concepts are being taught and they are regarded as a cross-cutting issues in the civil service,* (I G).

Another participant commented that:

> *We need teachers' colleges to include anti-corruption education in their modules for trainee teachers. This empowers the teachers to competently teach anti-corruption education,* (I P).

I also observed from the participants' contributions that colleges and universities had diploma and degree programmes available to students but very few of them had content that subscribed to good ethics, integrity, good corporate governance and or general management. While the courses were good, the participants were disturbed by their silence in addressing specific issues on anti-corruption although they reported that hardly a month would pass by before a school head, teacher, manager etc is reported to be under investigations on charges relating to corruption or other improprieties. The findings were in agreement with Mutondoro and Gweshe, (2015) who stated that school heads and teachers were cashing in on leaking examination

material to students, asking for bribes to facilitate securing places / vacancies and or even being paid in order to pass certain students. They explained that teaching was a job normally taken by people who come from poor families, and it was then tempting to have a teacher superintending over huge school financial incomes when he / she earned a paltry five hundred dollars a month. Thus, colleges should prepare teachers for their future roles as heads of schools adequately through incorporating anti-corruption in the school curriculum.

The participants also expressed their worries on why anti-corruption was not being taught formally in schools when other social issues of concern like drug abuse are covered in the Social Studies syllabus at primary school level. Accordingly, one participant observed that:

> *The biggest threat to social and economic development is corruption and that is why schools and colleges have to play their part in researching and teaching students in order to influence behavioural change towards anti-corruption, (I G).*

These contributions from the participants were shared by Rothstein, (2007) who said, if we need to change people's behaviour towards anti-corruption, we need to bring the innovation through the formal educational curriculum. I got the idea that to have a positive impact towards anti-corruption, there was need to mainstream anti-corruption education in the existing formal curriculum. This should start with the preparation of all teachers and then we should teach students at all levels of learning.

5.7.5 Chiefs and Village Heads

I sought to find out the role that traditional leadership played in anti-corruption education. This section presents the findings from the 30 participants that I interviewed. 24 (80 %) of the participants agreed that traditional leadership had a duty to take a leading role in raising anti-corruption awareness among their subjects. One of the participants commented that:

Chiefs and village heads should work with relevant bodies in raising public awareness on matters of concern like corruption. They should be exemplary in shunning corruption as well as taking a firm stand in raising anti-corruption awareness among their subjects, (I P).

The participants went on to cite some of the materials that chiefs and village heads could distribute and these included simple flyers, brochures, journals or bulletins that give timely updates on corruption prone areas, types of corruption, who is affected by corruption and how to prevent the temptation of corruption. The points above are supported by Deliversky, (2016) who advocates for the use of varied methods in raising public awareness as a means to instil appropriate attitudes.

However, 6 (20 %) of the participants pointed out that chiefs and village heads were the most corrupt people in society. They explained that many a time they were caught in the spider-web of corruption when they abused their power / authority to the extent of demanding kickbacks openly. Accordingly, a participant argued that:

Some of the traditional leaders are well known for unfairly distributing resources like drought relief food, agricultural inputs, selling pieces of land and other materials which should be given free of charge to the people, (I C S).

To this end, the participants commented that the traditional leaders were pampered with undeserved gifts which subjects had to pay in order to 'buy' their security in case they might be removed from social welfare list of beneficiaries. This practice of giving gifts had often been used to mask a corrupt practice disguised as a legitimate and cultural expectation, (Beuselinck, et al, 2017). It was regrettable that the prevalence of these practices usually resulted in teaching their own children that they can extort subjects of their resources through giving illegal threats, withholding services and or resources, (Chapman, 2002). The participants also pointed out that the traditional leadership was highly partisan to the extent that subjects were instructed to support the ruling party if they wanted to benefit from government resources they were in control of. Some of the traditional leaders were on record of having expelled subjects whom they had suspected of being members of an opposition political party. Hence one participant commented that:

These are people who have been heavily bribed and will do anything to maintain the gains that they enjoy as a result of their political patronage to the ruling party, (I C S).

Basing on the contributions by the participants, I had a feeling that the traditional leaders comprise a clique which required to be educated on anti-corruption before engaging their subordinates. These sentiments were in agreement with Chapman, (2002) who said that when top leadership was corrupt, it lacked the moral platform to demand honesty on its subordinates and this leads to the promotion of improper conduct and corruption in society.

Finally, chiefs and village heads were the custodians of culture and practice in Zimbabwe and as a result they should see to it that they do not pervert culture no matter what was on offer. They should take active participation in anti-corruption education in order to build trust among the subordinates and be exemplary in being transparent and accountable to their people. Their judgements should be consumerate with the offence brought forward and similar cases should not have varied judgements.

5.7.6 Incorporating people with disabilities in anti-corruption education

All the 30 (100 %) participants I interviewed were in agreement that ZACC needs to have a planned strategy in which it engages the disabled to participate in anti-corruption education. The participants added that the disabled were critical in the implementation of the national anti-corruption agenda because they could either be victims or perpetrators of corruption too. They also argued that nobody should speak on behalf of the disabled because they were available and probably ready to participate in the anti-corruption discourse as long as they are formally invited. This is in agreement with Rowland, et al, (2018) who posit that an educational programme should be given equally to all participants irrespective of their social and economic differences.

The participants were in agreement that contrary to the archaic view that the disabled were not educated, some of them have been found to be educationally competent and they can be very useful in advancing anti-corruption education. The participants expressed the view that most disabled people find themselves exposed to much more corruption as compared to the able-bodied. One participant argued that:

> *What is very surprising is that the disabled are expected to trust the able-bodied who serve them and yet there are several cases in which they have been robbed in broad day light',* (I G).

The participant cited that some disabled persons had experienced the ruthlessness of the present systems of governance when they lost property to corrupt able-bodied people who took advantage of their disabilities at various public service points like, schools, colleges and even in courts of law. Another participant commented that:

> *The disabled face a double tragedy in that they are deceived by the able-bodied criminals and when they go to court, they are very few or no court officials who can understand and interpret their views accurately, (I P).*

I got the impression that it was partly the duty of ZACC to ensure that the disabled were included in the whole anti-corruption education strategy. They could be useful when incorporated in the public education team. Hence, one participant had this to say, *'ZACC needs to recruit some of its employees from people living with disabilities',* (I G). I discovered that the ZACC was also caught flat-footed on the point that it had not recruited people with disabilities in any one of its departments. The participants also advised the ZACC that hiring people with disabilities could be beneficial as some of them were experts in producing educational materials in Braille and other methods that appealed best to people with various disabilities. The participants reported that hiring the disabled could actually prove to be cheaper than outsourcing some of the specialist services to some perceived commercial experts.

Another participant commented that:

> *ZACC should approach the National Association of People Living with Disabilities with the aim to seek for their involvement in participating in anti-corruption education,* (I C S).

While another participant pointed out that, *'ZACC should influence the mainstreaming of anti-corruption education in all curricular including that of the disabled'*, (I P).

Some of the participants advocated that ZACC education officers should be trained in various special education languages like sign language and Braille. However, I got the opinion that it is prudent to recruit from among the people living with disabilities. Among them, ZACC may look for those with expertise in sign language, Braille etc rather than train the few who are already in the employ of the Commission. My argument remains that those who were already in the employ of ZACC would be overwhelmed by the duties and responsibilities to the extent that they might fail to proffer the expected impact in the field.

5.8 The impact of public education on anti-corruption in Zimbabwe

This segment of the study was intended to establish the degree to which the Zimbabwe Anti-Corruption Commission public education on corruption had impacted on the prevalence of corruption in the country. This was a very tough question for the participants because there was no approved measuring instrument they could rely on. However, I was convinced that since all the participants came from stakeholder institutions to the Zimbabwe Anti-Corruption Commission, they had a fair understanding of the issues surrounding measuring corruption because they had the privilege of having attended stakeholder meetings as well as taking part in anti-corruption programmes including the planning and execution of public education on anti-corruption. Some of the participants had worked as facilitators in various anti-corruption education fora, therefore participants were expected to give their honest opinion on the general impact that ZACC's public education on anti-corruption had in the period under review.

Out of the 30 participants that I interviewed, 14 (46.7 %) were agreed that public education on anti-corruption had a tremendous effect in changing people's behaviour towards anti-corruption. One of the interviewees commented that, *'We have seen a great change in people's behaviour in refusing to participate in corruption in the past five years',* (I G). In the same vein, another participant argued that:

> *Anti-corruption education has helped the public a lot in that the public is now aware of the ramifications of corruption and they are ready to expose any perpetrators of corruption, (I C S).*

In my view less than one half of the participants argued in favour of the positive effects that had been realised as a result of anti-corruption education. This showed that 53.3 % of the participants were opposed to the idea. Thus, 16 (53.3 %) of the participants pointed out that public education on anti-corruption did not register any positive impact in terms of behavioural change. In support of the aforesaid argument, one participant commented that, *'The prevalence of corruption is on the upward trend so how can we say anti-corruption education is changing people's behaviour towards anti-corruption',* (I P).

Another participant also commented that:

> *Investigation and prosecution of corruption suspects is the only effective strategy that can quickly change people's behaviour towards anti-corruption in Zimbabwe and not public education, (I C S).*

From the contributions given by the participants I got the impression that anti-corruption education was still to make inroads in people's lives. I also established that corruption was actually on the upward trajectory which proves that anti-corruption education did not cause a significant change in people's behaviour. However, I did not agree that investigation and prosecution of corruption suspects could be the only way to bring about deterrence in the commission of corruption offences. According to Joseph, (2016) public education remained a critical corruption preventive strategy while investigations and prosecution come in to punish those who do not take hid of the public education.

The participants also pointed out that Zimbabwe had remained stuck in the bottom twenty on Transparency International and World Bank indices and rankings. This implies that Zimbabwe was among the twenty most corrupt countries globally.

Although Zimbabwe remained in the bottom twenty of the most corruption countries in the world, it could also be seen that in the last five years Zimbabwe had the worst international ranking of 163 out of 174 in the year 2012 but in the four years that followed, the country had a positive movement up the ladder to 154. This positive development could be attributed to the various anti-corruption initiatives (including public education) carried out by the ZACC and its critical stakeholders in their bid to curb run-away corruption. The participants agreed that the result could have been shared by a number of other initiatives like investigations and prosecution but more credit went to public education on corruption which was undertaken by ZACC and its critical stakeholders namely, the Zimbabwe Republic Police, Judicial Services Commission, National Prosecuting Authority, Civil Society Organisations and others.

The participants also hailed the part played by the public education on anti-corruption championed by ZACC by saying that the term 'corruption' has become 'catchy' in the sense that majority of the citizens have a better understanding of the concept than a few years back. Apart from some of the hyped causes of economic slow-down in Zimbabwe, the public was now aware of the fact that the chief causes of economic meltdown were wrong economic policies, poor international relations, economic sanctions and corruption, (Mutondoro, et al, 2015). However, all the participants agreed that corruption was the prime cause for economic failure in Zimbabwe. The participants were aware that Zimbabwe was suffering from a barrage of nepotism and politics of patronage which negatively affected the values of integrity, transparency, accountability, professionalism and meritocracy in most public offices. They pointed out that employment seekers had never been subjected to such levels of naked corruption like currently obtaining in the country. One of the participants pointed out that:

I got shocked to learn that candidates who apply for trainee nursing posts have to pay not less than $ 2000.00 to safely go through the selection process and the practice is the same with all other trainee posts in public and private entities, (I G).

Amongst the 46.7 % participants who argued that corruption was actually evolving to an extent that the corrupt were devising new forms / types of corruption methods daily. They cited some of the most recent cyber orchestrated types of corruption perpetrated through money schemes like 4-Corner, Triple M and other financial pyramid schemes which were highly subscribed by many Zimbabwean low income-earners with the hope of boosting their financial positions. The result was that the majority of them collapsed and people lost their money to unknown national and international cyber criminals. The participants acknowledged the great job that was done by ZACC educators in conjunction with the police to educate the people against joining fraudulent money schemes.

The participants also pointed out that corruption was still rife at all ports of entry into the country and they recommended that the ZACC should not only rely on sporadic visits to the exit and entry points but rather open up offices and ensure their continued presents for educational and investigative purposes. The participants argued that the Zimbabwean borders were too porous and the corrupt were actually making better revenue than the government through illegal deals. They also reported that there were certain huge trucks that avoided passing through scanners and these were believed to be owned by high profile personalities in government. This was happening in broad day light and it was also a slap on the face of the recently gazetted Statutory Instrument 164 of 2015 which prohibited the importation of goods which Zimbabwe was capable of producing. The participants also expressed that they were convinced that some of the biggest forms of corruption were perpetrated by Red-Route users who are normally not subjected to physical inspection at the ports of entry. They argued that a lot of value was lost through the Red-Route and possibly the much-touted externalization of funds was done through it. Again, the findings here confirmed what was said earlier on in this chapter that the people who needed more of anti-corruption education were the 'big fishes' themselves. These findings also confirm the relevance of the Marxist theory in this study. When asked what the ZACC should do on this issue, the participants thought that since the ZACC

was under the Office of the President and Cabinet, they could advise the President through the Chief Secretary so that the President could reign in on his ministers on these corrupt practices.

Finally, this study confirms that the Zimbabwe Anti-Corruption Commission public education has faced a lot of challenges due to lack of political will and erratic funding from Treasury. There was very little ZACC could have done to educate the whole nation without decentralising its services to provinces and districts. However, it remained a huge task for the Zimbabwe Anti-Corruption Commission to ensure that there was a reduction of corruption levels before it completely eradicate and uproot corruption among the citizens. The Commission appeared to be determined to unleash timely public education programmes to conscientise the public on various forms of corruption so that corruption would not become endemic. To realise this dream, the Zimbabwe Anti-Corruption Commission should be well funded, train its staff new skills of combating corruption and run an effective research division which informs public education on the recent developments in matters surrounding corruption and anti-corruption.

5.9 Emerging issues

This study has unlocked a lot of value with respect to people's experiences and perspectives regarding the role of public education on anti-corruption in Zimbabwe. Firstly, the study acknowledges the big role played by formal education but goes further to unpack the significance of informal education in an economy which is seriously plagued by corruption. My study takes cognizance of the 'eruption' of corruption particularly after the year 2000 and how corruption had galvanized itself to become part of Zimbabwean culture prompting a national demand for public education on anti-corruption to work alongside other corruption mitigatory measures like investigation and prosecution.

This study showed the extent to which political machinations had dampened the spirit of ridding corruption over the years chiefly due to lack of political will by the government of Zimbabwe, creation of weak institutions to fight corruption,

promulgation of poor economic policies and adherence to poor corporate governance by state actors. The stress on public education by authorities was largely seen as a window-dressing venture to cover the inefficiency of the system. What was quite revealing in this study included the following facts;

- The Zimbabwe Anti-Corruption Commission lacked the desired expertise in rolling out a robust public education on anti-corruption.

- The delivery of public education on anti-corruption was done in peace-meal. This implies that there was no consistency largely because of erratic funding from Treasury.

- The Commission was yet to decentralize its services to other provinces throughout the country. This means that education officers had to travel from Harare to selected venues and this required funding to cover their accommodation, travel and subsistence at the backdrop of erratic funding.

- Authorities in the Ministry of Primary and Secondary Education were under severe pressure from Education staff associations and unions not to accept any changes to the school curricular which might culminate in creating extra work for the teachers. This means that teachers were resisting the mainstreaming of anti-corruption in the school curriculum on the pretext that they were already overloaded.

- The field of anti-corruption offered a new area of research and study which was begging for transformative education from scholars globally.

5.10 Summary

This chapter has analysed and discussed the valued contributions by the participants in the role played by public education in addressing corruption in Zimbabwe. It was generally agreed that ZACC has a functional public education programme which has impacted positively on people's behavior. However, the impact is still very low such that it needs to be invigorated through injecting more funds into it so that ZACC can embrace some of the nascent approaches in engaging the public. It has been suggested that there is need to institute a robust anti-corruption education starting from the top going downwards. The participants were adamant that Zimbabwe needs to show its commitment to combat corruption through the participation of political

154

leaders and this is envisaged to go a long way in influencing all actors in the anti-corruption education value chain like parliament, civil society, traditional leadership, ministries of educations, government departments, parastatals and the private sector to be serious in curbing corruption.

CHAPTER 6

LEARNING FROM THE RESEARCH JOURNEY

6.1 Introduction

In this chapter my focus is on discussing what I learnt from the evidence regarding the role of public education in addressing corruption in Zimbabwe. The chapter unfolds through five sections. First, I summarise the research journey that I travelled. I achieve doing so through providing highlights of each chapter. From there. I move on to summarizing the key research findings. This would be followed by the conclusions I draw from the research findings. The chapter goes further to provide the study recommendations. I also provide a model that could be applied in public education on anti-corruption. The chapter closes with suggestions for future research.

I conceived and developed the topic after I got the feeling that much was not well with the current content and delivery of the Zimbabwe Anti-Corruption Commission public education on anti-corruption. The major thrust of this study was for me to understand the challenges affecting the delivery of public education on anti-corruption in order to be able to come up with specific improvements that would make it comprehensive, universal and more effective in reducing corruption in Zimbabwe. Anti-corruption education is very necessary in Zimbabwe particularly during this time when the state of the economy is ebbing and livelihoods are very difficult to come by. It is also believed that Anti-corruption education is one of the most formidable corruption busting strategies which has been tried and tested in other progressive jurisdictions. On a point of reflection, schools and colleges could without doubt prominently stand up as avenues for knowledge and skills development centres in propagating anti-corruption values among the public in Zimbabwe.

This study was prompted by the need to find an effective alternative to the investigation and prosecution of corruption suspects in mitigating run-away

corruption in Zimbabwe. My background to the study shows that corruption is actually on the rise in the country despite all the spirited efforts in investigating and prosecuting corruption offenders. The increase in corruption cases made the Zimbabwe Anti-Corruption Commission to institute public education so that the public is well equipped to prevent all forms of corruption. The Commission embarked on public education activities in May 2009 and I felt it was time to take stock on the role that public education has played since then. The reasons I carried out this study included among several others, the need to establish the impact of public education on addressing corruption as well as identifying areas requiring improvement within the public education strategy.

This study aimed at investigating the efficacy of the Anti-Corruption education including how best anti-corruption educators could be prepared and developed. The objectives of the study were to;

a. establish the extent to which stakeholders were experiencing anti-corruption education.
b. examine the stakeholders' perspectives on the role of education in combating corruption.
c. assess the factors conducive for quality public education on anti-corruption.
d. establish the role of education in combating corruption in Zimbabwe.

The study was conducted in one metropolitan area and participants were drawn from two government, two parastatals and two non-governmental institutions. In this study I used two phenomenological methods which were questionnaires and semi-structured interviews to generate data. I also used themes and sub-themes to answer the research questions. My research questions were:

- How do stakeholders experience and perceive anti-corruption education?
- What perspectives do stakeholders about the impact of public education in combating corruption?
- What factors are necessary for the provision of quality public education on anti-corruption?

- What can be said to be the role of public education in combating corruption in Zimbabwe?

My study was guided by the Structural Functionalist and the Marxist theories. These theories provided a strong foundation on which anti-corruption education / transformative education issues had been interrogated. Several views of theorists and writers have been deliberately considered as an effort to learn from some tried public education models. My chapter 3 addressed the aspect of literature review. It unpacked the meaning of critical concepts like Corruption, Public and Public Education for the sake of formally putting my readers on board in terms of their operational meaning in this study. I moved on to address the different approaches to public education. I did that with the resolve to establish the nexus between the ZACC public education on anti-corruption and other models believed to be best practices elsewhere. The chapter also addressed the issues of people's experiences and perspectives concerning public education in general. This was important for me to draw research gaps which I went on to plug in my chapter 5. Finally, in this chapter, I discuss the impact of public education in society as well as factors which are necessary for an effective public education programme. The two sections were very crucial in that I took advantage of research studies by other writers and these were useful when I compared their findings with my own findings on the role of public education on anti-corruption in Zimbabwe.

This study employed the Mixed Methods approach basically involving quantitative and qualitative methods and techniques in which questionnaires and interviews were the sole data generating instruments. My study, however took an interpretivist approach after careful analysis of the chore requirements of the topic. The approach agreed with the epistemological assumption that knowledge was gained through experience and much more so that it is gained through lived experience in different social contexts hence my thrust in exploring the experiences and perceptions of multiple stakeholders on the role of public education in mitigating corruption in Zimbabwe. I was mindful that a study on anti-corruption might not need to adopt a positivist approach wholesomely, since corrupt practices and activities mostly happen outside the public watch. I also avoided being experimental because this was a study in the field of education and I did not want to be perceived to be

promoting socially unapproved norms and values. However, I was flexible in incorporating whatever I thought worked from positivism to bolster my epistemological general views.

6.2 Summary of learning points on key findings

In this section I present summarised learning points under each research question and more specifically under a derived theme to which the participants gave their contributions during data collection.

6.2.1 The extent to which ZACC's public education on anti-corruption met societal expectations

(a) I learnt that anti-corruption education was relevant and suitable for all age groups in Zimbabwe. This meant that ZACC's public education on anti-corruption had provisions for primary school, secondary school, tertiary and adult participants. The activities for each age group were well chosen particularly to benefit the learners themselves.

(b) I also observed that anti-corruption education to a limited extent did not include views from certain key populations like people living with various types of disabilities who could have been overlooked during the crafting of the anti-corruption education curriculum. The study established that the public education on anti-corruption did not have structures to accommodate the blind, the deaf and any other potential participants with physical disabilities that required special education for them to participate fully in it.

6.2.2 The degree to which anti-corruption education materials catered for all age groups

(a) I learnt that to a large extent the educational materials used during anti-corruption campaigns were suitable and appropriate for each and every group of participants who formed an educational group. The media was carefully and expertly applied across all age groups from school children to adults. The materials distributed to participants differed according to level of complexity and motivated the participants

159

to read and discuss with colleagues. For example, most adults preferred materials on good corporate governance while primary school learners wanted basic information on anti-corruption which came in the form of poems, dialogues, art work, music and others.

(b) The study informed me that there were no educational materials for special groups like the deaf and the blind and other physically challenged members of the Zimbabwean public for them to participate fully in anti-corruption education. It was very true that the Zimbabwe Anti-Corruption Commission had no materials in Braille and Sign Language and this made the participation of concerned members of the public very difficult (if not impossible) to be realistic.

6.2.3 The part played by language use during public education on anti-corruption

I learnt that despite that there were 16 languages approved by the government of Zimbabwe and given national status, anti-corruption education materials and instruction were largely given in English. There were rare occasions when Ndebele and Shona would be used. ZACC had no educational materials in the 13 other national languages and no instruction was given in any of the said 13 national languages. It also meant that only those people who understood English were better served at the expense of the greater majority which was still suffused in their mother languages. This means that language might continue to be a barrier to quality anti-corruption education until a deliberate effort was made to apply all the 16 national languages in anti-corruption education.

6.2.4 The extent to which participants were issued with reading material

(a) I learnt that anti-corruption educators distributed various materials to the participants in form of booklets, flyers, caps, shirts, mugs, rulers, pens and others. The materials were only given after considering the age levels (e g content believed to be suitable for primary, secondary and tertiary levels). Those who needed extra

reading material were also allowed to collect for their own benefit or members of their families back home.

(b) The study also informed me that some materials like shirts and caps were selectively distributed to participants and those who were not given shirts and caps thought that the anti-corruption education team was also corrupt when it came to distributing materials. The shirts were most in demand and due to the high budgetary costs, they were always not enough for the participants and therefore only a selected few who were exceptional in their participation were allocated these.

6.2.5 Availability of library services to the public

a. The study puts to the fore that majority of people were not aware that ZACC had a library which is open for use to the public. I further established that ZACC had not made any efforts to advertise that they have a library for use by the public. This was also confirmed by participants who pointed out that ZACC did not inform the participants during awareness campaigns neither did they include such information on reading materials including their website.

b. I learnt that most people were not able to access the ZACC library but they complained that the ZACC needed to remove some of the stringent administrative procedures which readers have to go through before they admission. These included security vetting processes which they thought was not necessary for those who wanted to use the library only.

6.2.6 The extent to which ZACC reviewed its public education content

(a) I learnt that the ZACC reviewed its curriculum content in tandem with the corruption trends in the environment in order to keep abreast with the current developments on issues surrounding corruption and anti-corruption. I further established that corrupt people usually changed the way they operated including the language codes. They came up with fraudulent schemes in order to dupe the public, thus, the ZACC required a strong research and development unit which would advise them during curriculum reviews.

(b) However, the study spells out the need for ZACC to invite some of the critical stakeholders who add value to the content review processes. These include independent experts, civil society representatives, development partners and others. Therefore, unless ZACC was open to innovative ideas their curriculum might fail to address the felt needs of the society.

6.2.7 The extent to which anti-corruption education officers had requisite skills

(a) I learnt that the ZACC was using appropriate methodologies in educating the public.

(b) My study also shows that ZACC educators However, it was also learnt from the findings that the ZACC educators needed to have the expected depth concerning topics they teach to the public for example the issues of elicit financial flows in and outside Zimbabwean borders. In some cases, the educators failed to convince the public when they raised technical issues on simple economics.

6.2.8 The impact of public education on people's behaviour

(a) I learnt that public education on anti-corruption had a tremendous effect on changing people's behavior against anti-corruption. Some members of the public were able to give a distinction between corruption and other criminal offences. The public was also aware of the evils and effects of corruption and they commanded a fair knowledge on how to prevent corruption. Most people were also prepared to work with the ZACC in preventing corruption and at the same time report any perpetrators of corruption for possible investigation and prosecution. Therefore, to a large extent public education on anti-corruption had a tremendous effect in changing people' behaviour.

(b) I also learnt that it was difficult to give credit to the ZACC's public education on anti-corruption alone because there were other institutions engaged in educating the public on anti-corruption and governance issues namely non-governmental organizations, churches, integrity committees in various work places, schools and

colleges. All these institutions had a legitimate claim in the change of behaviour towards anti-corruption which was exhibited by the public.

6.3 Participants' experiences in using different public education platforms

The following is a summary of learning points on the participants' experiences in using different platforms in anti-corruption education.

6.3.1 Workshops and seminars

a. Workshops and seminar were effectively used during anti-corruption outreach programmes held by the ZACC. The use of varied methods, relevant teaching / learning materials and participatory methodologies made learning easier in all workshops and seminars. I established that attendance by the public always attracted a full house and the interaction during the sessions was characterised by lively debates which benefited both the participants and the ZACC. There were frank discussions in which people agreed to put heads together and mapped out the way forward.

b. Most workshops and seminars tended to be elitist. They were attended by participants considered to be of high status, career persons and majority of them took place in towns and cities to the detriment of the greater majority residing in rural areas. There was also fear that most of the workshops / seminar could have been recycling the same attendees in the name of including 'experts' to the extent that no new people were involved. I also established that all the workshops / seminars held so far did not involve anybody from the rural areas. My study makes it very clear that workshops / seminars were largely meant to bring together academics and influential individuals, majority of whom had no anti-corruption at heart. There was need to strike a balance between those who lived in towns and those who resided in the rural areas if Zimbabwe was to take the fight against corruption to a higher level.

6.3.2 Exhibitions and commemorations

a. Exhibitions and commemorations were very effective in educating the public on anti-corruption. These ZACC platforms were by far crowd-pooling and most people attended commemorations / visited the ZACC stands to learn issues pertaining to anti-corruption. What was also very critical in these platforms was the fact that they took the Commission nearer to the people in areas where the ZACC had not opened offices. This motivated some members of the public to attend with the majority of them interfacing with ZACC officers for the first time in their lives.

b. The public benefited from exhibitions and commemorations either as groups or individuals and the ZACC offered privacy to those who wanted to give reports, whistle-blow or who sought individual clarification on certain anti-corruption issues. The ZACC officers did not disappoint the participants by holding on to their promise not to divulge their identities to third parties. Those who acted as whistle-blowers had their cases investigated and to them this gave them more confidence to commit themselves to anti-corruption activities including taking part in anti-corruption education.

c. It was difficult to do commemorations in the rural areas due to the uncertainty of the political environment especially during President Robert Mugabe's rule when the Zimbabwe Republic Police could just invoke the Public Order and Security Act indiscriminately and charge the organizers for convening what was believed to be illegal meetings. This resulted in most of the rural areas being under-served by the ZACC in comparison to most urban areas.

6.3.3 Roadshows and road block campaigns

a. I learnt that the use of roadshows and road block campaigns was effectively done as the participants reported that the platform offered the public with an informal educational opportunity which was very necessary for transformative education in a country.

b. The study also informs that it was difficult to ascertain what people learn through roadshow and road block campaigns unless they were in a position to know how much knowledge the people had before they participated in the roadshows and

road block campaigns. However, in terms of civic education, measurement of what has been learnt may not be a big issue as long as the participants have appreciated what they were taught and made a resolve to be anti-corrupt.

6.3.4 Radio presentations

a. Radio presentations were quite effective in dispensing public education on anti-corruption since the majority of people in Zimbabwe were able to tune to radios stations in the comfort of their homes. The coming of the cellphones had helped significantly because most people in Zimbabwe were not able to buy radio sets but with a simple handset one could tune in to radio stations. This also meant that more people could listen to the radio and possibly participate in live public education activities of their choice.

b. The radio had potential to educate millions of people in just one 30-minute presentation and it appealed much more to the greater majority of the populace except a few with hearing challenges and those in remote areas where radio waves were erratic. In this case it followed that the radio was a crucial platform for public education.

6.3.5 Television presentations

a. Television presentations were quite popular with both viewers and listeners among the participants. Most of the people in urban areas and growth points preferred watching television when compared with listening to the radio because the television had an added advantage of combining sound and picture. It followed that educational sessions flighted through television tended to have a better impact as compared to the radio.

b. The anti-corruption education programmes delivered through the television did not have a positive impact particularly to the deaf and visually impaired. These people missed out on what other people without visual and hearing disabilities viewed and heard. As a result, they possibly failed to participate in the live discussions.

c. In Zimbabwe, less than a third of the total population have access to television services this was partly due to the high costs involved in buying the television sets, lack of connectivity coupled with erratic power supply.

6.3.6 Internet based public education

a. The advent of smart cellphones improved access of internet services to the majority of Zimbabweans as long as people had data bundles to navigate the internet.
b. The high cost of data bundles was an impediment to the use of internet based public education to those who used personal computers or cellphones alike. It was apparent that spending a dollar on navigating the internet was becoming more of a luxury to most people as they people struggled to put food on the table.
c. The ZACC website was reported to be user-unfriendly as some people found it difficult to navigate. To those who managed to access the website, the majority reported that the content in some sections tended to overstay. I also found out that the ZACC officials were not timeously attending to contributions posted by the public on the website and Facebook page and this was quite demoralizing from the participants' point of view.

6.3.7 The print media

a. ZACC printed materials were effectively used to educate the public on anti-corruption particularly contributions to newspapers, journals, pamphlets, flyers and others which were distributed to the public.
b. The point that Zimbabwe had achieved over 90 % literacy worked to the ZACC's favour in the sense that most people read and possibly shared the reading material with friends, families or other groups of people. This helped the spread of anti-corruption education to places beyond the campaign venues.
c. I also learnt that there were no printed materials in Braille and voice recordings to assist the visually challenged in partaking in anti-corruption education. This technically excluded the blind and the deaf in participating in anti-corruption education.

6.3.8 Institutional round table discussions

a. This platform was effectively used to educate the participants in various institutions and it gave rise to anti-corruption clubs or integrity committees which were quite vibrant. The establishment of integrity committees was a good development for the spread of anti-corruption education because these structures were instrumental in sharing anti-corruption information in the institutional set up. For all the structures which were well organized, the institutions benefited through continuous education and the prevention of corruption.

b. The study informs that the management in institutions abused their power by choosing their cronies to attend institutional round tables discussions. There was fear in some institutions that management would send their spies as attendees to the round table discussions. These spies collected information which they handed over to management in the form of reports for possible victimization of some innocent participants who were thought to have sold out to the ZACC officials. This meant that those who were chosen to attend were not expected to raise discussion points which implicated management in cases where they acted corruptly.

c. In some institutions, management attended the meetings, but they moved out as soon as the ZACC took to the floor. This caused implementation challenges such that the employees were afraid of being victimized by management as they felt that management had not endorsed the anti-corruption strategies which were discussed during the meetings they fled.

6.4.0 Participants' perspectives on how to improve anti-corruption education

My study drew learning points from a number of themes as guided by the research questions. One of the themes was on the need for an anti-corruption policy.

6.4.1 The need for an anti-corruption policy

a. I learnt that there was need to have a National Anti-Corruption Policy which would spell out the national guidelines on combating corruption including how to institute public education on anti-corruption. It was generally agreed that the National Anti-Corruption policy would be instrumental in giving direction to all anti-corruption players in the public and private sectors thereby paving way for establishing points of convergence and specific areas for collaboration by the different institutions involved in combating corruption.

b. The study also informs that the country was badly affected by corruption and, therefore, the major thrust should be on investigating and prosecuting corruption suspects rather than giving priority to luxury documents like policies.

c. It is my observation that those countries that had succeeded in reducing the prevalence of corruption started with baseline surveys which were followed by crafting National Anti-Corruption Policies or Anti-Corruption Strategies. The policies / strategies were found to be important in strengthening their anti-corruption operations including civic education on anti-corruption.

6.4.2 The need to have anti-corruption education across all age groups

a. One of the learning points was that the ZACC should institute an all-inclusive public education on anti-corruption which catered for all age groups in society. They justified their concerns by saying corruption had become an illicit practice where young children were being initiated into at tender ages. As a result, it had developed into being part of the people's culture which required to be quickly removed. Therefore, an anti-corruption education which involved people of all age groups was important to rid the corruption scourge amongst the Zimbabwean citizens.

b. I also learnt that the ZACC should institute an anti-corruption curriculum that would start from kindergarten to adulthood so that every individual was given an equal opportunity to participate and get exposed to content that could change their behaviour towards anti-corruption.

6.4.3 The need to use modern technology in anti-corruption education

a. I learnt that the ZACC needed to embrace internet-based approaches in executing anti-corruption education. This was prompted by the realization that most people were now shifting towards using Internet communication technologies than before. The participants pointed out that modern technology was influencing culture and behaviour of people tremendously. Therefore, the public explored the internet, they used other electronic methods to send and receive information and they also appreciated the speed and accuracy in addressing issues of concern. The use of the electronic systems of public education like face book and twitter had empowered those in need to participate in anti-corruption education to do it round the clock and in the comfort of their homes.

b. My study gives evidence that Zimbabwe was not yet ready to dispense effective internet-based anti-corruption education due to challenges surrounding internet connectivity, high cost of data and access to internet-based equipment like computers and smart cellphones. The participants argued that most people were struggling to raise a dollar per day for their basic requirements like food and therefore, budgeting for computers and smart cellphones was luxury to them.

c. I also learnt that the participants wanted the ZACC to run internet-based education parallel to the manual systems until such time that the public was ready to explore cyber learning.

6.4.4 The need for thorough investigations and prosecution

I learnt that an effective public education on anti-corruption needed to be supported by thorough investigations and prosecution of corruption suspects. It was commonly shared among the participants that perpetrators of corruption offences needed to be brought to account for the evil they did, so that it would become a lesson to them as well as the general public. I also learnt that the participants wanted a public education system which was ably supported by stiff punishment for all the offenders

so as to cause some deterrence to those who may choose to commit corruption offences.

6.4.5 The need for the ZACC to be accorded arresting powers

I learnt that public education on anti-corruption makes better sense if the ZACC was able to investigate and effect the arrest of corruption suspects on its own. It was apparent that the participants were not pleased with the cooperation that the ZACC was receiving from the police, National Prosecuting Authority and the courts in as far as handling of corruption cases was concerned. Thus, the participants had the opinion that the ZACC should be accorded explicit arresting powers while the National Prosecuting Authority and the courts needed to improve on handling corruption cases so that there would be no delays in the delivery of justice. This would go a long way in promoting an efficient public education on anti-corruption.

6.4.6 The need for a research driven public education

In this section I learnt that an effective public education on anti-corruption should be grounded on sound research and development so that it should provide anti-corruption solutions to current social and economic challenges that the public might be facing. The participants were in need of thorough research on matters surrounding illicit financial flows, externalization of funds, smuggling of minerals and other goods in and outside the country. I also learnt that the research which is meant to enhance public education should be on-going so that there is constant feedback on current issues which would be addressed through education and publicity.

6.4.7 The need for integrity committees

a. I learnt that the establishment and operationalization of integrity committees in different institutions was very essential in promoting public education on anti-corruption. These committees were crucial in sensitizing the peers, monitoring the implementation of agreed anti-corruption strategies and liaising with the

Zimbabwe Anti-Corruption Commission for materials and advice. These committees had better chances of preventing various acts of corruption and they were handy in adhering to the dictates of good corporate governance.

b. I also learnt that some participants were not in favour of extending the educational function to integrity committees as they thought that this was a task that could be best handled by schools and colleges through formal education curricular. They were of the idea that the whole anti-corruption business should centre on investigations and prosecution of suspects despite that the it is known how the country had benefited through other public education programmes like Family Planning, HIV / AIDS control, voter education to mention but a few. Therefore, the reasons why public education should not be equally relevant in addressing corruption in Zimbabwe remained highly questionable.

6.4.8 The need to include people with disabilities

In this study, I learnt that the current public education on anti-corruption does not cater for the hearing and visually impaired people. I considered the inclusion of such key populations quite significant if public education on anti-corruption was to be effective because they were either exposed to corrupt practices by the able bodied or they equally participated in corruption. There was need to also to incorporate them in the anti-corruption structures right from planning, implementation and evaluation of anti-corruption education systems and processes. I learnt further that the ZACC should embark on developing educational materials that suite the blind and deaf and possibly hire some of them to join the team of anti-corruption educators. It was my opinion that their involvement would result in the ZACC having a budget for educational materials for specialized education requirements like Braille, voice recorders and others.

6.5.0 The desired role of stakeholders in anti-corruption education

In this segment I summarise what I learnt on the expected role of institutions / stakeholders in anti-corruption education.

6.5.1 Government of Zimbabwe

I learnt that anti-corruption education should be given priority by the State and be adequately funded by Treasury or that Government should make arrangements with development partners like UNDP who were known to be having annual budgets on anti-corruption initiatives to assist through project funding. This means that the country should see an end to the perennial outcries by the ZACC on erratic funding on its educational and investigative operations. The study further suggests anti-corruption education should be mainstreamed in all formal curricular and work processes in order to adequately raise anti-corruption awareness among the public. I also learnt that the government should make it compulsory that all new employees undergo anti-corruption orientation before being confirmed fulltime and that all the employees convicted of corruption offences should not be re-hired.

6.5.2 Parliament of Zimbabwe

a. Legislators should craft laws that are clear and specific to guide the investigative agencies and the courts in carrying out their different mandates. The differences in interpretations by parties in the anti-corruption value chain had been known to reduce efficiency in combating corruption.

b. I also learnt that the legislators should carry out their oversight role thoroughly and that they should ensure the Zimbabwe Anti-Corruption Commission is effectively funded from Treasury. The support by parliament is very crucial if the ZACC is to improve on its efficiency in discharging its mandate.

c. The study also points out that parliamentarians should lead by example in shunning corruption and they should work with anti-corruption educators to sensitize the public in their constituencies on anti-corruption issues. However, the Commission should avoid being partisan in discharging its constitutional mandate.

6.5.3 Civil Society organizations

a. Civil Society Organizations should collaborate with ZACC in developing a public education curriculum on anti-corruption. Therefore, involving Transparency International in some of the ZACC processes like public education might strengthen Zimbabwe's position on the global perception indices which was also a barometer used by international investors in assessing risk on their investment. Civil Society Organisations might also team up with the ZACC in outreach programmes and use their international experience to educate the public.

b. I also learnt that civil society organizations should desist from delving into party politics and work for the good of the country if they need to be accorded the respect by some sections of the public and sitting governments.

6.5.4 Schools and colleges

In this section, I learnt that all the learning centres were encouraged to find ways in which to accommodate the teaching and learning of anti-corruption concepts starting from early childhood education to tertiary level. The study also suggested that educational institutions might start by integrating anti-corruption concepts in the existing curriculum subjects up until when the responsible ministries would come up with policies on the teaching of anti-corruption studies in schools and colleges. I also learnt that Schools and colleges should embark on staff developing teachers and lecturers on content and methodologies in the teaching of anti-corruption studies.

6.5.5 Traditional leadership

The study informs that village heads and chiefs should lead by example in shunning corruption through exercising highest levels of transparency and accountability. Traditional leaders were also expected to be models of high integrity in their jurisdictions. I also learnt that the traditional leaders should stop the habit of demanding for bribes, extorting and behaving in partisan ways towards their subjects as these acts tend to promote corruption. Finally, it is prudent for the traditional

leaders to actively participate in educating their subjects on anti-corruption issues even in the absence of the ZACC education officials.

6.6.0 The impact of public education on corruption in Zimbabwe

a. Generally, I learnt that the Zimbabwe Anti-Corruption Commission public education on anti-corruption is still to register an impact in curbing corruption. This is reflected by the pervasiveness in corruption activities in the country. The people are still paying bribes at various public service points. I also learnt that the government was losing large sums of money through corrupt arrangements at the entry and exit points, procurement of goods and services, racketeering in tendering, tax evasion and various acts of money laundering. As a result, the corruption suspects were devising more intricate ways of self-enriching themselves while covering their 'footprints' so that they were not easily exposed. This included the application of advanced cyber space fraud which was difficult to establish and prove during investigation and prosecution basing on the skills that the ZACC and the police had at the time.

b. I also learnt that very few people acknowledged that anti-corruption education had a tremendous impact on the behaviour of people as more and more people were found to be speaking against corruption or even participating in reporting cases of corruption they came across. The improvement upward on the Transparency International Corruption perception index from 163 to 154 in the last five years indicated a positive impact which could be partly credited to anti-corruption education. It was also noted that the recent change of government had ushered in a renewed vigour to fight corruption. The new government had seen the arrest and prosecution of politicians who were regarded as sacred cows during President Robert Mugabe's era.

6.7 Conclusions of the study

Basing on the above lessons drawn from the study, I present the following conclusions focusing on the research objectives as previously stated in chapter 1 page 16.

Objective 1: To establish the extent to which stakeholders were experiencing anti-corruption education

My conclusions on this matter are that the stakeholders were exposed to a variety of ways in which they experienced anti-corruption education in Zimbabwe. They were availed with reading materials, they attended workshops / seminars, commemorations, exhibitions, watched television and listened to radio programmes. Although the above was the case, the public education on anti-corruption needed to improve in terms of languages used during anti-corruption education sessions and the development of educational material. The ZACC should incorporate other 13 approved national languages in anti-corruption education.

Objective 2: To examine the stakeholders' perspectives on the role of education in combating corruption

I conclude that the various educational platforms used in anti-corruption education were very appropriate and what was generally required was to invigorate the use of workshops / seminars, exhibitions and commemorations, roadshows and road block campaigns, mass media campaigns, print media, institutional round table discussions and internet-based information dissemination strategies. This study also concludes that the following institutions and groups should be actively involved in anti-corruption education; legislators, civil society organizations, schools and colleges, traditional leaders (chiefs and village heads) and people living with disabilities. The impact of public education on anti-corruption had greatly influenced positive behavioural change among the public. Finally, there was a significant increase in the number of people who were against corruption as compared to a few years before the inception of the Public Education department under the Zimbabwe Anti-Corruption Commission.

Objective 3: To assess the factors conducive for quality public education on anti-corruption

I conclude that the public education on anti-corruption has been hampered by a number of factors as given below;

Political factors

It is my conclusion that the government of Zimbabwe is yet to demonstrate its political will to fight corruption ever since it established the Zimbabwe Anti-Corruption Commission in the year 2005. This is supported by the fact that Zimbabwe had never had a state president or cabinet minister who officiated on an anti-corruption meeting or workshop and this is interpreted to imply lack of political will on the country's leadership. Another example pertains to the lacuna that characterised successive commissions at the expiry of their terms of office. The government normally goes beyond a year before it remembers to swear in new commissioners who are responsible for superintending the operations of ZACC including public education. Legally, the ZACC secretariat cannot carry out any operations without Commission approval.

Economic Factors

The Zimbabwe Anti-Corruption Commission is erratically funded from Treasury and this retards the speed with which public education is dispensed in the country. Due to the erratic funding of anti-corruption education programmes, little or no research was done to improve the content to be taught, very little had been done to produce educational materials while meetings and workshops were cancelled due to lack of funding among several other anti-corruption initiatives. To achieve quality public education on anti-corruption the Zimbabwe Anti-Corruption Commission requires to invite experts who add value to their curriculum making, review and evaluation processes. These experts could be specialists in government, parastatals, private sector (including civil society). It is my further conclusion that in order to improve the quality of public education on anti-corruption, the government should be assisted by stakeholders to resource the public education, through capacitating the Commission (training and development of education officers) and adequately funding the anti-corruption educational programmes.

Technological factors

The public education on anti-corruption is holding on archaic methods and technologies which are no longer desirable to most of the people in Zimbabwe. For example, the biggest thrust was still in holding workshops, seminars and street campaigns as opposed to the internet-based methods and technologies which are comparatively easier, more involving, and quick to use. In my opinion, the electronic methods of educating the public could be expensive but their effectiveness have better rewards as compared to the traditional methods. However, the ZACC might be encouraged to blend the two types of methods up until when the society is ready for the change-over to electronic ways.

Social factors

The study concludes that the stakeholders lacked adequate knowledge and skills on anti-corruption issues, as a result, very few ordinary people had the resolve to open up on anti-corruption. The stakeholders concurred that corruption was fast becoming a way of living among them. This means that corruption had become a means for survival to a good number of people in society. I also conclude that schools and colleges were doing very little to dispense anti-corruption education to the learners, most of whom were potentially corruption suspects and perpetrators. In most institutions, there was less and less adherence to good corporate governance and as a result the prevalence of corruption was on the rise.

Legal factors

I concluded that the Zimbabwean laws on dealing with corruption were inadequate and this has caused perennial problems to curb corruption. For example, the ZACC is mandated to investigate corruption cases, but it has no arresting powers. Due to this handicap, the ZACC has been labeled, "A toothless bulldog". For all those who were brought before the courts on corruption charges and were convicted, their prison sentences were considered less deterrent. A good example is that of a person who was sentenced to 9 years in prison for stealing a goat worth $ 25 but a fraudster who converted $ 400 000 was imprisoned for three years only. These legal disparities gave challenges to effective public education on anti-corruption in explaining why the one who was convicted of stealing something of less value was

sentenced to a longer prison term. However, the government was handy in promulgating the Asset forfeiture and recovery act which enabled the Commission to pursue civil proceedings to recover stolen or tainted property. This development bolstered the public education thrust in the sense that perpetrators of corruption would start to count their losses even before arrest much more than the perceived gains.

Objective 4: To establish the role of education in combating corruption in Zimbabwe

I concluded that the role of education in combating corruption in Zimbabwe was largely to raise people's awareness on anti-corruption issues, their types, occurrence, causes, effects and the general preventative measures which were appropriate at given times. I further concluded that for education to play its role effectively, there was need to have a national anti-corruption policy (which spells out citizenry expectations on combating corruption), the need to embrace cyber skills and the presence of explicit arresting powers supported by deterrent sentences.

6.8 Recommendations of the study

The conclusions made in this study clearly show that the Zimbabwe Anti-Corruption Commission public education on anti-corruption was yet to register a significant impact in curbing corruption in Zimbabwe. I felt that much could have been achieved if the following recommendations were adopted and effectuated;

- Government through parliament should ensure that all laws passed must be clear, specific and enforceable.
- Government should convene workshops for all critical players in the anti-corruption value chain in a bid to streamline cooperation and map out strategies for improving joint operations.
- The ZACC should review the membership of people who plan, review and develop the anti-corruption education curriculum with the notion to incorporate experts in the field of corruption studies.

- The ZACC should review the number of languages used during anti-corruption awareness campaigns and the development of educational materials from three to the sixteen approved national languages in order to cater for all citizens.
- The ZACC should develop a National Anti-Corruption Policy and disseminate it to all institutions in Zimbabwe.
- Zimbabwe should mainstream anti-corruption in formal education and work processes in the public and private institutions.
- The government should ensure that all institutions, (public and private) provide structures and processes that promote anti-corruption.
- The ZACC should continue to lobby the government to increase funding that can be used for anti-corruption education.
- The ZACC should make diplomatic efforts to influence funding through development partners and civil society organizations.

6.9 Towards enhancing the anti-corruption drive

Graph 1.2 An anti-corruption model
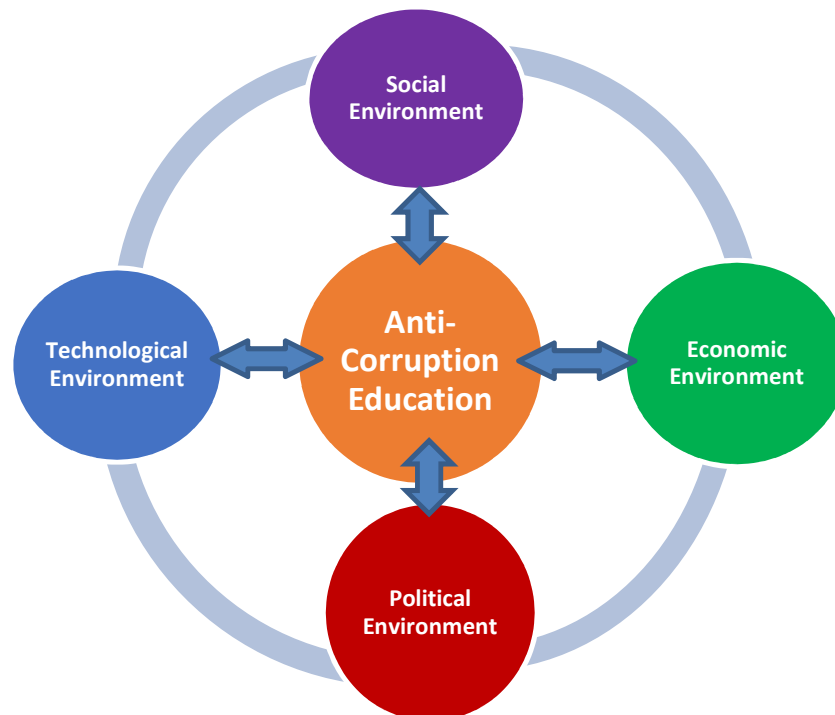
Learning from the study, I proffer a model which could be used to explain an understanding of a public education on anti-corruption. This model shows that anti-corruption education is at the centre of political, economic, technological and social factors in any given country. These factors basically have an influence which affect the levels of corruption either by increasing or reducing the prevalence of corruption. The factors are part of the environment and they are closely linked and the discussion on the four factors and their effects is as given below;

Firstly, corruption is an economic offence which is motivated by the need to adequately fend for one's needs. The state of the economy at any one given time has a bearing on the content that public education on anti-corruption should take. For example, if the economic environment is characterised by high inflation, scarcity of basic commodities, shortage of cash, companies closing shop resulting in several cases of fraud and misappropriation of funds in both the public and private institutions. The above situation is important to anti-corruption educators in that it presents practical examples of what is obtaining economically and therefore, a good public education should address such concerns. The public education content should incorporate issues relating to the vulnerability of individuals and institutions in the environment and proffer relevant corruption preventive measures. Therefore, the interplay of the economic, social, technological and political factors would be crucial in a bid to contain and address corruption through public education.

Political factors were also very crucial in the successful implementation of public education on anti-corruption. The executive and the legislature (usually a preserve of politicians) usually make and shape the laws that affect corruption in a country. Therefore, their willingness to fight corruption is important and normally it gives the needed impetus in rolling out an effective public education on anti-corruption, (Truex, 2010). One of the reasons why anti-corruption education might not have registered a significant level of success was largely because for the past 37 years, Mr. Mugabe's government failed to demonstrate the will to combat corruption. Most of the politicians in the ruling party were allegedly untouchable despite that they were thought to be very corrupt. Again, the politicians abused their authority to amass wealth, while they depended on using technology to cover their illicit deals. The deals were characterised by high levels of deception and most people paid lip

service to combating corruption on the detriment of engaging in the real fight against corruption.

Technological factors play an important role in anti-corruption education. With a literacy rate of over 90 %, Zimbabwe comprises of some of the best minds in Africa. The citizens are well educated and they can use technology to their advantage professionally. However, some of the people used their knowledge and skills to defraud the organizations they worked for. They took corruption to cyber level and Zimbabwe needed equally good anti-corruption education officers with special knowledge in forensic science who could expertly detect cyber corruption. Practically, Zimbabwe finds itself in an environment where for instance, the government requires to distribute farming equipment and machinery. The data capturers fraudulently misrepresent the identities of those who benefit from the scheme by writing names of poor people on the distribution register, while the equipment is taken by well-paid government officials. There is also need to constantly staff develop anti-corruption educators so that they assist in raising awareness on cyber corruption and how to prevent it.

Social factors also affect corruption prevalence to a greater extent. They include issues of literacy levels inherent in society and much more the idea of cultural practices that eventually become part of educational curriculum. The fact that curriculum has a symbiotic relationship with society, gives an idea why anti-corruption education should be taught in schools today, (Zengke He 2000). According to Purnama and Sundawa, (2017) there is need for a country to engage in civic education which aims at producing students who are not only academically smart but professionally competent with noble character. Such school products would become good citizens who are responsible to their country. As Indawati, (2015) puts it succinctly, Anti-corruption education should emphasize moral building of anti-corruption strategies than mere transfer of knowledge in theory to the learners. Therefore, there is a lot that could be on the table when planning and effectuating an anti-corruption education. The major aim being to transform people's attitudes towards anti-corruption.

In the next section I address the limitations of this study.

6.10 Limitations of the study

As previously mentioned, this study generated data on the role of public education in addressing corruption in Zimbabwe. I was aware that, as in any other research of this magnitude, the study had some limitations.

This study had sixty participants, a number which I felt could have been increased in order to include more participants and allow diverse views. I drew twenty participants from each of the three distinct groups involving government, parastatal and civil society. I strongly believe a larger sample could have broaden the scope of the present research. However, I utilized the phenomenological methodology to assist me in choosing rich research sites and participants. The phenomenological methods used in this study, (semi-structured questionnaires and interviews) guaranteed me with a one hundred percent response rate. In selecting the study sample, I was guided by the appropriateness and richness of the information, (Fossey, Harvey, et al 2002).

This study covered just six institutions in the greater Harare region which were within a radius of 25 kilometres. Other studies of this magnitude could have attracted the participation of people throughout the country including those residing in rural and farming areas. This was important to determine the different perceptions people might have had irrespective of their geographic locations on the role of public education in addressing corruption in Zimbabwe.

This study did not see the participation of high-ranking officials in government, parastatals and civil society organizations largely because they would approve the participation of their subordinates while they kept themselves 'busy' elsewhere. The findings, were made from the contributions of participants in middle management and lower grades. Future studies might focus on the inclusion of top management in order to get a good blend of ideas on the topic.

6.11 Suggestions for future research

After having gone through my study, I got the impression that there was very little research that had been done linking corruption and education in Zimbabwe of late, although there was a fertile ground for potential educational research from curriculum planning and development, curriculum change and innovation, implementation and evaluation. The prevalence of fake degrees and diplomas that were churned out year in and year out was a tip of an iceberg of the depth and breadth of corruption gnawing the education system in Zimbabwe. The current examinations leakages bedeviling the Zimbabwe Schools Examination Council (ZIMSEC) coupled with the arrest of cheats in every Ordinary level examination session were sufficient pointers to malpractices and poor corporate governance in the management of examinations which were largely conceived to be fueled by corruption. As if the aforesaid was not enough, Zimbabwe had for the first time, a university Vice Chancellor appearing in court for allegedly facilitating a former Zimbabwe first lady to unscrupulously obtain a Doctor of Philosophy degree. The country could not ask for better evidence to show how deep-rooted corruption was in the Zimbabwean education system, (www.theherald.co.zw).

Basing on the findings of this study, I suggested two possible areas for further research. Firstly, I propose that that similar studies be carried on the effects of mainstreaming anti-corruption studies in formal school curriculum as a way to create or raise anti-corruption awareness. Special attention should be paid on how anti-corruption education could bring about the observance of good corporate governance as a long-term solution to prevent and combat corruption in Zimbabwean institutions.

Administratively, research studies may be carried out on the net educational benefits as a result of abuse of public resources by educational authorities. There is growing suspicion that several school / college authorities are corruptly benefiting from resources meant for learners. It is believed that these educational authorities misallocate and misappropriate resources and they reap personal benefits from these illegal activities to the detriment of giving quality education.

7.0 References

Adams, M.C. (2001). *Sociology. A Study of Social Behaviour*. London: Wadsworth Publishing Company.

Aladwani, A. M. (2016) Corruption as a source of e-government projects failure in developing countries: A theoretical exposition, *Int. J.Inf. Manag. 36 105-112.*

Alatas, S. (1990). *Corruption, Its Nature and Functions*. Aldershort.

Anti-Corruption and Civil Rights Commission, (2015).

Anti-Corruption Commission, (2009). Mini-survey report.

Applebaum, R. and Chamblis, W. (1995), *Sociology*. New York; McGraw Hill.

Asiimwe, A., Ahehwa, J. and Agaba, V. (2011). *Good Anti-Corruption Practices in the Water, Education and Health Sectors in Sub-Saharan Africa*: Johannesburg, UNDP.

Babbie, E. R. (1977). *Society by Agreement: An introduction to Sociology*; California, Wadsworth pub. Co.

Bahai International, (2012). 'Community's contribution to the 51st United Nations Commission for Social Development', New York.

Bahai International, (2012). Community's Contribution to the 45th United Nations Commission on population development, New York; 16 February 2012.

Balogun, G. (2012). *Why anti-corruption is not yielding quick results. News Watch;* Lagos, Watch Communications Ltd.

Barrett, A., Ali, S., Clegg, J., Hinostroza, J.E., Lowe, J., Oduro, G., Pillay, M., Tikly, L. and Yu, G. 2007). Initiatives to improve the quality of teaching and learning: *A review of recent literature. Background paper for EFA Global Monitoring* Report 2008.

Berg, B. L. (2001). *Qualitative Research Methods for the Social Sciences*; (4[th]edn) Boston, Allyn and Bacon.

Bertelsmann Foundation, (2014) in www.bti-project.org

Bertot, J. C., Jaeger, P. T. and Grimes, J. M. (2010). Using ICTs to create a culture of transparency: *E-government and social media as openness and anti-corruption tools for societies*. New York, University of Maryland.

Best, J. W. and Kahn, J. V. (1993). *Research in Education*. Boston: Allyn and Bacon.

Beuselinck, C. Cao L. Deloof, M. and Xia X. (2017*) The value of government ownership during the global financial crisis*: J. Corp. Financ. 42 pp. 481-493.

Borcan, O., Lindahl, M. and Mitrut, A.(2017). *Fighting Corruption in Education: What works and who Benefits? American Economic Journal*; Economic Policy 2017, 9 (1); pp. 180-209;
Retrived from https://doi.org/10.1257/pol.20150074.

Borg, J.W. and Gall, D.M. (2007) *Educational Research: An African Introduction*. New York, Longman.

Bouder, S. (2013). *Critical Components for Public Awareness Campaigns*. Advocacy Unleashed.
Retrieved from https://advocacyunleashed.kontribune.com/articles/1371.

Boyle, A. and McCloskey, S. (2011). *The Activist's Handbook: A guide to Activism on Global Issues;* Centre for Global Education, Trocaire.

Bhola, H. J. (1988). Adult Literacy for Development in Zimbabwe: *The Third phase of the revelation examined in Adult Education and Development*, 31: pp. 35-44

Bishop, G. (1995). *Innovation in Education.* Kampala: Macmillan.

Bretag, T., Harper, R., Burton, M. Ellis, C., Newton, P., Rozenberg, P. Saddiqui, S. and Haeringen, V. K. (2018). Contract Cheating: A Survey of Australian University Students, studies in Higher education, Retrieved from https://doi.Org/10.1080/03075079.2018.1462788.

Briggs, A.R.T. and Coleman, M. (2002). *Research Methods in Educational Leadership and Management*. London: SAGE Publication.

Briggs, A. R.T., Coleman, M. and Morrison, K. (2012). *Research Methods in Educational Leadership and Management.* London: SAGE publications ltd.

Burton, N. Brundrett, M. and Jones, M. (2010). *Doing Your Educational Research Project*. London: SAGE.

Chapman, D. (2002*).* Corruption and the Education Sector: Sectoral Perspectives on corruption. Unpublished.

Chapman, D.W. and Linder, S. (2016). Degrees of integrity: The threat of corruption in Higher Education, studies in Higher Education, 41:2, pp. 247-268, Retrieved from https://doi.rg/10.1080/03075079. 2014.927854.

Chatereka, J. and Nduna, B. (2010). Determinants of unmet need for Family Planning in Zimbabwe. Liverpool: Liverpool Associates.

Chene, M. (2015). Zimbabwe: Overview of Corruption in the Health and Education sectors and in Local Government. *Transparency International*, 30 April 2015.

Chidza, R., Mushava, E. and Taruvinga, M. (2016), 'V. P. Mphoko sucked into ZINARA storm'. *The Newsday 15 July.*

Cohen, L. and Manion, L. (1994). *Research Methods in Education*, (4th Ed). London; Routledge.

Cohen, L. and Manion, L. and Morrison, K. (2009). *Validity and Reliability. Research Methods in Education*, (6th ed). London; Routledge.

Collins, K. J., du Plooy, G. M., Grobbelaar, M. M., Puttergill, C. H., TereBlande, M. J., Van Rensburg, G. H. and Wigston, D. J. (2000*). Research in Social Sciences.*Pretoria; University of South Africa.

Collins, J. and Hussey, R. (2013). *Business Research: A Practical Guide for undergraduate and postgraduate students*. Palgrave Macmillan.

Coleman, J. S. (1990). *Foundations of Social Theory*. Cambridge, M A; Belknap Harvard.

Corbetta, P. (2003). *Social Research: Theory, Methods and techniques*; London, SAGE Publications.

Constitution of Zimbabwe, Amendment No. 20 Act 2013.

Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (4th ed.). Boston; Pearson.

Creswell, J.W. and Plano Clark, V. (2007). *Designing and Conducting Mixed Methods Research.* Thousand Oaks, C.A.: SAGE.

Criminal Codification and Reform Act chapter 9:23. Harare, Print Flow.

David, M. and Sutton, C. D. (2004). *Social Research the Basics*. London; SAGE Publications.

Dawson, P. and Sutherland-Smith, W. (2018). Can markers detect contract cheating? Results from a pilot study, Assessment and Evaluation in Higher Education, 43:2, 286-293.

Retrieved form http://doi:org/10.1080/02602938.2017. 1336746.

Deliversky, J. (2016). "Preventing corruption in the Education system". *Journal of educational and Instructional studies in the world*": June 2016, Vol. 6 special issue1 article: 20 ISSN: 21467463.

Denzin, N. K. and Lincoln, Y. S. (2000) *Handbook of Quantitative Research,* (2nd Ed) London; SAGE Publication.

Denzin, N. K. (2009) *The Research Act: A Theoretical Introduction to Sociological Methods.* New York, Routledge.

Dike, V. W. (2008). Conducting knowledge societies for sustainable development in constructing knowledge societies for sustainable development. Enugu; *Association for Promoting lifelong Education in Nigeria*, pp. 5-12.

Directorate on Corruption and Crime, Annual report. 2004. Gaborone.

Dube, T. (2010). Public Sector Corruption: *A Study of Quasi-Autonomous Public Institutions in Zimbabwe*, University of South Africa, Unpublished.

Ear, S. (2016). "Combating Corruption in Cambodia", *Asian Education and development studies*, Vol. 5 Issue: 2 159-174,

Retrieved from https://doi:org/10.1108/AEDS-01-2016-0004

Easterby-Smith, M. Thorpe, R. and Jackson, P.R. (2008). *Management Research*. (3rd ed) New Delhi: SAGE.

Edinyang, S. D. and Usang, E. E. (2012). The Role of Social Studies Education in Stemming Corruption for National Transformation in Nigeria. *British Journal of Arts and Social Science*, ISSN: 2046-9578, vol. 9 No 1 (2012).

Edwards, R. and Holland, J. (2013). *What is Qualitative Interview?* Bedford, London: Bloomsbury.

EFA Global Monitoring Report, (2015). Education For All. 2000 – 2015: *Achievements and Challenges*; UNESCO. Paris.

Fossey, E., Harvey, C., McDermott, F. and Davison, L. (2002). Understanding and Evaluating Qualitative Research: *Australian and New Zealand Journal of Psychiatry;* 2002 Dec 36 (6): 717-732.

Frolova, I. I. (2014), Research of Corruption in the Education System. *Canadian Centre of Science and Education*: Vol. 10, No. 20; 2014.

Gall, J. P., Borg, W.R. and Gall, M. D. (1996). *Educational Research: An Introduction*. New York, Allyn and Bacon.

Giddens, A. (2011). *Sociology*: Cambridge, Policy press.

Ghoku, M. and Lekoko, R. N. (2007). Developing Programmes for Adult learners in Africa: Gaborone, Pearson Education.

Global Campaign for Education, 2015.

Gray, D. E. (2004). *Doing research in the real world*. London; Sage Publications Ltd.

Gwaunza, M. (2015). 'Zimbabwe must learn from China in tackling graft', *the Herald 28 November 2015.*

Haralambos, M. and Holborn, M. (2006). *Sociology: Themes and Perspectives*. London: Collins Educational.

He, Z. (2000). Corruption and anti-corruption in reform China. *Beijing, Communist and Post-Communist Studies* 33 (2000) 243-270

Hencke, D. (1994). "Tory MPs were paid to plant questions says HarrodsChief". The Guardian: Retrieved from
www.theguardian.com/politics/1994/0ct/20/conservarives.uk
.

Hope, K.R. and Chikulo, B.C. (2000). *Corruption and Development in Africa: Lessons from Country Case Studies*. London; MacMillan Press Ltd.

Hopwood, G. (2007). *Tackling Corruption: Opinions on the Way Forward in Namibia*: Windhoek, Namibia Institute for Democracy.

Huberman, A. M. and Miles, M. B. (1994). 'Data Management and Analysis Methods' in Denzin, N. K. and Lincoln, (eds) *Handbook of Quantitative Research*. Thousand Oaks, C A; SAGE pp 428-44.

Hunter, C. and McCleland, K. (2012). "Theoretical Perspectives in Sociology". New York, Unpublished.

Indati, N. (2015). The Development of Anti-Corruption Education Course for Primary School Teacher Education Students. University of Kanjuruhan Malang; *Journal of Education and Practice*, Vol. 6 No. 35.

Index Kosovo and UNDP (2014). Public perceptions of corruption in the Education Sector*; Swiss Agency for Development and cooperation in Kosovo.*

Jones, D.S. (2017). "Combating corruption in Botswana: Lessons for policy makers", *Asian Education and development studies*, Vol. 6. Issue 3, 213-226, Retrieved from https://doi.org/10.10.1108/AEDS-03-2017-0029.

Johnson, R. B. and Onwuegbuzie, A. J. (2004). Mixed Methods Research*: A Research Paradigm Whose Time Has Come.*
Retrieved from https://doi.org/10.3102/0013189x033007014.

Joseph, J. (2016). A comparative study of anti-corruption practice disclosure among Malaysia and Indonesia Corporate Social Responsibility (CSR). *Best practice companies;* J. Clean. Prod 112 2896-2906.

Kaktins, L. (2018). Contract Cheating advertisement: *What they tell us about international students' attitude to academic integrity, Ethics and Education*, 13.2, 268-284,
Retrieved from https://doi:org/10.1080/17449642.2017.1412178.

Karklin, R. (2005) The System made me do it: *Corruption in post-communist societies*. Armonk. N.Y.; M.E. Sharpe.

Keyston, J. (2001). *Communication Research*: *Asking Questions, Finding Answers*. Philadelphia; Mayfield publishers.

Kirby, P. Lanyon, C., Cronin, K. and Sichair, R. (2003). Building a Culture of Participation: *Involving Children and Young people in policy, service planning delivery and evaluation*. Research Report, London; Department for Education and skills, 2003 a.

Komalasari, K. and Saripudin, D. (2015). Integration faint-corruption education in school's activities. *American Journal of applied Sciences, June 2015.*

Kompo, D. K. and Tromp, D. L. (2006). *Proposal and Thesis writing: An Introduction*. Nairobi; Paulines Publication Africa.

Korea Independent Commission Against Corruption, (2006).

Kuris, G. (2013). "Managing Corruption Risks: Botswana Builds an Anti-Graft Agency, 1994-2012," *Innovations for Successful Societies*; Princeton University.

Kvale, S. and Brinkmann, S. (2008). *Interviews: Learning the craft of qualitative research interviewing* (2nd ed.). Thousand Oaks, CA: Sage.

Lambsdorff, J. G. (2006). *Causes and consequences of corruption: What do we know from a cross-section of countries?* Toronto; Edward Elgar Publishing.

Le Compte, M.D. Millroy, W.L. and Preissle, J. (1992). *The Handbook of Qualitative Research in Education.* New York: MacMillan Publishing Company.

Levine, J. and Pazdernik, V. (2018). Evaluation of a four-pronged anti-plagiarism program and the incidence of plagiarism. A five-year retrospective study*, Assessment and Evaluation in Higher Education,* 43:7, 1094-1105, Retrieved from https://doi:org/10.1080/02602938. 2018.1434127.

Lines, L. (2016). Ghost writers guaranteeing grades? The quality of online ghost-writing services available to tertiary students in Australia, *Teaching in Higher education,* 21:8, 889-914, Retrieved from https://doi:org/10.1080/13562517.2016.1198759.

Macionis, J.J. (1997) 6th (ed) *Sociology*. New Jersey: Simon and Schuster.

Magwa, S. and Magwa, W. (2015). A Guide to Conducting Research: A Student Handbook; Singapore, *Strategic Book Publishing and Rights Co., LLc*.

Makochekanwa, A. and Kwaramba, M. (2010). Dwindling Access to Social Services in Zimbabwe*, MPRA Paper No. 28271.*

Makoto and Rundofa: "U Z Students call for Prof.Nyagura ouster: *The Herald 21 November 2017.*

Mambo, E. (2013). in The Zimbabwe Independent, 11 October.

Mapira, J. and Matikiti, R. (2012). Love, sex, money, cellphones, beer or beast for a job: Corrupt practices within Zimbabwe's education sector: Implications for sustainable development, *Journal of sustainable Development in Africa*, Vol. 14, No 7.

Mwaradzika, M. (2015). The role of Civil Society organisations in promoting democratic process inZimbabwe 1980 – 2013. Retrieved from http://hdl.handle.net/11408/2055

Mwatwara, W. and Mujere, J. (2015). Corruption and the Comrades: Mugabe and the "fight" against corruption in Zimbabwe, 1980 – 2013.

McMillan, J. H. and Schumacher, S. (1993). *Research in Education: A Conceptual Introduction* (3rd ed.). New York: Harper Collins College Publishers.

Merill, M.H. (1988). A Helping hand: Educational programme for the functional Illiterate. Lifelong Learning: *An Omnibus for Practice and Research*, 11 (7) 25-27.

Mezieobi, K.A. (2012) Bulldozing corruption impending Nigeria's National Transformation via instrumentality of Social Studies education. *A leading paper presented at the 29th National Conference of the Social Studies Association of Nigeria held in Benne State University*, *Makurdie, Benne State, Nigeria. 9-13 July.*

Miles, M. B. and Huberman, A. M. (1994). 'Data Management and Analysis Methods', in Denzin, N. K. and Lincoln, Y. S. (eds), *Handbook of Qualitative Research*. Thousand Oaks, C.A.; SAGE.

Misco, T. and Patterson, N. C. (2007). "A Study of Pre-Service Teachers' Conceptualizations of Academic Freedom and Controversial Issues", *in Theory and Research in Social Education Journal,* Vol. 35 No. 4 p520-550.

Mothata, M.S. (2000). The Provision of Education to minorities with special emphasis on South Africa. *Unpublished Doctoral Thesis,* Pretoria: UNISA.

Moyo, H. (2014). 'Government fingered over obscene salaries'. *The Zimbabwe Independent;* 31 January.

Moyo, T. (2018). 'Zimbabwe has highest literacy rate in Africa: Survey'. *in The Chronicle 28 May.*

Mpofu S.T. (1994). *A Situation Analysis of Adult Literacy Programmes.* Harare: Zimbabwe.

Mpofu, S.T. (1995). "The Outcomes and Shortfalls of the Adult Literacy and Post Literacy project of Zimbabwe: 1987-1991", *Zimbabwe Journal of Educational Research*, 7 (1), 841114.

Mpofu, S.T. (1995). Evaluation of the Government Literacy Campaign in Zimbabwe. *Journal of the African Association for Literacy and Adult Education*, 9 (1), 25-34.

Motsi, P. D., Banda, R.G. and Mabvurira, V. (2012). "Traditional Practices and Uptake of Female condoms in Zimbabwe", in the *Journal of Emerging Trends in Educational Research and Policy Studies*; 3(3): 365-370.

Mubika, A. K. and Bukaliya, R. (2011). Teacher Competence in ICT: Implication for Computer Education in Zimbabwe Secondary Schools. *International Journal of Social Science and Education*; Vol, 1. Issue 4 October 2011.

Mugenda, O. And Mugenda, A. (2003) *Research Methods: Quantitative and Qualitative Approaches*, NRB-ACTS.

Mushava, S. (2015) "Corruption harms education sector". *The Herald 25 November*

Mushava, S. (2015) "Education, the foremost jewel of Zimbabwe's crown is under threat".: *The Herald 28 November*.

Mutondoro, F. and Gweshe, N. (2015*) Young People and Corruption in Zimbabwe Baseline Study Report.* Harare, Transparency International Zimbabwe.

Mutondoro, F. Ncube, M. J. and Hadebe, S. (2014) Assessment of Transparency and Accountability in State Owned Enterprises in Zimbabwe: 2014 Annual State of Corruption Report: *Focus on State Owned Enterprises*, *Transparency International Zimbabwe.*

Nieuwenhuis, J. (2007). Introducing Qualitative Research. In Maree, K. First Step in 8h Research, (pp. 70 – 97), Pretoria; Van Schaik.

Nyarota, J. (1989). 'Willowgate Scandal'. The Chronicle 31 January. Retrieved from https://pindula.co.zw//willowgate-Scandal.

OECD (Organization for Economic Cooperation and Development) (2015). Building more effective, accountable, and inclusive institutions for all. *Post-2015 Reflections Paper 1.*

Patrinos, H. A. (2013). "The Hidden cost of corruption: Teacher absenteeism and loss in schools*. Education for Global Development.*

Punch, F.K. (2009). *Introduction to Research Methods in Education*. London: SAGE Publications ltd.

Ransomed, J. and Newton, P.M. (2018) Are we educating educators about academic integrity? A study of UK higher Education books, Assessment and Evaluation in Higher Education, 43: 1, 126-137, Retrieved from https://org:doi/10.1080/02602938.2017.1300636.

Reiss, M. J. (2004). Students attitudes towards Science: A long term perspective. *Canadian Journal of Science, Mathematics and Technology Education*, 4 (1), 97-109.

Rogoff, B. (2003). The Cultural Nature of Human Development; New York: Oxford University Press.

Rohwer, A. (2009). Measuring Corruption: A comparison between the Transparency International's Corruption Perceptions Index and the World Bank's worldwide Governance indicators: *CESifo DICE Report*, ISSN 1613-6373; Munchen, Vol, 07, Issue 3 p 42-52.

Rothstein, B. (2007). Anti-Corruption – A Big Bang Theory: Goteborg; The Q O G Institute.

Rowland, S., Slade, C., Wong, k. and Whiting, B. (2018*). 'Just turn to us': he pervasive features of contract cheating websites, Assessment and Evaluation in Higher Education. 43:4, 652-665,
Retrieved from https:// doi.org/10.1080/02602938.2017.1391948.

Rubin, A. and Babbie, E. R. (2010). *Essential Research Methods for Social Work*. Belmont. CA: Brooks / Cole.

Purnama, S. and Sundawa, D. (2017) The Development of Anti-Corruption Education Model to Support Students Integrity Character in Schools through Civic Education. *Indonesia University of Education; The International Academic Forum.*

Quah, J.S.T. (2017) "Learning from Singapore's effective anti-corruption strategy: Policy recommendations for South Korea", *Asian education and development studies, Vol. 6 Issue17-29*,
Retrieved from https://doi.org/10.10.1108/AEDS-07-2016-0058.

Sand, B.N. (2001) "Decentralizing an economy, the role of Bureau Corruption in China economic reform," *Public Choice 65(1), 85-91.*

Sarmini, S. Swanda, M. and Nadiroh, U. (2018). "The importance of Anti-corruption education teaching materials for the young generation"; *Journal of Physics: Conf.series 953 (2018) 012167*,
Retrieved from https://doi.org/10.1088/1742-6596/953/1/012167.

Schaefer, R. T. (2006). (2nd Ed) *Sociology Matters*; Singapore, McGraw Hill.

Schmidt-Pfister, D. and Moroff, H. (2012*). Fighting Corruption in Eastern Europe. A Multi-Level Perspective*: London, Routledge.

Seniwoliba, J. A. and Boahene, B. E. (2015). *Manifestation of Corruption in Higher Education: The Role of the University Administrator*; Tomale, University for Development Studies.

Silverman, D. (2010). *Doing Qualitative Research*. (3rd Ed), New Delhi: SAGE.

Smythe, W. E. and Murray, M. J. (2000). Owning the story: Ethical Considerations in narrative research. *Ethics and Behavior, 10(4), 311-336*.

Stahl, C. (2018) "The Analysis of corruption in the education sector through a behavioural lens", *ETICO International Institute for Educational Planning (IIEP-UNESCO).*

Tanga, P.T. (2009) *Informal Sector and Poverty: The Case of Street Vendors in Lesotho.* Addis Ababa: OSSREA.

The UNDP Survey on Public Perceptions of Corruption in the Education Sector, 2014.

Thomas, R. (2003) *Blending Qualitative and Quantitative Methods in Theses and Dissertations.* (6th ed) California.

Transparency International, (Zimbabwe) (2008) A Comparative Study of National Integrity Systems in 5 Southern African Countries. Harare: Happen Comm.

Transparency International (Zimbabwe, (2012) Annual State of Corruption Report 2012; A look at the mining sector in Zimbabwe-Gold, Diamonds and Platinum, Retrieved from *http://tizim.org/wp.*

Transparency International (2010) 'The anti-corruption catalyst: Realizing the MDGs by 2015', Berlin, Germany.

Transparency International, (Zimbabwe) Position Paper on Independent Anti-corruption Commission. July 2002.

Transparency International (2014) *Survey on Public Perceptions of corruption in the Education sector.* New York, United Nations Development Programme.

Transparency International (The global coalition against corruption): Corruption in the Education Sector: *A Working Paper. #04 / 2007*.

Truex, R. (2010). Corruption, Attitudes, and Education: Survey Evidence from Nepal. Yale University, World Development Vol.39 No.7 p 1133-1142.

Tsabora, J. (2016). *Zimbabwe Environmental Law Association Report; The Legal and Economic Framework for Natural Resources-Related Statutory Funds in Zimbabwe.* Harare; ZELA.

Tsodzo, C. (2014). Socio-Economic Barometer: Baseline study – A draft Report. Harare: ZIMRIGHTS.

Tuckman, B.W. (1994). *Conducting Educational Research*. (4th ed), Tokyo: Harcourt Brace College Publishers.

Udenka, A. (2014*) UNDP Survey on Public Perceptions of Corruption in the Education Sector*. Enugu: University of Nigeria.

Udenka, A. F. (2013). Nigeria Culture and Corruption in the Education Sector: See Something, Say Something, Do Something, Change We Believe in. Available at SSRN:
Retrieved from https://ssrn.com/abstract=2227412.

Udenka, A. and Iwuamadi, C. K. (2013). Nigeria Culture and Corruption: *Corruption in the Education Sector*; Enugu, University of Nigeria.

United Nations Sustainable Development Goals/

UNDP, (2002). Human Development Report 2002 - Bosnia and Herzegovina. New York; United Nations Development Program.

UNDP, (2014) Survey on Public Perceptions of corruption in the Education Sector. New York, United Nations Development Programme.

Yin, R.K. (2003). Case study research: Design and methods. Thousand Oaks, CA: Sage.

Wan, C. and Sirat, M. (2018) "The development of Malaysian higher Education: Making sense of the nation-building agenda in the globalization era", *Asian education and development studies, Vol 7, Issue: 2. 144-156*. Retrieved from https://doi.org/10.101108/AEDS-07-2017-0068.

Winterowd, W. R. (1989). *The Culture and Politics of Literacy*. New York: Oxford University Press.

Wood, J. and Antonowicz, L. (2011). *Fighting corruption in the Education Sector: Methods, Tools and Good Practice*. New York: UNDP.

World Bank, (2000) *"Anti-Corruption in Transition: A contribution to the Policy Debate"*. Washington D. C.; The World Bank.

World Bank, (2011). Curbing Fraud, Corruption, and Collusion in the Roads Sector. Washington, The World Bank Group.

World Bank, (2007), The International Bank for Reconstruction and Development.

www.financialgazette.co.zw

www.zimonline.co.za

www.zbccorporate.co.zw

Zimbabwe Anti-Corruption Commission Annual Report. 2011.

Zimbabwe Anti-Corruption Commission Mini-Survey Report. 2010.

Zimbabwe Anti-Corruption Commission Public Education Manual, (2012).

Zimbabwe Anti-Corruption Commission 2015 – 2020 Strategic Plan.

Zimbabwe Demographic and Health Survey, 2005-6.

Zimbabwe Open University Change Process in Education (module EA3PD303).
    Harare: Zimbabwe.

Zimbabwe Statistics Population Estimate, 2013.

Zimbabwe Transitional Stabilisation Programme, 2018.

Zhangazha, W. (2017) in www.theindependent.co.zw

Zinanga, A. F. (1992). Development of the Zimbabwe Family Planning Program:
    Policy Research Working Papers. World Bank.

Zvobgo, R. J. (1986). *Transforming Education: The Zimbabwean Experience*.
    Harare; College Press.

8.0 APPENDICES

8.1 DATA GENERATING INSTRUMENTS

8.2 QUESTIONNAIRE

My name is Munyaradzi Magiga. I am a Doctor of Philosophy (in Education) student with the University of KwaZulu Natal. I am kindly requesting you to participate in the study through answering to questions in this questionnaire. My topic is **The role of public education in addressing corruption in Zimbabwe: Experiences and perspectives of multiple-stakeholders**. I promise to handle your responses confidentially and they shall only be used for the purpose of this study.

Please tick (✓) where ever you think it applies most.

1.0   Personal Information

1.1   Participant by gender   [ ] female   [ ] male

1.2   Participant by age in years

        21 to 30 [ ]   31 to 40[ ]   41to 50 [ ]   51 to 60 [ ]   61 to 70 [ ]

        71 and above[ ]

1.3   Participants by highest educational qualifications

        [ ] Certificate [ ] Diploma [ ] Higher National Diploma [ ] Degree

        [ ] Masters   [ ] Doctorate

1.4   Participant by work experience in the relevant sector / industry

        [ ] up to 1 year [ ] 2 to 5 years [ ] 6 to 9years [ ]10 to 15 years

        [ ]16 above

2.0   Participants' understanding of public education

        2.1   What do you understand by public education?

                ……………………………………………………………………………
                ……………………………………………………………………………
                ……………………………………………………………………………
                ………………

3.0   Participants' understanding of corruption

        3.1   What do you understand by corruption?

                ……………………………………………………………………………
                ……………………………………………………………………………
                ……………………………………………………………………………
                ………………

4.0 Participants' experiences of anti-corruption education.

    4.1 Please tick (✓) where ever you think it applies most. {A- agree; N / S- not sure; D- disagree}.

Participants' experiences of anti-corruption education	A	N / S	D
The Anti-Corruption Education programme caters for all citizens			
There are relevant educational materials for all age groups			
Anti-Corruption Education is effectively packaged in three basic languages			
Anti-Corruption educators distribute educational materials			
There is a provision for library services in Anti-Corruption Education			
Anti-Corruption Education content is reviewed in line with corruption trends			
Anti-Corruption Educators have requisite skills to educate the public			

5.0 Participants' views on their participation in Anti-Corruption Education.

    5.1 Please tick (✓) where you think it applies {A- Agree; N / S- Not Sure; D- Disagree}

Aspect of Anti-Corruption Public Education	A	NS	D
I participated in Anti-Corruption Workshops and seminars			
I took part in radio dialogues and presentations			
I received Anti-Corruption education through the television			
I participated in Anti-Corruption exhibitions and commemorations			
I took part in Anti-Corruption road shows and roadblocks			
I participated in Anti-Corruption education through the website			
I received Anti-Corruption education through the Newspapers			
I participated in Anti-Corruption education through Face book			
I participated in Anti-Corruption education through Institutional Round Table Discussions			

6.0   Participants' perspectives on the improvement Anti-Corruption Education.

Please tick (✓) where you think it applies: {A- Agree; N / S- Not Sure; D-disagree}

Aspect of Public Education	A	NS	D
There is need to have a national anti-corruption policy to guide anti-corruption education.			
There is need to have an anti-corruption education that caters for all age groups in the country.			
There is need to use modern technology in dispensing anti-corruption education in the country.			
Anti-corruption education needs to be supported by thorough investigations and prosecution of corruption cases.			
An effective anti-corruption education should be driven by a sound research strategy.			
Anti-corruption education makes better sense where the Zimbabwe Anti-Corruption Commission is accorded with arresting powers.			
Integrity committees are an essential element in anti-corruption education.			

8.3   INTERVIEW GUIDE

My name is Munyaradzi Magiga. I am a Doctor of Philosophy (In Education) student with the University of KwaZulu Natal. I am kindly requesting you to participate in the study through answering to the following questions. My topic is **The role of public education in addressing corruption in Zimbabwe: Experiences and perspectives of multiple stakeholders.** I promise to handle your responses confidentially and they shall only be used for the purpose of this study.

1.0   Have you ever experienced the Zimbabwe Anti-Corruption Commission public education on anti-corruption?   [ ] Yes   [ ] No

2.0   What type of anti-corruption education did you experience?

[ ] Lecture at institutions of learning.   [ ] Anti-corruption sermon at church

[ ] Participated in exhibition and / or commemoration.   [ ] Attended a seminar / workshop on anti-corruption.

3.0   What methods of delivery are used by ZACC?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

4.0   Of these methods which one is the best for Anti-Corruption public education?

…...

....

Give your reason(s)

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

5.0 In which ways did the use of the following media platforms help in Anti-Corruption Education activities;

  (a) brochures, flyers, banners (Informercials)

....

....

....

(b) Lectures in workshops / seminars

....
....
....

 (c) Radio presentations

....
....
....

 (d) Television presentations

....
....
....

(e) Newspapers and other publications

....
....
....

 (f) website

....
....
....

 (g) Facebook page

....
....
....

6.0 Explain whether there has been behaviour changes towards Anti-corruption among the public

....

....

....

7.0 What role should be played by the following if anti-corruption education is to improve in Zimbabwe?

(a) Government

....

....

....

(b) Parliament

....

....

....

(c) Civil Society organizations

....

....

....

(d) Schools and colleges

....

....

....

(e) Traditional Leadership (Chiefs and Village Heads)

....

....

....

8.0 What improvements should be put in place to get full participation of people with various disabilities in anti-corruption education?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

9.0 What has been the impact of public education on the prevalence and occurrence of Corruption in Zimbabwe?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

8.4 PARTICIPANT CONSENT FORM

1935 Main Way Meadows

Waterfalls, Harare,

Zimbabwe.

5 May 2017

....

....

....

Dear Sir / Madam

REQUEST FOR YOUR CONSENT TO PARTICIPATE IN A RESEARCH

My name is Munyaradzi Magiga. I am employed as Public Education Manager with the Zimbabwe Anti-Corruption Commission in the Public Education, Prevention and Corporate Governance department. My contact details are;

- e-mail address m.magiga@gmail.com,
- cell phone +263 4 772881675 and
- land line number +263 4 369602/5.

I am a PhD student in Educational Leadership, Management and Policy at the University of KwaZulu-Natal (Edgewood Campus) in South Africa.

You are being invited to consider participating in a study that involves research on: **The role of public education in addressing corruption in Zimbabwe: Experiences and perspectives of multiple stakeholders.** The main aim of this study involves exploring how different stakeholders to the Zimbabwe Anti-Corruption Commission are experiencing and perceiving the part played by public education in combating corruption in Zimbabwe. The purpose of the study is to gather input from chosen participants on how the Zimbabwe Anti-Corruption Commission public education on corruption can be more effective in reducing the prevalence of corruption in the country. The study is expected to enrol 60 participants in total who are located in Harare and Chitungwiza areas. Twenty of the participants shall be selected from two government departments, the other twenty from two parastatals and the last twenty from Civil Society Organisations. In this study 30 participants are expected to be interviewed.

The study will involve the following procedures; completing questionnaires and / or orally responding to interview questions. The duration of your participation if you choose to enrol and remain in the study is expected to be 30 minutes. In that period you will be kindly requested to have a 30 minutes face-to-face interview session with me. This is a self-funded research study and there will be no monetary benefits

in participating in this study. You are also not expected to bear any costs what so ever during your participation in this study. However, I envisage educational benefits such as; increasing knowledge on what should constitute an effective Public Education on anti-corruption in terms of its content and delivery which ultimately is expected to reduce the prevalence of corruption in Zimbabwe.

There are no perceived risks and / or discomforts in participating in this study. You are being invited to take part in this study because I believe that you can provide valuable contributions pertaining to the topic and possibly extend the boundaries of our knowledge on this concept.

I will, ensure that your identity and the name of your institution are both protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold your autonomy as the participant. You will be free to withdraw from the study at any time without incurring any negative consequences to yourself. In the event that you wish to withdraw your participation from the study you are expected to write to the researcher notifying me formally or use any of the contact platforms provided below about your decision not to proceed before my contact date with you.

This study has been ethically reviewed and approved by the University of KwaZulu-Natal Humanities and Social Sciences Research Ethics Committee (Approval Number HSS/0414/017 D).

In the event of any problems or concerns / questions you may contact the researcher at Zimbabwe Anti-Corruption Commission 872 Betterment Close Mt Pleasant, Harare, e-mail, m.magiga@gmail.com, cell phone 0772881675, land line number +263 4 369602/5 or the University of KwaZulu-Natal Humanities and Social Sciences Research Ethics, contact details as follows;

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, South Africa

Tel: 27312604557 – Fax: 27312604609

Email: HSSREC@ukzn.ac.za

Finally, you will be expected to complete a consent form. In your interest, feedback will be given to you during and at the end of the study.

Your positive response in this regard will be highly appreciated.

Yours sincerely

Munyaradzi Magiga.

Consent by participant

I...(Full names of participant) have been informed about the study entitled; **The role of public education in addressing corruption in Zimbabwe: Experiences and perspectives of multiple stakeholders** by Munyaradzi Magiga.

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study related procedures.

If I have any further questions / concerns or queries related to the study I understand that I may contact the researcher at;

Zimbabwe Anti-Corruption Commission

872 Betterment Close Mt Pleasant,

Harare,

Zimbabwe.

e-mail, m.magiga@gmail.com

cell phone 0772881675,

land line number +263 4 369602/5

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westiville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal

211

SOUTH AFRICA

Tel: 27312604557 – Fax: 27312604609

Email: HSSREC@ukzn.ac.za

Additional consent

I hereby provide consent to:

Audio-record my interview   YES / NO

Signature of participant   ---
                                                      Date

Signature of Witness   ---
                                                      Date

Signature of Translator   ---
                                                      Date

8.5 ETHICAL CLEARANCE

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

09 May 2017

Mr Munyaradzi Magiga 214584218
School of Education
Edgewood Campus

Dear Mr Magiga

Protocol reference number: HSS/0414/017D
Project title: The role of public education in addressing corruption in Zimbabwe: Experiences and perspectives of
multiple stakeholdres.

Expedited Approval

In response to your application dated 24 April 2017, the Humanities & Social Sciences Research Ethics Committee
has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent
Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved
through the amendment/modification prior to its implementation. In case you have further queries, please quote
the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter
Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Prof V Chikoko
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Ms T Khumalo, Ms P Ncayiyana and Ms C Khumalo

8.6 INSTITUTIONAL GATEKEEPER LETTERS

CHITUNGWIZA MUNICIPALITY

All Correspondence to be addressed to the Town Clerk

If Calling, Please

Ask for...M.MUKONYORA

The Municipality of
CHITUNGWIZA

P. O. Box 70,   ZENGEZA
Chitungwiza.

PHONES: 23001/4:   23000/9
23022/3;
FAX: 070-23337

14 December 2016

Munyaradzi Magiga
House No. 1935 Main Way Meadows
Waterfalls
Harare

Dear Sir,

PERMISSION TO CARRY OUT A RESEARCH PROJECT

I wish to acknowledge receipt of your letter dated 16 November 2016, on the above captione subject.
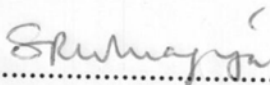
Please be advised that, the Council will be making the necessary provisions to assist you wit information you require for your project. Furthermore, be advised that the Council is als interested in the findings of your research. You are therefore advised to submit you findings/project results to the Head Human Resources.

For more information you are advised to approach the undersigned.

Yours faithfully

M. MUKONYORA (Mrs.)
HEAD HUMAN RESOURCES
For the Town Clerk

SIGNATURE..DATE...14/12/16......

GRACE
INTERNATIONAL
ZIMBABWE
A worldwide fellowship of Churches and Ministries

P.O. Box HR 10025
Harare

Tel: +263 4 757046
Cell: +263 772 423 851
+263 717 201 302, +263 774 156 550
Email: graceinternationalzim@gmail.com

19 October 2016

Munyaradzi Magiga
1935 mainway Meadows
Waterfalls
Harare

Dear Dr. M. Magiga

RE: PERMISSION TO COLLECT DATA ON ANTI-CORRUPTION FOR ACADEMIC PURPOSE IN RESPECT OF DOCTOR OF PHILOSOPHY STUDY IN EDUCATION.

The above matter refers

We acknowledge receipt of your application and your candidature with the University of KwaZulu Natal of South Africa as Dr. of Philosophy in Education. Our organization is willing to cooperate with you in the collection of data through questionnaires and interviews from our members pertaining the topic of your study: **The Role of Public Education in Addressing Corruption in Zimbabwe: Experiences and Perspectives of Multiple Stakeholders.**

However, feel free to contact our offices or our Secretariat department anytime you would want to start the process of data collection. Wish you the best in your studies and future endeavors.

Yours sincerely

Bishop D. Kagande
General Secretary

GRACE INTERNATIONAL
19 OCT 2016
P.O. BOX HR 10025
HARARE, ZIMBABWE

THE SECRETARY

MINISTRY OF AGRICULTUR
MECHANISATION AND
IRRIGATION DEVELOPMEN'

ZIMBABWE

Private Bag CY 7701
Causeway
Harare

Telephone: 706081-9
Fax: 797409
Telex : ZIM AGRIC :22455 ZW

Ref: S/Magiga

17 October 2016

Mr Magiga Munyaradzi
House Number 1935 Main Way Meadows
Waterfalls
Harare

AUTHORITY TO CARRY OUT A RESEARCH FOR ACADEMIC PURPOSE IN THE MINISTRY OF AGRICULTURE MECHANISATION AND IRRIGATION DEVELOPMENT: MR MUNYARADZI MAGIGA: UNIVERSITY OF KWAZULU NATAL

The above mentioned subject matter refers.

It is noted that you, Mr Munyaradzi Magiga, a student at the University of KwaZulu Natal and studying toward a Doctor of Philosophy Degree in Education, have applied to conduct a research in the Ministry of Agriculture, Mechanisation and Irrigation Development. It is further noted that, you are a full time employee of the Zimbabwe Anti-Corruption Commission and you hold the post of a Manager in the department of Public Education, Prevention and Corporate Governance.
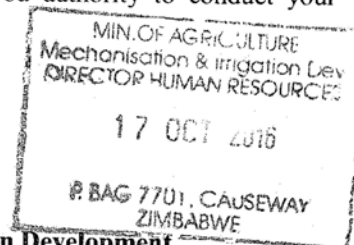
In view of the above, the Head of Ministry has granted you authority to conduct your research in the Ministry. You may proceed accordingly.

E. Ndaba
Human Resources
For Secretary for Agriculture, Mechanisation and Irrigation Development

MIN.OF AGRICULTURE
Mechanisation & Irrigation Dev
DIRECTOR HUMAN RESOURCE:

17 OCT 2016

P. BAG 7701, CAUSEWAY
ZIMBABWE

ZIMBABWE

Reference: C/426/3 Harare
Ministry of Primary and Secondary Education
P.O Box CY 121
Causeway
Harare

24 October 2016

Magiga Munyaradzi
House No 1935 Main Way Meadows
Waterfalls
Harare

RE: **PERMISSION TO CARRY OUT RESEARCH AT MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

Reference is made to your application to carry out a research at the above mentioned school in Harare Province on the research title:

"THE ROLE OF PUBLIC EDUCATION IN ADDRESSIN CORRUPTION IN ZIMBABWE: EXPERIENCES AND PERSPECTIVES OF MULTIPLE STAKEHOLDERS"

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Harare Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. You are required to seek consent of the parents/guardians of all learners who will be involved in the research.

You are required to provide a copy of your presentation and a report of what transpired to the Secretary for Primary and Secondary Education by December 2016.
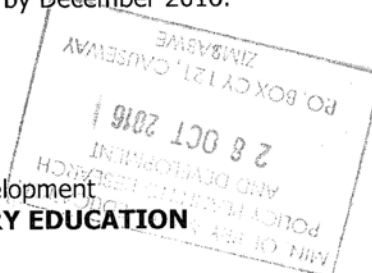
E. Chinyowa (Mr)
Acting Director: Policy Planning, Research and Development
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
cc: PED – Harare Province

ZIMBABWE

Ministry of Rural Development, Promotion and
Preservation of National Culture and Heritage
15TH Floor, Mukwati Building
CNR S. Muzenda Street and
Livingstone Avenue
Harare

12 October 2016

MINISTRY OF RURAL DEVELOPMENT,
PROMOTION AND PRESERVATION
OF NATIONAL CULTURE & HERITAGE

2016 -10- 17

HUMAN RESOURCES
MUKWATI BUILDING

Mr Magiga Munyaradzi
House No 1935
Mainway Meadows
Waterfalls
Harare
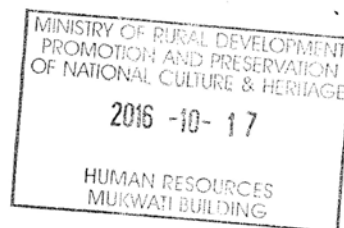
REQUEST FOR PERMISSION TO COLLECT DATA ON ANTI-CORRUPTION FOR ACADEMIC PURPOSE IN RESPECT OF DOCTOR OF PHILOSOPHY STUDY IN EDUCATION: MR MAGIGA MUNYARADZI: STUDENT: UNIVERSITY OF KWAZULU NATAL SOUTH AFRICA.

I am pleased to inform you that, permission to carry out an academic research "On The **role of public education in addressing corruption in Zimbabwe: Experiences and perspective of multiple stakeholders"** has been granted.

Your request has been approved subject to the following conditions:
- Research information shall be used for academic purposes only.
- Confidentiality of information gathered during the research shall not be compromised.
- A copy of the final research document must be forwarded to the Ministry within a week from date of completion of the research

Meanwhile, on behalf of the Ministry, I wish you the best in your research work.

C.Shumba
Acting Secretary for Rural Development, Promotion and Preservation of National Culture and Heritage

NANGO

(PVO 221/68)

NATIONAL ASSOCIATION OF NON-GOVERNMENTAL ORGANISATIONS

18 November 2016

Mr. M. Magiga
House Number 1935 Mainway Meadows
Waterfalls
Harare

Dear Mr. Magiga

RE: Letter of Permission to collect Data from our Members

On behalf of NANGO I would like to express our support on your request to collect data from our members through the use of questionnaires and interviews. As you stated in your request, our members are key stakeholders in the fight against corruption and their participation in your study will definitely add value.

NANGO is a non-party political, non-denominational and non-profit making oriented national umbrella body of Civil Society Organisations operating in Zimbabwe. Its members are divided into ten thematic sectors and its aim is to lobby for an enabling operational environment for civil society by coordinating NGOs for effective participation in national processes as well as to fight against corruption. It also advocates for government accountability and transparency.

We have no doubt that our members are going to provide the information you are looking for.

We wish you all the best in your studies.

Regards,

Mr. L. Mandishara
Acting Chief Executive Officer

NANGO

NATIONAL ASSOCIATION OF
NON-GOVERNMENTAL
ORGANISATIONS
P.O. BOX CY 250, CAUSEWAY

15 Bodle Road, Eastlea, P. O. Box CY 250, Causeway, Harare, Zimbabwe
Tel: 263 4 708764/703509/794973. Fax: 263 4 794973. E-mail: admin@nango.org.zw

8.7 EDITORIAL CLEARANCE LETTER

ZIMBABWE OPEN UNIVERSITY
"Empowerment Through Open Learning"

CHESTERFIELD K.M.T. VENGESAYI

MATERIALS DEVELOPMENT UNIT

ZIMBABWE OPEN UNIVERSITY

**EDITORIAL REPORT ON PhD THESIS BY MUNYARADZI MAGIGA
UNIVERSITY OF KWAZULU-NATAL**

DATE : November 2018

TITLE: **The role of public education in addressing corruption in Zimbabwe:
Experiences and perspectives of multiple stakeholders.**

1   **Introduction**

The subject that Mr M. Magiga is writing on is currently topical and mouth-watering
for Zimbabweans. Many Zimbabweans would like to see such honest treatment as is
done in this study, of issues that affect them on a daily basis, dealt with effectively
with the intention to bring corruption to a total halt. Mr Magiga has started to treat a
case that should lead to the action of eradicating corruption, which every simple,
honest Zimbabwean wishes to see go. This is a fear-inspiring topic, which many
people would be afraid to tackle, but the writer has given it honest, scholarly
analysis, which I believe, will lead to further work triggered by reading this research.

This editorial is looking at a good piece of work that should only be spruced for
meeting standards expected of a PhD thesis.

In this report the editor starts by giving general comments on issues that need to be
attended to. I also move to address issues on some specific pages to help the writer
to focus on such specific matters. These matters are covered in the hard copy that
was used to edit this piece of work so that he can check and correct individual, small
items that cannot be specified without making this report too bulky and cumbersome
to use. The use of the hard copy attached is important to addressing the issues raised
by this editorial.

Observations by the Editor

2

1) Throughout, the writer has tended to mix the verb tenses moving from the
present tense, to past and future tenses and then back again. The change in verb
tense does not seem to have any specific rationale and identical issues are
sometimes expressed using different tenses. The editor recommends the
University of California Berkeley house style that requires research publications
to be written using the past tense. That way, all the work done here is now a

1

product of the past, including ideas that have just been mooted, let alone literature review ideas. Consequently, the tense of the thesis has all been turned to the past, except for specified quotations.

2) The purpose of numbering a point is to make it prominent. It is recommended that once numbering has been chosen, each numbered point should start in a fresh, new line and not to be stuck somewhere in the middle of an unfinished line and paragraph.

3) You should not capitalise words in the middle of a sentence for purposes of emphasis. Only proper nouns should be capitalised. Where you need emphasis, you can **bold** or *italicise* the word. You capitalise only proper nouns in the middle of sentences.

4) When referring to people or institutions, it is logical to list either institutions or office bearers in a particular section and not to mix them as you move from one point to the other. Thus when you talk of Government Ministers, you should talk of Parliamentarians in the same series, not to talk of Cabinet then the Parliamentarians. Put together cabinet and parliament, as compared also to Ministers and parliamentarians. It is recommended that you change from talking about Government of Zimbabwe, then Parliamentarians, but instead go from Government to Parliament. Choose whether you want to address either individuals or institutions.

5) Every bit of information should be given a page number so that it can easily be traced. You have two items that have not been given pages (Page xiv).

6) Some of your subheadings are not numbered while the rest are. You need to number all your sub-headings.

7) You have not clearly given the level of your headings, subheadings and sub subheadings. Comparison of the ways you start Chapter 1 and Chapter 5 shows no consistency. You can overcome this easily by seeking the help of a desktop publisher who can apply publication templates to this document.

8) You need to decide whether you present yourself in this study in the first person, I or in the third person, the researcher. Some Universities now require researchers to identify themselves in the first person, I. In this work, you become more courageous towards the end where you assert yourself by constantly referring to yourself as I. At the beginning you appear not so sure. Check again and make this consistent throughout.

9) I have highlighted all the in-text references so that you can check them against what you give in the reference section at the end. Usually some people leave out in the reference section some materials quoted in-text. This highlighting will help you check on that.

10) I was rather put off by language that appeared to be promoting gossip, rather than fact. The research is studded with expressions like "alleged", "some heads", "may" etc. I thought that you are expected to deal with real tangible issues that can be proved. May be this is whistle-blowing language, some of which information turns out to be false, but for a thesis, let us discuss what is factual. If it cannot be proved, it has no reason to be included.

11) You allude to Zimbabweans being highly educated, on several occasions in the thesis. Are we? Are we even that literate? Dr Rhinos Pasura, a Zimbabwean academic from Chiendambuya, but now based in Melbourne Australia believes that it is this misplaced belief and self-praise we tout around about ourselves that is our downfall. We should stop dreaming that we are at the top and work to get to the top. When all is said and done, we are worse off than illiterate societies

2

because we cannot do anything with the knowledge we claim to have. The topic that you are dealing with reveal the futility of getting a Zimbabwean education because it is totally devoid of ethics, hence the corruption, which has become an epidemic. It may even make some of us claim to be educated when we behave worse than the people from the Dark Ages, against our own people. Food for thought.

12) Page 16. You have a series of research questions, but not the main question to which the sub-questions contribute. Somewhere in the study, you have the main question, but not the sub-questions. The study becomes more logical if these appear together so that the reader is able to verify how far the sub-questions contribute to the main question and the treatment of these questions contributes to the whole idea.

13) The use of "may, might" introduces a great deal of uncertainty. Yes, you are being cautious, but this also leaves the reader in doubt. What is wrong with you being categorical, even in your assumptions?

14) Page 21. You give definition of terms, but you do not show us what you base them on. You create the impression that your understanding and knowledge of these concepts suffice in this study. Since these definitions of terms are core to this study, reference to definitions by other authorities in this area will buttress your position and will reveal the extent to which your work comprehensively defines them. You may be too frightened by Turn-it-in (anti-plagiarism software), but you also need to appear authentic in all you say, by getting support from other academics who have come before you.

15) You give the impression that only two theories apply to issues of corruption. These you give as the structural functionalist and the Marxist. But is that the case? I think that you only chose to apply these two among many. It would help if you state that there are others, but for this study the two you chose are most applicable and as such, you discuss them in sufficient detail. You can briefly mention these and then concentrate on the core two.

16) Try to vary the way you start your chapters or sections. There is a tendency to start consecutive paragraphs the same way and this makes reading the work dull.

17) When you quote references in-text, give the date and page all the time, even if it is a newspaper article. This has not been done for some references, both in=text and at the end.

18) You need to pay special attention to paragraphing. There are times when new ideas start in the middle of a paragraph. This does not clearly separate ideas. An idea should comprise its own paragraph. No two ideas should appear together in the same paragraph. In addition, in a presentation of this nature, you leave two spaces between paragraphs. If you leave a single space, it does not clearly demarcate paragraphs. You need to check for this throughout the study document.

19) You are fond of the expression "…and other." It does not seem to add value and it begs for more answers. Since you will have mentioned that these are just examples, the "others" becomes unnecessary.

20) In literature review, you are examining the work already done by others before yours. You, therefore, should identify the sources of the information. Otherwise it ceases to be literature review (page 38) when you give your own ideas in this section. Your comments are necessary, but they should emanate from an assessment of what experts before you have said.

3

21) You need to be conscious of using one spelling regime and not all that come your way. In Southern African English speaking countries, we use British spelling. I have, however, observed that you jump from English to American spelling, on several occasions, e.g. the word **behaviour/behavior.** You need to be consistent.

22) Do not quote ideas, but then fail to give the source (page 46).

23) You are fond of using the expression "…a lot…" This usually applies to spoken not written language. In writing, it is considered to be language on the loose side (page 46).

24) When you give examples which apparently seem to have little to do with your topic, the onus is on you to show why you think it will enlighten the reader about your topic. For example (page 50), you discuss Family Planning education to show what can be done with anti-corruption education, but you do not go the full extent of making that example relevant. I for one would rush to say these two are different and evoke different sentiments in people. I would then conclude that the example is not relevant. As reader of your work, I need your help to make me appreciate your point of view.

25) When you introduce a list of items, the introductory stem ends with a colon (:), not semi-colon (;) (page 55). Apply this to all relevant sections because this has been extensively applied in this piece of work.

26) You refer to "I", then "we". You do not make the case clear when you are single and when you are a couple. You need to identify when team work comes and when you do things on your own (page 70).

27) You do not clearly identify when you use "respondent" or "participant". In qualitative research, we have participants and we understand that respondent is found in quantitative research. You seem to use these two terms interchangeably. Is it because you have both qualitative and quantitative methods in use in mixed method? Is it permissible to interchange these terms in the mixed method approach? (page 74). My own view is that we should use participant for the qualitative parts and respondent for quantitative parts. Check.

28) Always make sure that the heading of either a section or a table is closely juxtaposed to the section it covers.

29) When you give examples, make sure that you use them to fully explain the points you are putting across, e.g. did the education help to eradicate/contain cholera? If it did, you say so and then recommend it for tackling corruption issues (page 88).

30) Expressions like "most of the participants" in a situation where you are not clear whether at that juncture you are either going quantitative or qualitative, give vague indications of what you really found out. I thought your mixed methods approach helped you to use both qualitative and quantitative data effectively. Be as informative as possible without leaving any gaps for inquiry or questioning by the reader (page 89). How many were most participants? I also thought that the interview with participants was not meant to show the numbers, but to delve deeper into the perceptions of the participants. When you need numerical support, you go to the quantitative methods, in which case you give specific statistics of the respondents.

31) You could make the information in your tables easier to understand if you also give the question you are addressing by each table. While the headings of the tables give a general direction, they do not quite focus the attention of the reader

4

on the specific issue being covered. Check all your tables from Table 2.1 (page 92) on.

32) Do not over-use some expressions to introduce ideas. For example, "My findings on this aspect were…" appears too frequently and this makes the reading dull (page 151). You need to vary the stimulus.

33) Your conclusions are the ideas that you have developed after studying the information that you have gathered. The findings are the information that you have gathered. Conclusions should not be made up of the findings, but your personally conceived views after analysing the information. Conclusions are comments or views that you generate on those findings (page 163). I.e. what the findings make you think about the subject at hand, should comprise your conclusions.

34) The idea of a model is good, but you need to define every part of the model. For example what does the large blue circle stand for? Why are some arrows short and others long? Why are some arrows imbedded in the inner blue circle? (page 166). To what extent does this model make understand the subject being investigated easy to understand and apply? Models simplify concepts. Yours should do that. I was not sure whether I understood its use as I saw the four environmental factors impacting independently on anti-corruption education. There appears to be no link amongst the four environmental factors themselves to help each other to bolster anticorruption education. Is this not the depiction of the current situation in which the environmental factors act independently and at cross purposes with detrimental effects on the anti-corruption situation? I would recommend a model that comes up with a new way of doing things that changes the current state of affairs.

35) I was surprised that you mention limitations after using 30 participants with qualitative methods. I thought the number of 30 was pretty huge in view of the fact that they all supported your study. Some researchers have gotten away with using 11 participants only in qualitative research because they argued that they had reached saturation point which did not warrant continuing to seek more information as there would be nothing new coming. I fail to see this as limitation because you went way beyond what others do in terms of participant numbers (page 168) and support for the ideas that are being investigated.

36) One issue that comes to mind, which you may be questioned on is how you were able to identify 60 participants or respondents who were fully co-operative. Normally, it is a nightmare to get co-operation with half as many participants and in as perfect a state as you describe. You need to show how you did it.

37) Your reference section is presented in a manner that makes it difficult to identify the house style you are using. I can see some American Psychological Association (APA) house style, but this is not followed to the fullest. For example the APA requires that all book and journal titles should be italicised, but here I see so many not italicised. A few are italicised. Which is which? I cannot tell the difference between journal articles and conference papers. The advice I give is that you know your references well to classify them and present them properly according to the UKZN house style. You need to spend time on this. In this section, you need to:
a) Italicise all book and journal titles.
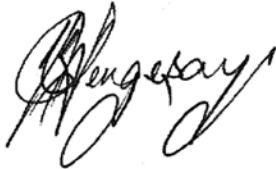b) Give publishers of Acts of Parliament and their places of publication

5

c) If you are following the APA, only the first letter in the book title is to be capitalised. Only proper names in the middle of the book title are to be capitalised. The rest should be in lower case.
d) Clearly identify books from other publications used in this study.
e) Every article, book, journal, online publication should have a date. In the case of an online publication, give the date when it was downloaded.
f) Give full details on each of the references that you have used.

Conclusion on the editorial report

I have given all the comments in the hard copy that I worked on to help you attend to the issues in detail. I shall be available as and when you need to discuss issues with me. What is left is for you to go through the document and assess the views that I have expressed and how these help you.

I wish you all the best in finalising this good piece of work which Zimbabwe is waiting for and the others that you said should be done following it.

On a point of my own view as a Zimbabwean, I do not see education alone, no matter how good it may be, being able to eradicate corruption. The only solution is to implement the legal processes in full and bring to book all corruption criminals. Passing new laws or formulating new policies is superfluous because the laws that are already in place cover that area. If the current crop of law enforcement agencies reneges on their duties to enforce these, then we should bring in a new crop of serious police officers and justice officials to do the job. We may need a political solution because our worst corruption is perpetrated by politicians. Let us not think that they will do much to help eradicate corruption when they have been cashing in on it. Each one is working to be a trillionaire while the ordinary people lie dying of want by the road sides. The laws must be applied to protect everybody.

CKMT Vengesayi
Editor
Phone +263 773 362 627
chevengesayi@gmail.com

8.8 TURNIT IN REPORT

UKZN Thesis Inbox

Munyaradzi Magiga ⁣ Tue, Dec 4, 2018 at 8:46

3 hidden messages – Show

Munyaradzi Magiga ⁣ · ⁣ Tue, Dec 4, 2018 at 12:16

Professor Chiome Chrispen<chrischiwome@gmail.com> ⁣ ⁣ ⁣ ⁣ Tue, Dec 4, 2018 at 12:38

To: Munyaradzi Magiga <m.magiga@gmail.com>

Reply | Reply to all | Forward | Print | Delete | Show original

Here are the rusults that you must add to the first submission

Turnitin Originality Report
- Processed on: 04-Dec-2018 12:06 CAT
- ID: 1050309361
- Word Count: 63359
- Submitted: 1

The role of public education in addressing co... By Munyaradzi Magiga

Similarity Index ⁣ ⁣ ⁣ 6%
Similarity by Source
Internet Sources:
5%
Publications:
1%
Student Papers:
3%

Thank you

- Show quoted text -