

**TITLE: EVALUATION OF COMMUNICATION STRATEGIES USED
BY THE ANTI-CORRUPTION COMMISSION OF ZAMBIA TO
RAISE AWARENESS ON CORRUPTION IN MEMBERS OF
THE PUBLIC AS A WAY OF PREVENTING CORRUPTION
IN ZAMBIA.**



THESIS
M.C.D.
M34
2007
C.1

BY

DOROTHY MZUMARA- MWANZA

*Submitted in Partial Fulfilment of the Requirements for the Degree
of Master of Communication for Development, offered by the
Department of Mass Communication, University of Zambia.*

271261

APRIL 2007

DECLARATION

I declare that this report has not been submitted for a degree in this or any other University.

Author's Name: DOROTHY MZUMARA-MWANZA

Signature: 

Date: 03. 04. 2007.

Supervisor's Name: LEONARD M. KANTUMOYA (MR.)

Signature: 

Date: 28th APRIL, 2007

ABTSRTACT

The main objective of the study was to evaluate communication strategies used by the Anti-Corruption Commission to raise awareness of corruption among members of the public as a way of preventing the scourge.

Corruption is a vice that negatively impacts on the delivery of basic services and goods to members of the public, especially the poor. It deters potential investment, thereby hindering the consolidation of democracy.

Studies have shown that the most devastating effects of the scourge are on the weak economies of developing countries such as Zambia. It wastes resources by distorting Government policies against the interests of the majority who are denied proper access to public goods and services.

This report provides findings of the research and an account of the experiences and observations of the researcher during the practical attachment to the Community Education Department of the Anti-Corruption Commission Headquarters in Lusaka.

The goal of the department is to raise public awareness of corruption as a way of preventing the scourge.

The purpose of the attachment was to learn and contribute to the communication processes and strategies used by the ACC in an effort to curb corruption.

Both qualitative and quantitative data was collected through the use of two types of questionnaires, one administered to members of the public and the other to community education officers of the ACC. Data collection through questionnaires was supplemented by interviews and observations made by the researcher during the attachment. Data was analyzed by use of the Statistical Package for Social Sciences (SPSS), and this is how the findings were arrived at.

The results revealed a number of cardinal points which are to be considered by the ACC in the design and implementation of messages for their target adopters. For instance, it was revealed that the ACC research the information for their target adopters without researching the target adopters.

It is hoped that the report will enlighten the ACC community education officers on the perceptions members of the public have on corruption and the awareness activities offered so that they can improve their communication strategies in order to reach out to all members of the public as a way of inducing positive change.

The report also hopes to enlighten them on the weaknesses revealed so that they can learn from them in order to design quality message content and use appropriate communication channels that can benefit members of the public who are their target adopters.

Finally, it is hoped that the research will provide feed-back to the ACC, the initiators of corruption awareness activities, and the nation as a whole.

ACKNOWLEDGEMENT

I benefited a lot from contributions made by some individuals in coming up with this report. Indeed, it is difficult to mention each contributor by name. While I am extremely grateful to all of them, some of them deserve special mention. I am particularly indebted to my supervisor, Mr.

Leonard Kantumoya of the Department of Mass Communication at the University of Zambia (UNZA), for his invaluable advice and guidance at each and every stage of the report. He edited every piece of writing that I did and made useful comments that led to the successful completion of this report. I am equally grateful to Mr. Fidelis Muzyamba, also a lecturer in the Department of Mass Communication at UNZA, for his support and encouragement during the research.

I thank all the respondents for availing time to answer the questionnaires and attend interviews that I conducted. Without their cooperation the study would not have been possible.

I should also place on record my sincere gratitude to the Anti-Corruption Commission for granting me time away from work and the sponsorship to study for a Masters degree in Communication for Development (MCD).

DEDICATION

To

God the fulfiller of My Hopes

And

My Children

Whose Well-being

Continues to Be a Fountain

Of My Eternal Inspiration

My appreciation goes to the 2005-2006 MCD class, Charity 'Maake', Namonda 'Namozi', Monica 'Mai Jalasi', John 'Aristotle', late Chisekula, Mr. Mulonda and Bo Sililo for their friendship.

Finally, I am grateful to my family for their support and encouragement.

Above all, I thank God, the answer to my emptiness, the goal of my thoughts and the fulfiller of my hopes, for allowing me to study for a Master's degree course in Communication for Development.

Dorothy Mzumara-Mwanza

UNIVERSITY OF ZAMBIA

ABBREVIATIONS

ACC	-	Anti-Corruption Commission
MCD	-	Master of Communication for Development
ZIMCO	-	Zambia Industry and Mining Corporation
INDECO	-	Industry Development Corporation
TIZ	-	Transparency International Zambia
IMF	-	International Monetary Fund
LME	-	London Metal Exchange
TICPI	-	Transparency International Corruption Perception Index
KAP	-	Knowledge, Attitude, Practice
SPSS	-	Statistical Package for Social Science
COZ	-	Credit Organization of Zambia
UNIP	-	United Nation Independence Party
SAFAC	-	Southern African Forum against Corruption
ZRIP	-	Zambia Rural Integrated Project

TABLE OF CONTENTS

Declaration.....i

Abstract.....ii – iv

Acknowledgement.....v – vi

Dedication.....vii

Abbreviations.....viii

CHAPTER ONE.....1

1.0 Introduction.....1-2

1.1 Background.....2-3

1.2 Organisational Structure.....3

1.2.1 Mission Statement.....3

1.2.2 Goal Statement.....4

1.2.3 Structure of the Commission.....4-5

1.3 The Role of the ACC.....5

1.3.1 Investigations Department.....6-7

1.3.2 Legal and Prosecutions Department.....7

1.3.3 Corruption Prevention Department.....7-8

1.3.4 Community Education Department.....8

1.4 State Of Corruption.....9-10

1.5 The Setting.....10-11

1.6 Climate and Vegetation.....11-13

1.7 The People of Zambia.....13

1.8 Population of Zambia13-14

1.9 The History of Zambia14-15

1.10 The Economy of Zambia15-17

1.11 Place of Study17-18

1.12 Statement of the Problem19-20

1.13 Rationale.....20-22

CHAPTER TWO.....23

2.0 Introduction23

2.1 Methodology.....23

2.1.1 In Depth Interview23

2.1.2 Participant Observation.....24

2.1.3 Questionnaire Survey.....24

2.2 Attachment Design.....24-26

2.3 Sampling Procedure for the Study26

2.3.1 Purposive Sampling.....26-27

2.4 Data Gathering27

2.5 Objectives of the Study.....27-28

2.6 Research Questions28- 29

CHAPTER THREE.....	30
3.0 Introduction.....	30
Conceptual Framework.....	30
3.1.1 Corruption.....	31-32
3.1.2 Communication.....	32
3.1.3 Strategies.....	32
3.1.4 Social Change Campaign.....	33
3.1.5 KAP.....	33
3.1.6 Adopted Knowledge.....	33
3.1.2 Indigenous Knowledge.....	33
3.1.3 Attitude.....	34
3.1.4 Practice.....	34
CHAPTER FOUR.....	35
THEORIES.....	35
4.0 Introduction.....	35
4.1 Diffusion of Innovation Theory.....	35-37
4.2 Multi Step Flow Theory.....	38-40
4.3 Social Learning Theory.....	40
4.4 Social Campaign Theory	41-43
4.5 Agenda Setting Theory	43-44
CHAPTER FIVE.....	45

LITERATURE REVIEW.....45

5.0 Introduction 45

5.1 The Global and National Context.....45-58

CHAPTER SIX.....59

6.0 Introduction59

6.1 Findings59-90

CHAPTER SEVEN.....91

7.0 Introduction91-95

7.1 Discussion of the Findings95-116

CHAPTER EIGHT.....117

8.0 Conclusion117-124

8.1 Recommendations.....124-131

References.....132-134

Appendix 1135

Questionnaire administered to members of the public.....135-140

Appendix 2141

Questionnaire administered to Corruption Education Officers.....142-145

CHAPTER ONE

1.0 INTRODUCTION

This is a report on the author's practical attachment to the Community Education Department of the Anti-Corruption Commission (ACC) Headquarters in Lusaka. The main objective of the department is to raise awareness on corruption in members of the public, as a way of preventing corruption.

The study was done in partial fulfillment of the Master of Communication for Development degree. The degree is a developmental programme offered under the Mass Communication Department of the University of Zambia. The programme teaches communication skills and strategies used to solve developmental and organizational problems.

The attachment offered an opportunity for the student to learn and contribute to the communication processes and strategies used by the Anti-Corruption Commission. It was inspired by the sentiments of Seshadri (1987) who said:

"It is becoming increasingly clear that gain in knowledge may not necessarily lead to a change in practice. As such to transmit messages successfully, there should be a critical consideration of the message

content, target audience, channels of communication and communicability of the message”.

1.1 BACKGROUND

Before the establishment of the ACC, people facing corruption charges were dealt with by the Zambia Police under provisions of the Penal Code of the Laws of Zambia. Under the Penal Code the powers of investigation then were not adequate to effectively fight corruption. For example, the police did not have sufficient powers to investigate cases of corruption in parastatal organizations such as ZIMCO and INDECO, or even the mines, because the law at that time mainly applied to public officers in the Civil Service.

It was also difficult to investigate the offence of corruption because it involved the element of “satisfied customer relationship”, where both parties to a transaction were satisfied with the deal and were not willing to give evidence. For example, a policeman manning a road block whose duty it is to ensure that only road-worthy motor vehicles are allowed on the roads is given money by a person driving a defective vehicle so that the officer abstains from taking action in respect of the offence of driving an unfit car. The policeman will not take action against the driver but will, instead, allow the driver to pass through the road block. Both parties to this transaction are satisfied with what has taken place.

Additionally, there was no law which required people who obtained wealth through dubious or illegal means to explain how they got it. It was equally difficult for the police to ask government officers to explain how they came into possession of expensive property. For example, if a government officer was dubiously in possession of a big house it was difficult for the police officers to investigate such a matter because the law never allowed the police to do so.

In view of the difficulties cited above, it became necessary to give more powers of investigation to the investigators of corruption. To this end, the ACC was established under the Anti-Corruption Commission Act No. 42 of 1996 which came into effect on the 17th March, 1997. The ACC is mandated to take a leading role in providing a corruption-free environment to facilitate sustainable economic growth of the country.

1.2 ORGANISATIONAL STRUCTURE

1.2.1 MISSION STATEMENT.

The mission statement of ACC is “to effectively spearhead the prevention and combating of corruption in order to promote integrity, transparency and accountability for the attainment of zero tolerance of corruption, good governance and sustainable development for the benefit of all in Zambia”. (2004-2008 ACC Strategic Plan, P: 18)

1.2.2 GOAL STATEMENT

The goal statement of the Commission is “to achieve a significant reduction in the levels of corruption” (ibid). The goal statement has been developed to give the Commission specific focus and direction in support of the mission statement.

1.2.3 STRUCTURE OF THE COMMISSION

The operations of the Commission are decentralized to all the nine provinces of Zambia. The provincial offices are situated in: Livingstone in Southern Province, Kabwe in Central province, Kitwe in Copperbelt province, Solwezi in North-western province, Chipata in Eastern province, Mansa in Luapula province, Kasama in Northern province and Mongu in Western province. All these provinces, except for Lusaka, are run by Provincial Regional Managers.

The headquarters of the Commission is in Lusaka Province. It is situated at Anti-Corruption House, Chachacha Road, south end of Lusaka’s commercial district.

In order to improve and increase access to members of the public, the Commission moved and relocated offices to central areas of provincial centers. Additionally, the Commission introduced modern facilities, such as e-mail, and a toll-free line.

The Directorate of the Commission comprises of the Director-General, Deputy Director-General, Director of Investigations, Director of Corruption Prevention and Education, Director of Legal and Prosecutions and the Secretary to the Commission. The Directorate is headed by the Director-General who is responsible for the day-to-day running of the Commission. The Director-General reports directly to the Commission.

The Commission is composed of the Chairperson, Vice Chairperson and three other Commissioners. The Commission is at full strength and continues to perform its oversight role on the operations of the Directorate.

1.3 THE ROLE OF ACC

The ACC is an autonomous corporate body mandated by the Law to spearhead the fight against corruption in Zambia. This mandate is provided for under the ACC Act NO. 42 of 1996. The ACC enjoys strong demonstrable political will from the Government in exercising its statutory functions defined in section 9(1) of the ACC Act. The Commission employs a three-pronged strategy against corruption, namely, investigation and prosecutions, corruption prevention and community education.

1.3.1 INVESTIGATIONS DEPARTMENT.

Under the Investigations Department, officers of the ACC are mainly responsible for receiving and processing complaints of corrupt practices in order to facilitate commencement of investigations. Once the Director-General has authorised investigation of a complaint, officers carry out inquiries in order to obtain evidence for the prosecution of offenders.

In executing such inquiries, the officers have special powers of investigations granted under Sections 20 and 21 of the ACC Act.

Under Section 20, the ACC in furtherance of an inquiry is mandated to search for and obtain evidence which may be lying in the premises, vessel, boat, aircraft or vehicle of a public body.

Section 20(1) (b) mandates the Director-General to ask any person in charge of any department in the Civil Service to avail any original document or a certified true copy of any document deemed necessary for the conduct of an inquiry into alleged or suspected corrupt practices.

In accordance with Section 21 of the ACC Act as read with section 8 of the Evidence (Banker's Books) Act CAP 44 of the Laws of Zambia, an investigations officer conducting an inquiry into a case of alleged or suspected corrupt practices is mandated to inspect bank accounts if she or he has reasonable cause to suspect that monies corruptly acquired have been transacted through the banks.

Under Section 24 of the ACC Act, the Director-General has authority to restrict control of any property suspected to have been acquired through corrupt practices. Once a restriction notice has been issued, such a property is not supposed to be disposed of unless it is cleared by the Courts of Law. A person aggrieved by such a directive is free to apply to the High Court for an order to reverse or vary such directive.

1.3.2 LEGAL AND PROSECUTIONS DEPARTMENT

This department is responsible for prosecuting persons accused of committing offences under the ACC Act as well as offences under any other law that may have come to the notice of the Commission in the course of an investigation of a corrupt practice.

The department also provides legal assistance and advice to investigations officers in the course of their duties.

Additionally, the department acts as a link between the Commission and the Office of the Director of Prosecutions whose consent is required before the Commission can prosecute for corruption.

1.3.3 CORRUPTION PREVENTION DEPARTMENT

The Corruption Prevention Department carries out the prevention functions of the Commission as defined in section 9(a) (i) of the ACC Act.

The department carries out interventions by helping institutions in both private and public sectors to reform their internal management of resources and administration in order to reduce opportunities and incentives for corruption. This is done mainly through Managerial Accountability Workshops where the institutions are helped to identify and change procedures and processes that are conducive to corrupt practices. Advice is also offered to these bodies on ways and means of preventing corruption.

1.3.4 COMMUNITY EDUCATION DEPARTMENT.

The main functions of the department are to disseminate information to the public on the evils and dangers of corruption to society and to encourage the public to effectively participate in the fight against corruption for the benefit of all. The functions are executed in accordance with Section 9(a) (iii) and (iv) of the ACC Act.

In undertaking these functions, the department employs the following communication strategies: Discussion fora, radio and television programmes, pamphlets, drama, posters, newsletters, lectures and anti-corruption youth festivals.

1.4 STATE OF CORRUPTION.

Corruption is a global problem which knows neither tribe nor colour. It cuts across borders both in developed and developing countries. It has the most devastating effects on the economies of developing countries because it hinders any advance in economic growth and democracy. It wastes resources by distorting government policies against the interests of the majority who are denied access to proper public services and goods. It turns the energies and efforts of public officers and citizens towards easy money instead of productive activities. It undermines the gains of democratic transition in various ways, including negatively impacting on the delivery of basic services to the poor and deterring potential investment, thereby hindering the consolidation of democracy.

Corruption also hampers the growth of competitiveness, frustrates efforts to alleviate poverty and generates apathy. Corruption harms and destroys well-intentioned development projects in countries like Zambia.

Eliminating or reducing the incidence of corruption requires behavioral change. However, desired behavioral change may be difficult to achieve because this entails either changing or discarding some values and beliefs which may have been acquired through culture and socialization. As Hubley (1993:37-39) has stated:

“It is important to find out how a particular belief has been acquired in order to predict how easily it might be changed. It can be very difficult to change those beliefs which have been held since childhood or have been acquired from trusted persons in the community”.

In this regard, it is important to carefully note factors that act as barriers to innovations at the individual as well as at the societal level. When facing such a challenge, there is a greater need for strategic communication planning and implementation to raise awareness.

It was on this basis that this researcher was prompted to take up the study to specifically investigate what communication procedures and strategies the Anti-Corruption Commission educators apply in their effort to bring about social change regarding corruption, as well as to evaluate the effect of such messages and communication strategies on the community.

1.5 THE SETTING

The study was carried out at the Anti-Corruption Commission Headquarters in Lusaka District of the Lusaka Province of Zambia.

Zambia is a land-locked country situated in South-Central Africa, covering an area of 752,612 square kilometers and occupying about 2.5 percent of the surface area of Africa. She is surrounded by eight countries, namely, Zimbabwe and Botswana in the South, Angola in the West, Mozambique and Malawi in the east, Namibia in the South-West and the Democratic Republic of Congo and Tanzania in the North.

Administratively, Zambia is demarcated into nine provinces and seventy-two districts. Out of the nine provinces, two, Lusaka and Copperbelt, are predominantly urban, and the remaining seven are mostly rural. The country has a population of about 10 million, and nearly four out of ten Zambians live in urban areas (Demography and Housing Data Survey Report 2002:P1).

1.6 CLIMATE AND VEGETATION

Zambia lies between the tropical latitudes of 10 to 18 degrees south of the equator, its altitude averaging 1,300 meters above sea level, giving the country a moderate temperate climate with humidity below 40%.

Zambia has three distinct seasons: the cool, dry winter from May to August, hot and dry from September to November and a warm-wet season from December to April. Of all the areas, the most heat is experienced in the valleys of the Zambezi and Luangwa rivers.

The hottest month is October and a noticeable degree of humidity only occurs during the wet season. The country experiences an average of 950 mm rainfall between November and April. Winter temperatures range from 10 to 26 degrees and summer temperatures from 20 to 32 degrees.

The northern part of the country receives the highest rainfall with an annual average ranging from 1,100 mm to 1,400 mm. The southern and eastern parts have less rainfall: 1,100mm or less, which often results in drought (Central Statistics Demography and Housing Data Survey, 2002, P: 1).

The savanna woodland type of vegetation is concentrated mostly in the Copperbelt, northern part of Central Province, North Western province and on the plateau in the Northern Province where there is heavy rainfall.

In the Eastern and Southern Provinces are Mopane trees, short grass and light savanna woodland.

The country has large game reserves, including the Luangwa and Kafue, which are well-stocked with a wide range of animals.

Zambia has four main rivers, namely, Luapula, Zambezi, from which the country derives its name, and its tributaries the Kafue and Luangwa,

which have large valleys and water falls, such as the Victoria Falls. The rivers are sources of hydro-electric energy but are unsuitable for navigation.

1.7 THE PEOPLE OF ZAMBIA

Although Zambia consists of more than 70 Bantu ethnic groups, it is a multi-ethnic nation of which 98.7 percent are Africans, 1.1 percent European and 0.2 percent other assorted groupings. Some ethnic groups are numerically small though economically important, for example, the Asian population consisting mostly of Indians. The main religions practiced in the country are Hinduism, Islam and Christianity. Christianity is the official national religion.

Although Zambia has 73 ethno-linguistic groups, her official language is English. There are seven major local languages, namely, Nyanja, Lozi, Tonga, Bemba, Kaonde, Luvale and Lunda.

1.8 POPULATION

Zambia's population growth rate of 3.2 percent is among the highest in Africa. The population has been growing very rapidly over the years. Results from the previous four censuses show that from 1963 to 1990, the population had more than doubled from 3.5 million to 7.8 million

(Nsemukila, 1998:P1). It was projected to be nearly 11 million by the end of 2000.

The population density is 13.7 people per square kilometer. The highest proportion of the population is found on the Copperbelt at 19.3 percent (ibid). The increase in both size and growth rate are mainly due to the high levels of fertility and declining levels of mortality.

1.9 THE HISTORY OF ZAMBIA

Historical and archaeological evidence indicates that much of modern Zambia was occupied by Bantu-speaking people who were horticultural farmers. They are the ancestors of the present inhabitants. In the late nineteenth century, various parts of what was to become Northern Rhodesia (Zambia) were directly or indirectly under the administration of Cecil Rhode's British South Africa Company. In 1924, the British colonialists assumed administrative responsibility over the territory. In 1953, Northern Rhodesia (Zambia), Southern Rhodesia (Zimbabwe) and Nyasaland (Malawi) were amalgamated to form the Central African Federation of Rhodesia and Nyasaland, despite the opposition of Northern Rhodesia's Africans. The federation was dissolved in 1963.

On the 24th October, 1964, Northern Rhodesia gained its political independence from Britain and came to be known as Zambia. The

country was a multi-party democracy until 1972 when it became a one-party state. In 1991 the current multi-party system was re-introduced.

1.10 THE ECONOMY OF ZAMBIA

The retarded economic condition of Zambia has its roots in the colonial era of Africa as a continent. The country was colonized by Britain for cheap labour and raw materials like copper. While Britain accumulated surpluses from the country's raw materials and cheap labour, Zambia as a peripheral country kept on experiencing loss of socio-economic surplus which was accruing at the time. This process prevented genuine growth and development in general, resulting in high levels of poverty, inequality and unemployment and leading to Zambia's underdevelopment.

As a result of the above, at the time she became politically independent, Zambia inherited a weak economy that forced her to depend on the outside world for sustainability. In the 1970s, especially due to the instability of copper prices dictated by the Western capitalists at the London Metal Exchange, her economy worsened. Since then, she has never recovered and has been experiencing economic decline. According to one study,

“by 1970 – 72, the average price of copper on the London metal exchange was 148 US cents per pound, the price fell to 187 US cents per pound by 1979 -81 and stood at

60 US cents per pound in 1994” (Kajoba G. M., 1990:P13).

As a result of this, Zambia faced a drastic reduction in real domestic income.

Further, the decline in the buying power of copper on the world market worsened the burden of external debt which has continued to grow up to now as the country's economy keeps on contracting.

In an effort to catch up on both the current and capital accounts, she has been borrowing huge sums of money from the Western powers through the International Monetary Fund (IMF) and the World Bank. For instance,

“between 1975–77, medium and long term loans increased from an annual average of 235 million US dollars in 1979 to 245 million US dollars in 1980 leaving the real GDP per capita at 44 percent in 1985 lower than it was in 1976” (Ibid P: 13).

The IMF and the World Bank attach unbearable conditions to the debts given to Zambia; conditions such as foreign exchange auction which in 1987 involved massive devaluation of the kwacha and led to serious inflation, decontrol of prices which increased the rate of inflation, loss of

purchasing power and upward adjustment of interest rates which affected agriculture adversely. For instance, peasant farmers faced difficulties in trying to borrow money for agricultural purposes because interest rates were hiked. In addition, a wage freeze led to a fall in living standards of the people, resulting in increased levels of poverty.

With such a weak economy the Government of Zambia has had difficulties with provision of social services to its people. With an increasing population, the demand for public services has risen in the face of limited resources due to poor economic performance. One of the factors adversely impacting on the delivery of services is corruption. Apart from being unethical, corruption leads to unequal access to public services and goods and also raises the cost of living especially for the poor.

1.11 PLACE OF STUDY

The study was carried out in Lusaka district of the Lusaka Province of the Republic of Zambia. The province has an estimated population of 1,599,973 (Central Statistical Office, 1998). Most of the people live in Lusaka district. Lusaka is the capital city of Zambia. The city occupies one of the higher parts of the Central African plateau (Williams, 1986:16). To the north-easterly direction is the Lunsemfwa arm of the

Luangwa rift valley. It lies astride the eastern watershed of the Kafue River, one of Zambia's four major river basins (ibid).

The drainage map of Lusaka reveals an essentially radical pattern. In the north-west quarter is the Chunga tributary of the Mwembeshi River, which has its source in the north of Lusaka (ibid). The Mwembeshi and the Chilongolo, Chowa and Mungu rivers in the south-west quarter are tributary to the Kafue River (ibid). The Chilongolo is the only stream of significance to have established itself on the waterless surface of the limestone plateau south of Lusaka (ibid).

Lusaka experienced rapid physical growth from 1928 to 1981. At the time of its establishment in 1931 as the capital of Northern Rhodesia, Lusaka had a population of 2,433 persons (ibid: P164). By 1949 the population had risen to 19,000. An influx of African families to Lusaka was noticed in 1948 when the African Housing Ordinance was signed. Under the Ordinance, African employees were allowed to live with their families in Lusaka.

Lusaka contributed to the urbanization growth experienced by the country during the first fifteen years of independence. Since the 1990's, due to the closing down of some mines on the Copperbelt, a lot of people have moved to Lusaka in search of jobs.

1.12 STATE MENT OF THE PROBLEM

The problem of corruption is of critical significance to the developmental prospects of poor countries. It undermines development by siphoning off and diverting resources meant for infrastructures and public services. In effect, the illegal diversion of money alters project planning, design and implementation.

The phenomenon is a global concern today for it cuts across all social, economic and cultural spheres. It is globally perceived as the highest human-induced threat facing mankind today. And more than posing thoughtful philosophical and moral questions, corruption has emerged as a notable cause of poverty and deprivation in most of the developing countries.

Since causes of corruption vary, it requires multi-dimensional and multi-sectoral strategies to induce positive social and behavioral change in members of the public.

The ACC use a number of communication strategies to prevent and raise awareness on corruption in communities. However, corruption seems to be on the increase despite these efforts. For instance, according to Mr. Trywell Moono, ACC Public Relations Officer "The highest recording of corruption cases was in 2005, which involved 354 officers in

Government while the lowest was in 2001 at 139” (Sunday Times of Zambia, April 1, 2007 P:3). This would seem to support Seshadri’s argument that gain in knowledge may not necessarily bring about change in practice. To transmit messages successfully, therefore, the contents of the message, target adopters, communication channels and communicability of the message are of critical consideration. (Seshadri, op.cit.).

Since many corruption awareness activities were being conducted through various channels, such as electronic and print media targeting members of the public, it was important to investigate if these messages were having any positive effect and whether, when disseminating these messages, all categories of the public, both rural and urban, were being reached.

1.13 RATIONALE

According to Transparency International, among 102 countries, Zambia was ranked the 11th most corrupt country on the corruption perception index, scoring 2.6 in 2001 and in 2003 she fell in the 11th category out of 133 countries perceived to be corrupt. According to the report:

“The current 2004 CPI had 146 countries surveyed and Zambia slightly improved, it scored from last year’s 2.5 to 2.6 this year.

This means that there is a perceived slight (01) improvement of the perception of corruption in Zambia. In terms of ranking, Zambia is unfortunately still in the 11th category of the countries perceived most corrupt. In general, however, there is no significant improvement in the image of Zambia". (Transparency International Corruption Perception Index TICPI).

The continued high ranking of Zambia on the TICPI means that the scourge is still an enemy of good governance, justice and economic stability in the country. High levels of corruption can inhibit economic development by, for instance, scaring away prospective investors. It erodes the institutional capacity of public organs as procedures are disregarded, resources siphoned and officials recruited and promoted without regard to merit or expertise.

Corruption wastes resources by distorting government policy against the interests of the majority and away from its proper goals. It turns the energies and efforts of public officials and citizens towards easy money instead of productive activities. It hampers the growth of competitiveness, frustrates efforts to alleviate poverty and generates apathy and cynicism. The harm caused by corruption destroys well - intentioned development projects in Zambia.

Because of the foregoing, the study was important in that it aimed at discussing the communication strategies as well as the successes and failures of such strategies in the fight against corruption.

The study was done so that the strategies employed by ACC could be re-evaluated or re-visited in order to make them effective in bringing about positive behavioral and attitudinal changes in the community.

The study set out to assess the effectiveness of the strategies because various organizations that have tried to induce social change in the community have failed on the grounds that little attention was given to the key steps involved in communication for social change.

The study was also done in order to suggest improvements to participatory communication strategies in the fight against corruption.

The ACC is one of the institutions making efforts to combat corruption. Therefore, it was an appropriate institution for attachment for the researcher to learn how initiators of corruption awareness campaigns implement communication for social change.

CHAPTER TWO

2.0 INTRODUCTION.

This chapter provides information related to the attachment design, rationale of the study, methods of data collection, sampling procedure and the objectives of the study.

2.1 METHODOLOGY

In conducting the study the researcher used the triangulation method, meaning that both qualitative and quantitative research designs and approaches were used. This was intended to provide checks and balances and compensate for inherent inadequacies of either approach. The approach was also used to ensure that as much information as possible was collected from different people.

The research was triangulated by using the following methods:

2.1.1 IN-DEPTH INTERVIEW

This was used to collect data from communicators. In-depth interviews involved collecting data through face-to-face interaction with the communicators at ACC. The method had the advantage of allowing the researcher to follow up verbal leads paving way for more data collection and greater clarity of issues. The main objective of the in-depth interview was to supplement the data collected through the questionnaires.

2.1.2 PARTICIPANT OBSERVATION

This method was also used in the study to collect data from both the communicators and people who participated in the corruption awareness activities. The researcher was identified as a participant observer and the objective of the study was known by the participants, especially the communicators.

The study used all the three observational variables because the research questions about behavioral change posed to the participants/target group required the researcher to record what was said. The recordings showed how much value was given to the education provided by the ACC.

2.1.3 QUESTIONNAIRE SURVEY.

This is a quantitative method of data collection. Questionnaires were administered to one hundred respondents to solicit their views on the causes and prevention of corruption and what they thought should be done for corruption educators to conduct effective corruption awareness activities.

2.2 ATTACHMENT DESIGN

The design of the practical attachment enabled the researcher to have access to the communicators and take part in corruption awareness

activities. Recordings were carefully done at the institution in co-operation with the communicators. The researcher also conducted an inquiry into the communication products in terms of materials that the ACC had so far produced on corruption awareness as an intervention against corruption. This enabled the researcher to learn the steps followed in the development and utilization of the products. It also helped in finding out how much the community appreciates the activities.

To do this, the researcher conducted an inventory of the most recently produced materials and how they had been utilized. A questionnaire and an in-depth interview were administered to help the researcher gather necessary details in terms of:-

- (i) The materials that have been produced and used in promoting corruption awareness so far.
- (ii) How the idea to produce the materials is conceived.
- (iii) Who the target audience or population is.
- (iv) Who participates in the development of the awareness messages
- (v) The methods used to choose participants in developing the message.
- (vi) How much impact/effect the different strategies have yielded after application of such strategies on the target group

- (vii) How the intended beneficiaries of the materials view such materials

2.3 SAMPLING PROCEDURE FOR THE STUDY

2.3.1 PURPOSIVE SAMPLING

A non-probability sampling procedure was used for the study, specifically, purposive sampling since the target population was not readily available.

The target population was only met during various corruption awareness activities. It was difficult to design a specific random sample of the target audience since the actual population was not known. Therefore, the purposive sampling procedure was perceived to be the most appropriate for the study because it allowed the researcher to use an appropriate criterion to capture a wide range of aspects from the target group.

Since the target audience was chosen in an intentionally-controlled manner with prior design and purpose, the type of purposive sampling used was the maximum variation sampling. This type of sampling gave the researcher liberty to identify the categories of interest in relation to the research topic. Those selected for the sample were:

- a) all the corruption awareness educators involved in the design of communication materials and
- (b) participants who were picked by the researcher for interviews at different corruption awareness activity venues and
- (c) Any member of the public who had time to answer the questionnaire.

2.4 DATA GATHERING

Data was gathered using participant observation, personal interviews and questionnaires. The questionnaires and personal interviews were used to collect primary data from one hundred participants, while participant observation was widely used since the study was a participatory one.

2.5 OBJECTIVES OF THE STUDY

The objectives of the study were to:

- (a) Identify strategies used by the ACC in raising awareness and prevention of corruption.
- (b) Evaluate the communication strategies used by ACC in raising awareness and prevention of corruption.
- (c) Determine the capacity of human and material resources involved in the fight against corruption.

- (d) Propose the way forward in terms of improving participatory communication strategies in the fight against corruption.
- (e) Provide perceptions of respondents on the causes and prevention of the scourge.

2.6 RESEARCH QUESTIONS

During the attachment, the researcher attempted to get answers to the following questions:-

1. What are the strategies used by the ACC in raising awareness to prevent corruption?
2. To what extent do communicators of corruption awareness follow principles of communication theory to maximize impact?
3. How much impact do the communication strategies have on the target audience?
4. Which strategies are yielding positive results and for which audience?
5. What are the barriers faced in the efforts and strategies used to fight corruption and how should they be tackled?

After completing the study, the researcher was expected to hold an in-house information dissemination seminar with the educators/communicators to share what she had learnt in the Master of

Communication for Development (MCD) programme. This did not happen because communicators were busy with their activities.

In the course of the attachment, the researcher interacted with the communicators in the corruption awareness activities and interventions that the ACC was undertaking.

CHAPTER THREE

3.0 INTRODUCTION

This section outlines the important concepts and theories that apply in the context of evaluating the effect of communication strategies employed by the Anti-Corruption Commission in an effort to raise awareness and prevent corruption for the benefit of all in Zambia.

3.1 CONCEPTUAL FRAMEWORK

Several concepts and theories were tested in the study to determine how the problem was perceived and what aspects were to be emphasized. The concepts which were focused on were those related to information flow and perceptions of information by the target population and behavioral change. These are the KAP formula, social change campaign, corruption, attitude, practice.

- (a) Corruption;
- (b) Communication strategies;
- (c) Social change campaign;
- (d) KAP knowledge
- (e) Attitude;
- (f) Practices.
- (g) Communication.

All these concepts were used because they formed the cornerstone of the study.

3.1.1 Corruption refers to “the soliciting, accepting or obtaining from another person of a gratification (i.e. you commit an offence if you solicit for a gratification),” or “The giving, promising or offering of a gratification (i.e. you commit an offence if you offer a gratification). It also refers to “the misuse or abuse of public office for private advantage or benefit” (Presentation on Corruption by Trywell Moono, ACC Public Relations Officer).

The one who asks or receives can be a private or public officer. The gratification is asked or offered in order to influence an officer to make a decision relating to his or her official duties.

Gratification refers to any corrupt payment in kind or in cash. It is different from a casual gift which an officer is allowed to receive under the ACC Act. A casual gift means:-

- (i) Unsolicited gift of modest value.
- (ii) The hospitality or gift must not in any way be linked to the performance of a person’s official duty.
- (iii) Any conventional hospitality of a modest scale.

In this research corruption referred to:

- (a) Offering, giving or accepting of a bribe for someone to do or not to do something, for example, accepting some money by a teacher to

illegally offer a school place to someone or paying someone in cash or in kind in order not to reveal an illegal transaction.

- (b) Giving a job to someone who does not qualify for it.
- (c) Stealing of huge sums of government money by a public official.

3.1.2 Communication

Communication is an interactive process involving transmission of ideas, emotion, skills, knowledge and information by use of words, symbols, pictures, graphics and figures. It includes mass communication which involves electronic media in form of the internet, television and radio, print media which involve brochures, newspapers, posters, books, fliers and theatre. All these methods can be used to disseminate information on corruption awareness.

In this research, communication referred to the act of creating understanding of corruption and its devastating effects among change adopters by change agents.

3.1.3 Strategies

These are sets of guidelines and procedures to be followed in order to attain a goal. In this research, the term strategies referred to approaches, measures or events the ACC communicators follow in raising awareness of corruption among the public.

3.1.4 Social Change Campaign

This is an organized effort conducted by one group (change agent) intended to persuade others (target adopters), to accept or modify attitudes, practices and behavior (Kotler, 1989: P6).

In this research, social change campaign referred to attempts made by ACC communicators in the fight against corruption.

3.1.5 KAP

This refers to knowledge, attitude and practices. There are two types of knowledge:-

3.1.6 Adopted Knowledge

These are practices, procedures and techniques which are taken into the community from somewhere else and are learnt, accepted and used at full scale.

3.1.7 Indigenous Knowledge

These are practices, processes and techniques which are innovated, accepted and used at full scale by a community.

3.1.8 Attitude

An attitude is a learned and relatively enduring predisposition to respond favorably or unfavorably to an idea, object or behavior (O'Donnell and Kable, 1982: P35). Attitudes usually influence people's behavior.

3.1.9 Practices

These are adopted or indigenous behavior or actions that are done in relation to particular issues.

CHAPTER FOUR

4.0 THEORIES

In addition to the KAP formula some theories were used to explain certain concepts and guide the direction of the study.

4.1 DIFFUSION OF INNOVATION THEORY.

This theory has two basic concepts, namely, Diffusion and Innovation.

Diffusion is the “Process by which an innovation is communicated through certain channels over a period of time among the members of a social system.” (Rodgers, 1987: P79). An innovation is “an idea, practice, or object that is perceived to be new by an individual or other unit of adoption” (Rodgers, *ibid*). This theory explains how new ideas, practices or objects (innovations) are spread among groups of people. It also deals with the conditions which increase or decrease the likelihood that (a new product, idea or practice) an innovation will be adopted by a society.

The most important aspect of the diffusion theory is the adoption process in which an individual or individuals are confronted with an innovation and in some way react to it. According to Rogers (1983:312), the adoption process is divided into different stages, each with its own characteristics:

“The knowledge stage (information about an innovation):
persuasion stage (change of attitudes and/or behaviour with

regard to the innovation); decision stage (deciding on what to do); implementation stage (implementing the decision) and confirmation stage (confirming the decision made)". This supports Tones and Tilford's (1994:83) assertion that "adopters of an innovation are presumed to move through a series of stages similar to those embodied in the 'K-A-P' formula."

A significant role in the diffusion of innovations process is played by a change agent who influences clients' decisions in a direction deemed desirable by a change agency.

Thus change agents may be found on different levels in a diffusion process, e.g., grassroots.

The innovation theory propounded by Rogers (1983) focuses on the following elements:

- (i) Characteristics of an innovation which may influence adoption.
- (ii) Characteristics of people that help affected individuals to adopt the innovation.
- (iii) Decision-making process occurring when considering adoption of the innovation.
- (iv) The communication channels used in the adoption process, e.g., mass communication or interpersonal communication.

The Diffusion of Innovation Theory is of importance to the study because it describes the process by which an idea is disseminated through a community. According to the theory, there are four essential elements in the process of diffusion, namely, the innovation, its communication, the social system and time. The rate at which people adopt a new behavior is determined by their exposure to a new idea, which takes place within a social network or through the media. The theory states that people are most likely to adopt new behavior based on favorable evaluations of the idea communicated to them by individuals, known as the innovators, whom they trust and respect.

When the theory is applied to the corruption awareness activities, positive behavioral change can be initiated when key trusted and respected opinion leaders adopt the innovation and later exert their influence on the target adopters' behavior through their personal contact, eventually diffusing the new ideas widely in the community.

Depending on the strategy used in disseminating the messages of corruption awareness, people can either adopt or reject the messages introduced to them. These messages can be introduced through the print or electronic media as well as through drama and songs. The corruption educators use all the strategies.

4.2 MULTI-STEP FLOW THEORY

This theory states that communication channels include both the mass media and interpersonal contacts. Additionally, it points out that communication channels are intermediaries between the media and the decision-making audience such as opinion leaders who exert influence on audience behavior via their personal contact. However, the theory argues that intermediaries called change agents and gate-keepers are also included in the process of diffusion. Change agents are said to be those professionals who encourage opinion leaders to adopt or reject an innovation while gate-keepers are said to be individuals who control the flow of information to a given group of people, and opinion leaders usually are quite similar to their followers (Toner and Tilford; 1997: 362-363).

This theory holds that information is received and perceived differently by the intended target audience of the message. This is due to opinion leaders who may or may not be known by communicators at the time of dissemination of information on social change. Opinion leaders exist in the communities where corruption awareness and prevention activities are conducted. If they are not known by corruption educators at the time of disseminating information on the evils of corruption, this can hinder effective communication between the communicator and the intended audience. Consequently, if the opinion leaders influence the

target audience negatively in terms of adopting positive corruption messages, this can lead to an increase in incidences of corruption. On the other hand, if they influence the target adopters positively incidences of corruption will decrease. Therefore, education on corruption prevention and awareness should be highly valued by opinion leaders who have influence on the communities so that dissemination of information on the evils and dangers of corruption is made effective.

Additionally, through their personal contacts, opinion leaders are able to encourage the public to effectively participate in the fight against corruption for the benefit of all in Zambia.

The Multi-step Flow theory relates to the activities conducted by corruption educators in that there are many actors involved in the communication of behavioral change messages for the prevention of corruption. These include opinion leaders like teachers, politicians and community leaders whom people vest their trust and respect in. Once opinion leaders, who serve as social models, adopt the innovation of corruption awareness and prevention, their behavior will be easily imitated by others in the community.

There are also change agents who in this case are the corruption educators, interested in bringing about positive behavioral change within

the community. These change agents work hand in hand with opinion leaders. In addition, corruption messages flow through television and radio programmes, pamphlets, drama, posters and bill boards. In this case, the communication channel includes the multi-step flow process with all types of intermediaries between the media and audience's decision making.

4.3 SOCIAL LEARNING THEORY

This is a theory that gives a general explanation of how people acquire new forms of behavior. It is social in that it attempts to explain how individuals observe other people's actions and how they come to adopt those patterns of action as personal modes of response to problems, conditions or events in their lives. (<http://teachnet.Edb.utexas.ed~lynda-abbot/social.html>)

Using this theory, the researcher was able to observe how corruption educators through their corruption awareness activities influence members of the public to adopt positive behavior. Also, the researcher tried to establish the extent to which target adopters are socially influenced to join the fight against corruption by resisting, rejecting and reporting corruption cases for the benefit of all in Zambia.

4.4 SOCIAL CAMPAIGN THEORY

This theory seeks to give guidelines on campaign organization in terms of planning, designing and dissemination of information on corruption. It looks at factors that lead to failure of social campaigns to induce the desired response in the target audience.

A social change campaign is said to be “an organized effort conducted by one group, the change agent, which intends to persuade others (the target adopters) to accept, modify attitude, practices and behaviour, (Kotler; 1989:6).

Although social change campaigns are perceived to be a better approach to behavioral change than the education process, they can sometimes fail even when a lot of effort and good organization have been put in place. This is supported by Hyman and Sheatsley (1964:52) who state that social change campaigns often fail because:

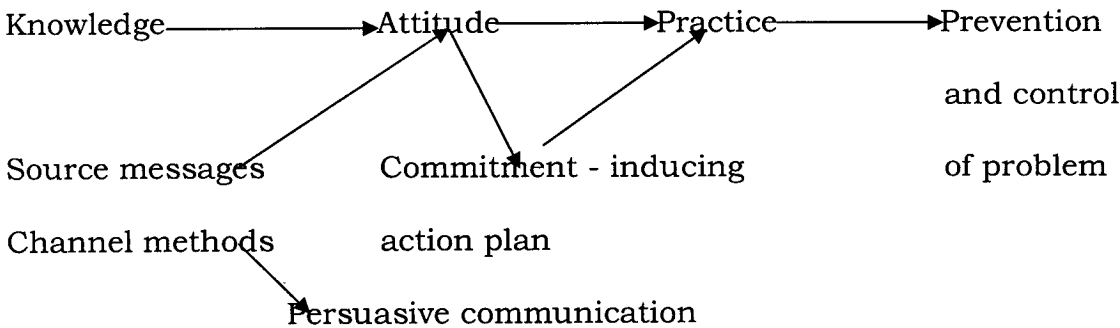
- (i) A hard core of ‘chronic know nothing’ exists who can not know anything about social change campaigns. In fact there is something about the uninformed that makes them harder to reach, no matter the level or nature of the information.

- (ii) The likelihood of an individual responding to new information increases with the audience's interest or involvement in the issue; if few people are interested, then few will respond.
- (iii) The likelihood of an individual being receptive to new information increases with the information's compatibility with the audience's prior attitudes. People generally tend to avoid disagreeable information.
- (iv) People will read different things into the information they receive, depending on their beliefs and values, i.e., people respond differently to the same body of information.

Change of behavior, attitude and adoption of innovation starts with assessing the knowledge which the people already have and the message the communicator intends to communicate to the target audience. The message should be designed in such a way that it will yield positive attitudes that will eventually change the people's practices that will help prevent or control a problem like corruption.

This theory relates to the study in that corruption educators as change agents employ several strategies in the corruption awareness activities in order to persuade members of the public to adopt positive behavior that can help prevent or control corruption.

The process is similar to the K-A-P education process presented below.



(ATTITUDE CHANGE STRATEGIES)

Figure 1: Prevention: The KAP educational process.

Source: Tones K and Tilford S. (1994) Health Education effectiveness, efficiency and equity, Champion and Hall: London.

4.5 AGENDA SETTING THEORY

The theory states that the public agenda and the kind of things people discuss, think or worry about (and sometimes ultimately press for legislation about) are powerfully shaped and directed by what the news media choose to publicize, (Larson, 1994). What this entails is that if the media gives more space and time to cover an item or issue, this issue becomes the most significant item on the audience’s agenda. If the media covers another item for a lesser time the audience or viewers will also rate the item as second to them in terms of significance, and so on. As such, there is a relationship between the media and the audience priorities in the relative importance of the news items. From this

relationship, the audience learns how much importance to attach to an issue, taking into account the emphasis placed by the media on such an issue.

The audience also learns about public issues and other matters through the media. In this way the media can be said to perform an agenda-setting role for the audience both by determining the issues for public debate and the order of significance of such issues. Further, the media can be seen as setting the framework for debate on current issues.

However, the media are not always successful at telling us what to think although they are quite successful in telling us what to think about.

This means that the effect of the media has less to do with what people think but more to do with what they think about.

CHAPTER FIVE

LITERATURE REVIEW

5.0 INTRODUCTION

This chapter looks at past studies done in the area of raising corruption awareness in members of the public, as a way of helping prevent the scourge.

5.1 THE GLOBAL AND NATIONAL CONTEXT

The Anti-Corruption Commission is one of the law enforcement organs of the government of Zambia committed to lead the fight against corruption through programmes aimed at bringing about behavioral change in order to significantly reduce corrupt practices in both public and private sectors of Zambia. The institution also provides and disseminates information on corruption in order to build public awareness and solicit support from members of the general public in an attempt to prevent or reduce corruption.

The prevention and awareness activities which are mainly conducted in communities by the institution include drama, workshops, public discussions, posters, radio and television programmes. The prevention activities are extended to the public and private bodies to enable them

revise their methods of work and procedures to remove or reduce opportunities for corrupt practices.

The providers of such information are the corruption prevention and education officers who strive to persuade the general public (the target audience) to adopt, accept, modify or abandon certain attitudes, ideas and practices. Among factors emphasized in these activities are:-

- (a) Meaning of corruption.
- (b) Evils of corruption.
- (c) Reporting corruption.
- (d) Resisting corruption.
- (e) Rejecting corruption.

Apart from social change programmes, the Anti-Corruption Commission also takes curative measures. These are investigating and prosecuting corrupt practice cases. The Commission receives complaints of alleged or suspected corruption and carries out investigations. Where there is evidence the institution prosecutes such cases.

As an additional measure, the President of Zambia, Levy Patrick Mwanawasa, declared zero tolerance for corruption and established the Task Force on Corruption in 2002 to also investigate and prosecute cases

of corruption. The establishment of the Task Force on corruption was to supplement the efforts of the Anti-Corruption Commission in the fight against corruption.

Through the fight against corruption the ACC is expected to play a significant role in the socio-economic recovery programme of the country aimed at achieving sustainable economic development. To effectively execute this function and help improve performance and service delivery, the ACC in 2000 came up with a strategic plan to run for five years. Its mission statement was as follows:-

“ACC is committed to lead the fight against corruption through educating the public, successful prosecution and working with all stakeholders to promote a corruption-free society. By the year 2005 ACC will be a recognized face in fighting corruption throughout the country. To achieve this goal, ACC will focus its major resources on monitoring the general public, government and business community and educating them about the effects of corruption.

ACC will be a goal-oriented, externally focused institution and its officers will be trained, committed and dedicated to fighting corruption, respecting the rule of law and human rights. Its improved and updated processes and procedures and improved accountability to the public, will support these goals and will optimize resource usage and efficiency.

To its stakeholders, ACC will be a model of efficiency promoting zero tolerance for corruption. It will set standards for interfacing organizations and ensure information is regularly provided to the media.

ACC will form appropriate alliances and act as a catalyst to a more accountable and transparent government.” (Strategic Plan for ACC 2004:p3).

The focus in the study, therefore, was the activities offered to the members of the public by the ACC in an effort to prevent and raise awareness on corruption.

“Achieving social change calls for very reflective communication. The required communication goes beyond an ad hoc ‘let us print a poster’ approach. It requires an understanding of the beliefs, values, knowledge, attitudes and practices of the target audience including the processes people go through to adopt an idea; factors that affect peoples’ adoption of innovations negatively or positively.” (M. Chilele, 2004).

Literature indicates that the only way social change can be achieved is through communication programmes. The strategies employed in the designing of the messages and their appropriateness plays a significant role in the positive adoption of the innovation, in this case, the fight against corruption.

A study on public education reveals that

“Southern African countries have thus far tended to rely on the promulgation of criminal laws and the establishment of institutions to combat corruption, primarily through exposure and punishment. However... these efforts have

largely failed to enlist the public as a major actor in the fight against corruption... Strong public education campaigns would have the effect of enhancing the credibility of Anti-Corruption efforts through a greater understanding of existing efforts, thus closing the gap in the perceptions of corruption between the general public and government officials” (Philliat Matsheza and Constance Kunaka; 1999:63).

The study further revealed that although the media actively expose cases of corruption, the civil society should be far more active to develop and implement Anti-Corruption programmes that would include public education and emphasize public mobilization. To this end, the study recommended more coordinated regional approaches to combating corruption, given that corruption manifests itself in international transactions and that there is need to harmonize laws to make them as compatible as possible, particularly with regard to extradition treaties. It also recommended greater co-ordination and interaction among Anti-Corruption officials and institutions within the region.

Another recommendation was that for public education programme to be successful, Southern African countries should address the impact of corruption both at national and personal levels. Citizens could also be empowered to become the most effective anti-corruption measure, by cultivating a culture of intolerance in which corruption is made an unacceptable norm in the conduct of public business.

A senior official in the Anti-Corruption Bureau of Malawi spoke of the need for a quiet revolution at the grassroots:

“We must widen the stakeholders’ base; empower them in the creation of an environment that is hostile to corruption.” (Matsheza and Kunaka; P.58).

The official also felt that public education efforts must reassert the promotion of ethical values and conduct.

An observer in Angola noted that “Corruption has ceased to be an isolated phenomenon, having turned instead into a huge cultural problem. Normality is corruption, honesty is abnormal. Honest behavior has begun to attract social validation. There is a culture of corruption that will bring serious consequences for the next generation, which will start at moral bankruptcy.” (Matsheza and Kunaka: P53).

Available literature from various scholars indicates that corruption thrives in societies where ethical values have been eroded and that it is essential through public education programmes to reinforce these values. Literature also indicates that corruption is difficult to detect without the cooperation of the public because it is an act committed by two willing parties. Successful detection of corruption therefore depends on the level of exposure of the act wherever and whenever it occurs. An effective way to reduce or curb corruption is to create an environment where the public recognizes the negative effects of corruption and is more than willing to expose the act. This environment is created through public education.

In support of the above, the American President, Thomas Jefferson, once warned: "The time to guard against corruption and tyranny is before they shall have gotten hold of us. It is better to keep the wolf out of the fold than to trust to drawing his teeth and talons after he shall have entered" (Matsheza and Kunaka: P26).

In similar vein, a Southern Africa leader said, "It is better to kill the crocodile while it is still small, before its teeth can devour you" (Matsheza and Kunaka: P: 18).

These arguments suggest that the most effective way to combat corruption is prevention.

Literature also shows that in the last decade there has been an increase in international activities to curb corruption. This is manifested in a number of national, regional and international laws, regulations, declarations and treaties against corruption. The international cooperation has focused on identifying more effective strategies and mechanisms to combat corruption. For instance, in 1997, the 8th international Anti-Corruption Conference held in Lima, Peru, came up with a number of recommendations, including:

- (a) Ending of the deductibility of bribes by which exporting countries actively subsidize and encourage the corruption of officials in other countries.
- (b) International bodies like the African Union and European Union to adopt Anti-Corruption conventions which criminalize the bribing of foreign officials.
- (c) States must implement the United Nations declaration against corruption and bribers and an international code of



conduct for public officials and incorporate them in their domestic laws for implementation.

- (d) International professional and business organizations must develop Anti-Corruption standards applicable worldwide to combat corruption. The increased use of corruption indices and indications must be encouraged at international and regional levels.

A survey by the Department of Political and Administrative Studies of the University of Zambia reveals that the high levels of corruption in the country are attributed to low salaries for public officials, lack of transparent and accountable political processes and poor economic policies such as privatization. At the bottom of the rank are cultural reasons, arguing that bribes have been a custom for a long time (Zambia National Governance Baseline Survey Report, 2004:p. 54).

Studies on anti-corruption by the World Bank show that in Latin America organizations that comprise “Civil Society,” such as Citizen Groups, Non-governmental organizations, Trade Unions, Business Associations, Religious Organizations seen as stakeholders in good governance and institutions that mediate

between the public and the state, have an important role to play in corruption awareness. Elsewhere, in Indonesia, where most cases of corruption are said to be committed by public officials and private companies, civil society as an independent body that serves the interest of the general public, has been uniquely positioned to raise awareness and bring to light cases of corruption. This is achieved through various functions:

“Country Surveys on Corruption, Service Delivery Surveys and diagnostic assessment and through the People’s Voice Program in Ukraine, the Bangalore Report Card as well as the Philippines’ Report Card on Proposed Services approach as innovative ways through which the voice of the public is brought to the ears of policy makers effecting improvements in service delivery and reduction of the levels of corruption” (worldbank.anticorrupt/civilsociety.html).

It is also achieved through seminars, conferences and workshops that are held to disseminate information about the patterns and severity of corruption, thereby building coalitions amongst anti-corruption champions across sectors and developing action plans to fight corruption. Additionally, Civil Society makes attempts to influence new legislation that will aid corruption control as well as

advocate for legal and judicial reform, freedom of information, business deregulation, privatization and procurement.

Civil Society also monitors Government actions and decisions relating to public expenditure, privatization plans, and allocation of public funds in an effort to reduce corruption.

Studies further reveal that a free and open media helps expose levels of corruption by uncovering and bringing to light cases of corruption.

“In transition economies in Eastern and Central Europe, greater openness by the media since the fall of communism has brought with it a plethora of stories of fraud, corruption and criminal activities, making the media perhaps the most persistent institution in the fight against corruption” (ibid).

The studies have also shown that in an effort to effectively reduce corruption in order to promote sustainable economic growth and poverty reduction, most countries in Latin America embark on multi-sectoral and multi-dimensional approaches based on key elements, like increasing

political accountability and reforming of internal management of public resources.

According to the World Bank, Political Accountability refers to the constraints placed on the behavior of public officials by organizations and constituencies with the power to apply sanctions on them ([anticorrupt/politicalaccountability.htm](#)). Once political accountability increases, the chances of public officials taking decisions that benefit their private interests at the expense of the general public decrease, thus working as a deterrent measure toward corrupt practices. Accountability mainly relies on effective sanctions by organizations that provide broad constituencies such as mass-based political parties and interests groups on corrupt public officials. This is achieved through monitoring their actions, decisions and private interests. Largely, sanctions on politicians are enhanced most effectively through a meaningful degree of political competition in the electoral process. Such competition increases the likelihood that opposition candidates and parties will seek to expose corruption in government or hold politicians in power accountable for poor performance associated with the levels of corruption.

Studies on corruption in Latin America by the World Bank also reveal that reforming internal management of public resources and administration plays a significant role in the reduction of corruption

opportunities. This is done through a system based on merit for appointment, promotion and performance evaluation. In parallel, salary increments relating to skill, responsibility and regularization of extensive non-salary benefits that provide scope for the scourge are also promoted.

In addition, review of governance and functional structures in Ministries and agencies are also perceived to be a high priority in the fight against corruption, especially since some administrations have moved central government functions into quasi-sector structures. "These structures blur the line between policy directions and accountability. They also create unnecessarily highly paid supervisory jobs which can serve to multiply political contact opportunities for pay-off. Off-budget agency funding contributes to budget fragmentation and lack of transparency" (ibid).

All in all, it can be said that the key to effective corruption awareness and prevention is appropriate persuasive attitude change strategies. These strategies must be accepted by the target audiences for them to be implemented effectively.

CHAPTER SIX

6.0 FINDINGS

6.1 This chapter outlines the findings on the communication strategies used by the Anti-Corruption Commission to raise awareness on corruption in members of the public as a way of preventing corruption.

Two research instruments, the questionnaires, were answered. One type was answered by members of the public while the other was answered by the corruption education officers. The data collected through this method was interpreted into frequency tables by the use of the Statistical Package for Social Science (SPSS). The interpreted data represent the findings.

6.1.1 Community Education Officers

The research revealed that the Community Education Officers were employees of the Anti-Corruption Commission. They worked under the Community Education Department. The objective of the department was to disseminate information on corruption to members of the public in an effort to curb corruption. The officers had undergone a basic induction course in investigations.

6.1.2 Materials produced to disseminate information on corruption.

Sixty-six percent of the educators said the type of materials used in the corruption awareness activities were both print and electronic. Seventeen percent said the types of materials used were print, electronic as well as popular theatre. Seventeen percent said the types of materials used were print, electronic as well as artifacts.

6.1.3 Production of Materials

Thirty-two percent of the community education officers stated that all of them took part in the production of the materials used in corruption awareness activities. Seventeen percent of the educators indicated that officers of the Commission in collaboration with members of the civil society and business houses took part in the production of the materials. Seventeen percent said community education officers and corruption prevention officers were the ones who produced the materials. Seventeen percent of the officers said community education officers developed the materials sometimes with consultations. Seventeen percent said it was the ACC officers and the appropriate stakeholders who developed the materials.

6.14 Roles played in Application of Communication Strategies.

Fifty-one percent of the community education officers said their role in the corruption awareness activities was to sensitize members of the public on corruption and its effects. Seventeen percent said their role was to plan and execute the strategies. Seventeen percent said their role was to plan, budget, and carry out outlined activities. Seventeen percent stated that the role they played in applying communication strategies was planning, monitoring, reporting and evaluation of the outlined activities.

6.1.5 Platform/venue(s) Used in the Awareness Activities.

All the respondents said they conveyed the corruption education messages at fora such as market places, private and public institutions, and through radio and television.

6.1.6 Appropriateness of Platform/venue(s).

All the educators indicated that the platform/venue(s) were appropriate because most target adopters were reached though more needed to be done to cover all districts in order to achieve the objective.

6.1.7 Target Audience of the Materials Produced.

All the educators stated that the materials produced on corruption target all members of the public both in rural and urban areas of Zambia.

6.1.8 Investigations of Peoples' Attitudes, Beliefs, Values and Practices in Relation To the Materials Produced.

All the educators said they investigated their target adopters' attitudes, beliefs, values, and practices prior to the development of the materials. When asked what methods they used to investigate, fifty percent said through one to one interaction and questions through evaluation forms at the end of the lessons; twenty-five percent said through workshops, talks and focus group discussion; Twenty-five percent said by interviewing the recipients of the materials.

6.1.9 Pre-Testing of the Materials.

When asked if they pre-tested the materials prior to their development, all the respondents said although they were the ones who developed the materials for the target audience, they never pre-tested the materials on corruption awareness.

6.1.10 Why the Materials Were Not Pre-tested

According to sixty-seven percent of the officers, materials involved in the pre-testing exercise would have been considered costly by the

Commission and would have been restricted due to non-availability of funds. Seventeen percent of the respondents said there was neither mechanism nor policy in place and sixteen percent said because the ACC lacked funds, management would not agree to spend money on unplanned programmes.

6.1.11 Component Effectiveness of the Materials Produced.

All the educators said there was no checking of the effectiveness of the components of the materials produced because they never pre-tested the materials.

6.1.12 Dissemination Plan for the Materials Produced.

Eighty-three percent of the community education officers indicated that there was a dissemination plan in place for the communication materials produced. Seventeen percent said they did not have such a plan but it was in the process of getting developed.

6.1.13 Monitoring of the Process

When asked if there was a monitoring mechanism in place for the activities conducted in an effort to raise awareness on corruption in members of the public, eighty-three percent of the educators said such a mechanism was in place, but seventeen percent said such a mechanism had not been developed due to negligence of duty.

6.1.14 Monitoring Mechanism in Place

When asked what mechanism was in place, sixty-six percent of the educators said they went in the field to ask members of the public if they had seen any leaflets, brochures, posters or any other materials from the Commission carrying corruption awareness messages. Seventeen percent of the educators said they targeted specific clients in the distribution exercise of the materials, another seventeen percent said they targeted audiences periodically to examine how the adopted messages were used.

6.1.15 Evaluation of the Activities

When asked if there was an evaluation mechanism in place, eighty-three percent said such a mechanism was in existence while seventeen percent said they never evaluated their activities because they had not yet developed an evaluation plan.

6.1.16 How Evaluation of the Activities Was Done

When asked how they evaluated their activities, eighty-three percent of the educators said after a period of time they went into communities to find out attitudes of the members of the public towards corruption.

6.2 Questionnaire on Members of the Public

6.2.1 Description of Respondents' Sample Characteristics.

The respondents to the questionnaire were of various sample characteristics as follows:

(i) By Sex

FIGURE 1: SHOWS THE DISTRIBUTION BY SEX EXPRESSED IN PERCENTAGES.

Sex		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	57	57.0	57.0	57.0
	Female	43	43.0	43.0	100.0
	Total	100	100.0	100.0	

Out of the one hundred respondents, fifty-seven percent were males and forty-three percent were females. Males comprised the larger part of the sample.

(ii) Age Groups of Respondents

The economically active age group of between 21 and 55 years represented the largest proportion of the sample at eighty-two percent. This age group was also likely to be the more active in other areas of life.

FIGURE 2: DISTRIBUTION OF AGE BY GROUPS IN THE SAMPLE
(PERCENTAGE)

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 - 20	18	18.0	18.0	18.0
	21 - 25	12	12.0	12.0	30.0
	26 -30	16	16.0	16.0	46.0
	31 - 35	23	23.0	23.0	69.0
	36 -40	14	14.0	14.0	83.0
	41- 45	5	5.0	5.0	88.0
	46 - 50	5	5.0	5.0	93.0
	51 - 55	6	6.0	6.0	99.0
	56 - 60	1	1.0	1.0	100.0
Total		100	100.0	100.0	

(iii) By Marital Status

Forty-five percent of the respondents were married. Thirty-eight percent were single. Five percent were divorced. Four percent were separated. Four percent were widows. Another four percent were widowers. Married respondents comprised the larger part of the sample.

FIGURE 3: SHOWS THE PERCENTAGES OF RESPONDENTS
ACCORDING TO THEIR MARITAL STATUS.

		Marital Status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	38	38.0	38.0	38.0
	Married	45	45.0	45.0	83.0
	separated	4	4.0	4.0	87.0
	divorced	5	5.0	5.0	92.0
	widow	4	4.0	4.0	96.0
	widower	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

(iv) Educational Level.

Out of the one hundred respondents interviewed, thirty percent attained grade 12 , nineteen percent obtained certificates in short courses, sixteen percent held diploma certificates, ten percent held first degree certificates, fourteen percent were still in school between grades 9 and 12, seven percent reached grade 7 while five percent were Masters degree holders.

FIGURE 4: SHOWS THE HIGHEST EDUCATIONAL LEVEL ATTAINED IN (PERCENTAGES).

Education Level				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid grade 7	6	6.0	6.0	6.0
grade 9 to 11	14	14.0	14.0	20.0
grade 12	30	30.0	30.0	50.0
certificate	19	19.0	19.0	69.0
diploma	16	16.0	16.0	85.0
degree	10	10.0	10.0	95.0
masters	5	5.0	5.0	100.0
Total	100	100.0	100.0	

(v) Employment Status

Out of one hundred respondents, forty-four percent were formally employed, twenty-five percent were unemployed, sixteen percent were informally employed and fifteen percent were still in school.

FIGURE 5 BELOW SHOWS THE EMPLOYMENT STATUS OF RESPONDENTS IN PERCENTAGES

Employment Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	formally employed	44	44.0	44.0	44.0
	informally employed	16	16.0	16.0	60.0
	unemployed	25	25.0	25.0	85.0
	still in school	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

(vi) Respondents by Location.

Out of the one hundred respondents interviewed thirty-five percent were from a medium density area, thirty-four percent were from a low density area, twenty-eight percent were from a high density area and three percent were from a rural area.

The respondents involved were distributed by area as shown below.

Residential Area					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low density area	34	34.0	34.0	34.0
	medium density area	35	35.0	35.0	69.0
	high density area	28	28.0	28.0	97.0
	rural area	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

6.2.2 The findings of the research are presented according to issues covering causes of corruption, corruption awareness, strategies used in corruption awareness activities, whether the activities offered

met the target adopters' expectations, the platform/venues used to educate the target adopters, what time the activities were offered, personal experiences with corruption, opinion on the prevention of corruption and opinion on what should be done for the ACC to offer quality awareness activities.

6.2.3 CAUSES OF CORRUPTION.

The questionnaire inquired on the causes of corruption. Twenty-six percent stated that poverty causes corruption. Thirteen percent said selfishness. Ten percent mentioned greed. Another ten percent mentioned ignorance. Nine percent cited lack of political will. Eight percent said lack of integrity. Eight percent mentioned poor economy. Eight percent stated ineffective control systems. Five percent said unemployment. Three percent cited ungodliness. From the responses, it can be deduced that members of the public are aware of the causes of corruption.

FIGURE 6 BELOW: SHOWING VARIOUS CAUSES OF CORRUPTION.

What do you think are the causes of corruption					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poverty	26	26.0	26.0	26.0
	greed	10	10.0	10.0	36.0
	Selfishness	13	13.0	13.0	49.0
	Ignorance	10	10.0	10.0	59.0
	lack of integrity	8	8.0	8.0	67.0
	Lack of political will	9	9.0	9.0	76.0
	Poor economy	8	8.0	8.0	84.0
	Ineffective control systems	8	8.0	8.0	92.0
	Unemployment	5	5.0	5.0	97.0
	Ungodliness	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

6.2.4 CORRUPTION AWARENESS ACTIVITIES CONDUCTED BY ACC

Out of the one hundred respondents asked whether the ACC carried out awareness activities on corruption and its evils, forty-nine percent stated that they did not know whether the ACC ran such awareness activities or not. Forty-five percent said the ACC ran the awareness activities while six percent said the ACC did not run such activities. This implies that fifty-five percent of the respondents interviewed did not know any strategies used by the ACC in the corruption awareness activities. This scenario calls for more effort to be put in the awareness activities so that a large target audience is reached. Forty-five percent of the respondents who know about corruption awareness activities are below one half.

Clearly, the ACC need to employ more strategies in their activities than they use at the moment.

Does the ACC offer corruption awareness					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	45	45.0	45.0	45.0
	no	6	6.0	6.0	51.0
	i do not know	49	49.0	49.0	100.0
	Total	100	100.0	100.0	

FIGURE 7 SHOWING WHETHER RESPONDENTS KNOW THAT THE ACC OFFER CORRUPTION AWARENESS OR NOT.

6.2.5 METHODS EMPLOYED IN THE AWARENESS ACTIVITIES.

Out of the one hundred interviewed on the strategies employed by ACC to raise awareness in the members of the public, the question was not applicable to fifty-six percent of the respondents. Twelve percent said the ACC used Television and Radio programmes. Six percent said they used Radio, Television and Brochures. Three percent said Television programmes only. Three percent said Posters only. Two percent said Television and Posters. Two percent mentioned Television, Radio, Posters, Brochures, Drama and Discussion forum. Two percent mentioned Anti-corruption Clubs in some Schools. Two percent mentioned Drama Lectures, Discussion Forum, Television and Radio programmes. One percent mentioned Lectures, Radio, Brochures, Posters, and Bill

Boards. One percent said Brochures, Posters, Drama, Lectures and Discussion Forum. One percent stated Dram, radio, Television, Brochures, Posters, Bill Boards and Discussion Forum. One percent mentioned Lectures only. One percent mentioned Television Programmes and T/Shirts. One percent mentioned Bill Boards, Television and Radio programmes. Two percent mentioned Discussion forum, Lectures and Anti-Corruption Clubs in some Schools. One percent said Anti-Corruption Clubs in some Schools, Television and Radio programmes. One percent stated Lectures, Radio and Television programmes. One percent mentioned Television and Drama. One percent mentioned Anti-Corruption Clubs in some schools and Drama. This shows that forty-four percent of the respondents are aware of the strategies the ACC use in the Corruption awareness activities.

If yes, mention the methods you know that are used in the corruption awareness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	television, and posters	2	2.0	2.0	2.0
	t.v, radio, posters, brochures, drama, forum	2	2.0	2.0	4.0
	lectures, radio programs, brochures, posters and bill boards	1	1.0	1.0	5.0
	brochures, posters, drama, lectures, discussion forum	1	1.0	1.0	6.0
	posters	3	3.0	3.0	9.0
	drama, radio, t.v, brochures, posters, bill boards, forum	1	1.0	1.0	10.0
	radio , television and brochures	6	6.0	6.0	16.0
	television programmes	3	3.0	3.0	19.0
	lectures	1	1.0	1.0	20.0
	radio and television programmes	12	12.0	12.0	32.0
	television and t/shirts	1	1.0	1.0	33.0
	anti-corruption clubs in some schools	2	2.0	2.0	35.0
	bill boards , television and radio programmes	1	1.0	1.0	36.0
	drama, lectures, discussion forum, t.v and radio	2	2.0	2.0	38.0
	forum, lectures ,anticorruption clubs	1	1.0	1.0	39.0
	anti-corruption clubs , television, radio	1	1.0	1.0	40.0
	lectures and radio and television programmes	1	1.0	1.0	41.0
	discussion forum, anti-corruption clubs , lectures	1	1.0	1.0	42.0
	television and drama	1	1.0	1.0	43.0
	anti-corruption clubs in some schools and radio programmes	1	1.0	1.0	44.0
	not applicable	56	56.0	56.0	100.0
	Total	100	100.0	100.0	

FIGURE 8: Strategies Used By ACC in Corruption Education.

6.2.6 OPINION ON WHY ACC DO NOT OFFER SUCH EDUCATION.

When asked why they think Corruption Educators do not offer education on corruption, ninety-four percent said the question did not apply to them. Two percent stated that the educators did not commit themselves to raise awareness in the members of the public to curb the scourge. Two percent stated that the educators had never offered such activities in their residential areas; they only over-concentrated the activities in some areas. One percent stated that the reason why the Corruption Educators did not offer corruption education was that they did not have enough resources to do so. Another one percent stated that the ACC lacked a comprehensive policy to offer corruption education.

If no, why do you think the ACC does not offer such education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of commitment	2	2.0	2.0	2.0
	Inadequate resources	1	1.0	1.0	3.0
	Lack of comprehensive policies	1	1.0	1.0	4.0
	Many activities done in one area	2	2.0	2.0	6.0
	Not applicable	94	94.0	94.0	100.0
	Total	100	100.0	100.0	

FIGURE 9: Reasons Why Corruption Education Is Not Offered

6.2.7 SENTIMENTS ON THE PROVISION OF EDUCATION

The respondents were asked if the corruption awareness activities met their expectations. Fifty-four percent stated that the question did not apply to them. Thirty-six percent said the education provided did not

meet their expectations, while ten percent were happy with the lessons and stated that their expectations were met.

Does the education provided meet your expectations					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	10.0	10.0	10.0
	no	36	36.0	36.0	46.0
	not applicable	54	54.0	54.0	100.0
	Total	100	100.0	100.0	

FIGURE 9: Showing Responses on Whether the Respondents' Expectations Were Met.

6.2.8 PLATFORMS/VENUES USED BY ACC TO RAISE AWARENESS.

Fifty-five percent of those who completed the questionnaire did not answer the question on the platforms/venues used by the ACC to raise awareness on corruption in members of the public because it did not apply to them. Twelve percent mentioned television and radio. Four percent mentioned television, radio, places of work, some schools, hotels and open Space. Four percent mentioned television only. Four percent mentioned television, radio and places of work. Four percent mentioned places of work only. Three percent mentioned some schools. Two percent mentioned television, radio and open space. Two percent mentioned some schools, television, radio and places of work. Two percent mentioned open space, hotel, radio and television. Two percent mentioned radio and posters. One percent mentioned Bill boards and

places of work. One percent mentioned schools, places of work, hotels and television. One percent mentioned television, radio, some schools and hotels. One percent mentioned hotels, schools, television and radio. One percent mentioned television, some schools and radio.

What platform/venue(s) do they use					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	television and posters	1	1.0	1.0	1.0
	t.v, radio, schools, hotels, open space, places of work	4	4.0	4.0	5.0
	television	4	4.0	4.0	9.0
	television, radio and places of work	4	4.0	4.0	13.0
	places of work	4	4.0	4.0	17.0
	television and radio	12	12.0	12.0	29.0
	television, radio and open space	2	2.0	2.0	31.0
	some schools	3	3.0	3.0	34.0
	some schools, television, radio and places of work	2	2.0	2.0	36.0
	open space, hotels, radio, television	2	2.0	2.0	38.0
	bill boards, places of work	1	1.0	1.0	39.0
	television, schools, places of work, hotels	1	1.0	1.0	40.0
	television, radio, schools, hotels	1	1.0	1.0	41.0
	radio and posters	2	2.0	2.0	43.0
	hotels, schools places of work, television and radio	1	1.0	1.0	44.0
	television, radio and schools	1	1.0	1.0	45.0
	not applicable	55	55.0	55.0	100.0
	Total	100	100.0	100.0	

FIGURE 10: Showing Venues/Platforms Used In Corruption Awareness Activities.

6.2.9 OPINIONS ON THE PLATFORM/VENUES USED.

Respondents were asked if they were happy with the platform/venues the ACC used in their awareness campaigns. The question was not applicable to fifty-six percent of the respondents. Thirty-three percent said they were not happy while eleven percent said they were happy.

Are you happy with the platform/venue(s) they use					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	11	11.0	11.0	11.0
	no	33	33.0	33.0	44.0
	not applicable	56	56.0	56.0	100.0
	Total	100	100.0	100.0	

FIGURE 11: Showing whether Respondents Were Happy With The Platform/Venues Used in The Awareness Campaign.

6.2.10 REASONS FOR LIKING THE PLATFORM/VENUE (S)

Eighty-nine percent of those who completed the questionnaire did not answer the question on reasons for liking the platform/venues because it did not apply to them. Four percent answered that they liked television and radio platforms because they captured a large audience. Three percent said the programmes were aired at the right time. One percent said television programmes were convincing. One percent said the presentations were educative. One percent said radio and television programmes could be easily accessed. Another one percent said the platforms were liked because the ACC used English, a language they understood.

If 'yes' what do you like about the platform/venue(s)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid programs come at the right time	3	3.0	3.0	3.0
programs are convincing	1	1.0	1.0	4.0
presentations are educative	1	1.0	1.0	5.0
able to access radio and television programs	1	1.0	1.0	6.0
television and radio programs capture a large audience	4	4.0	4.0	10.0
I do understand English	1	1.0	1.0	11.0
not applicable	89	89.0	89.0	100.0
Total	100	100.0	100.0	

FIGURE 12 Showing Why Respondents Like the Platform/venues)

6.2.11 REASONS FOR DISLIKE OF THE PLATFORM/VENUE(S)

When asked why the respondents disliked the platform/venue(s), sixty-four percent said the question did not apply to them. Eight percent said television and radio programmes only accommodated people with access to them. Seven percent said aired programmes were not continuous and did not go beyond 13 weeks, especially on Radio One which covered the entire nation. Another seven percent said all the programmes were presented in English and since not everyone understood the language, those who did not understand were left out. Five percent said that programmes did not reach out to rural people. Four percent said aired programmes did not offer an opportunity for clarifications. Two percent said programmes were not advertised. Another two percent said the

programmes were presented in the same way and had become boring.

One percent said some venues were too small.

If 'no' what don't you like about the platform/venue(s)				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid do not reach out to people in rural areas	5	5.0	5.0	5.0
accommodate people with access to radio and television	8	8.0	8.0	13.0
programmes are not continuous	7	7.0	7.0	20.0
venues are small	1	1.0	1.0	21.0
not everyone understands English	7	7.0	7.0	28.0
no opportunity for clarifications	4	4.0	4.0	32.0
programmes are not advertised	2	2.0	2.0	34.0
same way of presentation thus makes it boring	2	2.0	2.0	36.0
not applicable	64	64.0	64.0	100.0
Total	100	100.0	100.0	

FIGURE 13 showing reasons for dislike of the Platform/Venue(s).

6.2.12 MISGIVINGS OVER THE PLATFORM/VENUE(S)

When asked if they told the Educators about their misgivings over the Platforms/venue(s), sixty-two percent answered 'not applicable' while thirty-eight percent answered 'no' and did not give reasons.

Have you told the educators about your misgivings over the platform/venue(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	38	38.0	38.0	38.0
	not applicable	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

FIGURE 14 ABOVE SHOWING ANSWERS ON THE MISGIVINGS OVER THE PLATFORM/VENUES(S).

6.2.13 TIME CAMPAIGNS WERE BEING OFFERED

Respondents were asked what time the lessons were being offered. The question was not applicable to fifty-four percent of the respondents. Nine percent said evenings. Eight percent said morning, afternoon and evening. Another eight percent said morning and afternoon. Seven percent said afternoon. Another seven percent said morning and evening. Four percent said afternoon and evening. Three percent said morning.

What time are the lessons offered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	3	3.0	3.0	3.0
	Afternoon	7	7.0	7.0	10.0
	Evening	9	9.0	9.0	19.0
	Morning and afternoon	8	8.0	8.0	27.0
	Morning and evening	7	7.0	7.0	34.0
	Afternoon and evening	4	4.0	4.0	38.0
	Morning, afternoon, evening	8	8.0	8.0	46.0
	Not applicable	54	54.0	54.0	100.0
	Total	100	100.0	100.0	

FIGURE 15 Showing When the Lessons Were Offered

6.2.14 CONVENIENCE OF TIME

When asked if the time was convenient, fifty-five percent of respondents answered ‘not applicable’. Twenty-three percent said the time was not convenient to them and twenty-two percent said the time was actually convenient to them.

Is the time convenient to you					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	22	22.0	22.0	22.0
	no	23	23.0	23.0	45.0
	not applicable	55	55.0	55.0	100.0
	Total	100	100.0	100.0	

FIGURE 16 Showing Convenience of Time

6.2.15 REASONS WHY TIME WAS NOT CONVENIENT

Out of one hundred respondents seventy-seven percent answered ‘not applicable’. Nine percent said programmes were presented when they were busy at work. Four percent said programmes came when they were at church. Three percent said programmes came when they were tired. Three percent said programmes came when they were busy doing their house chores. Two percent said the programmes were aired when they were asleep.

If 'no' why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	busy at work	9	9.0	9.0	9.0
	tired from work	3	3.0	3.0	12.0
	busy learning	2	2.0	2.0	14.0
	doing house chores	3	3.0	3.0	17.0
	at church	4	4.0	4.0	21.0
	asleep	2	2.0	2.0	23.0
	not applicable	77	77.0	77.0	100.0
	Total	100	100.0	100.0	

FIGURE 16: Showing Why Time Was Not Convenient.

6.2.16 PERSONAL ENCOUNTER WITH CORRUPTION.

When asked if they had a personal encounter with corruption, out of one hundred respondents, fifty percent answered in the affirmative while fifty percent said 'no'. The research showed that fifty percent admitted that they had personally witnessed an act of corruption.

Have you ever witnessed an act of corruption

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	50	50.0	50.0	50.0
	no	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

FIGURE 17 Showing Personal Encounters With Corruption.

6.2.17 REPORTING CORRUPTION CASES

The question on reporting corruption cases did not apply to fifty-one percent of the respondents. Forty-three percent said they did not report the cases of corruption while six percent said they reported.

If 'yes' have you ever reported such a case

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	6	6.0	6.0	6.0
no	43	43.0	43.0	49.0
not applicable	51	51.0	51.0	100.0
Total	100	100.0	100.0	

FIGURE 18 showing the percentage Of the Respondents Who Reported Corruption Cases.

6.2.18 REASONS WHY CORRUPTION CASES WERE NOT REPORTED.

The respondents were asked why they did not report the corruption cases although they had evidence. The question did not apply to fifty-six percent of the respondents. Ten percent said that ACC offices were too far. Nine percent said there was no security for witnesses or 'whistle blowers'. Eight percent said they did not report because they were acquainted with the people involved. Seven percent said they had no confidence in ACC officers. Six percent said it was rare for suspects to be prosecuted. Three percent said they did not know where to report.

If 'no' why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not know where to report	3	3.0	3.0	3.0
	No confidence in ACC officers	7	7.0	7.0	10.0
	There is no security for a witness	9	9.0	9.0	19.0
	ACC offices were far	10	10.0	10.0	29.0
	Once reported but stopped	1	1.0	1.0	30.0
	People involved were known	8	8.0	8.0	38.0
	Rare prosecution	6	6.0	6.0	44.0
	Not applicable	56	56.0	56.0	100.0
	Total	100	100.0	100.0	

FIGURE 19: Showing Reasons Why Corruption Cases Were Not Reported.

6.2.19 CAUSES OF CORRUPTION IN SPITE OF THE AWARENESS ACTIVITIES.

Out of the one hundred respondents, sixteen percent cited poverty. Eleven percent mentioned unemployment. Ten percent said poor conditions of service. Nine percent said lack of integrity. Nine percent said ignorance. Seven percent said red tape. Six percent said selfishness. Five percent said lack of transparency. Five percent said non-adoption of corruption knowledge. Four percent said lack of Government commitment to reduce poverty and unemployment. Four percent said poor economy. Three percent said greed. Three percent said irregular corruption awareness. Two percent said the ACC targeted

wrong people. Two percent said lack of role models in the fight. Two percent said ungodliness. Two percent said culture/attitude.

A lot of education on corruption has been offered to members of the public what do you think corruption continues to occur

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poverty	16	16.0	16.0	16.0
unemployment	11	11.0	11.0	27.0
culture/attitude	2	2.0	2.0	29.0
irregular awareness	3	3.0	3.0	32.0
lack of transparency	5	5.0	5.0	37.0
ungodliness	2	2.0	2.0	39.0
poor working conditions	10	10.0	10.0	49.0
selfishness	6	6.0	6.0	55.0
lack of Govt. commitment to reduce poverty and unemployment	4	4.0	4.0	59.0
ignorance	9	9.0	9.0	68.0
non k/ledge adoption	5	5.0	5.0	73.0
no role models	2	2.0	2.0	75.0
poor economy	4	4.0	4.0	79.0
redtape	7	7.0	7.0	86.0
greed	3	3.0	3.0	89.0
lack of integrity	9	9.0	9.0	98.0
wrong targets	2	2.0	2.0	100.0
Total	100	100.0	100.0	

FIGURE 20: Showing Causes of Corruption Although Corruption Awareness Campaign is in Place.

6.2.20 SUGGESTIONS ON WHAT SHOULD BE DONE TO PREVENT CORRUPTION

Twenty eight percent said the Government should improve conditions of service for civil servants. Sixteen percent said the ACC should intensify regular sensitization to all members of the public in both rural and

urban areas. Fourteen percent said the Government should reduce poverty through creation of more jobs. Eight percent said all culprits should be prosecuted regardless of their status in society. Eight percent said members of the public should be educated on human rights. Seven percent said there should be practical political will in the fight against corruption. Six percent said pupils should be educated on good morals. Four percent said unnecessary red tape should be done away with. Three percent said the ACC should create a website and toll-free lines. Three percent said programmes should come at appropriate time. Three percent said 'whistle blowers' should be protected by the law.

What should be done to prevent corruption

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Govt. to improve conditions of service for civil servants	28	28.0	28.0	28.0
	practical political will by Govt. in the fight of corruption	7	7.0	7.0	35.0
	protection of whistle blowers	3	3.0	3.0	38.0
	intensify regular sensitization to members of the public	16	16.0	16.0	54.0
	programmes to come at appropriate times	3	3.0	3.0	57.0
	create website and toll-free lines on mobile phones	3	3.0	3.0	60.0
	remove unnecessary redtape	4	4.0	4.0	64.0
	teach the public about basic human rights	8	8.0	8.0	72.0
	all culprits to be prosecuted	8	8.0	8.0	80.0
	pupils to be educated on good morals	6	6.0	6.0	86.0
	Govt. to reduce poverty through creation of more jobs	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

FIGURE 21 ABOVE Depicting What Should Be Done To Prevent Corruption

6.2.21 USE OF ANY INFORMATION GIVEN ON CORRUPTION.

The respondents were asked if they used any information they acquired on corruption. Out of the one hundred respondents, forty-four percent said they never used any of the information given. Thirty-nine percent said they found the information on corruption useful, while seventeen percent found the question not applicable.

Have you ever used any information you have been given on corruption

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	39	39.0	39.0	39.0
no	44	44.0	44.0	83.0
not applicable	17	17.0	17.0	100.0
Total	100	100.0	100.0	

FIGURE 22: Showing the Percentage of Respondents Who Used the Information On Corruption.

6.2.22 HOW THE INFORMATION ON CORRUPTION WAS USED.

The research also intended to find out how the message on corruption was used. Although the question did not apply to sixty-one percent of the respondents, twenty-four percent said they taught others about corruption and its evils. Six percent said they refused to pay a bribe. Four percent said they reported corruption cases. Three percent said they discussed it with others. Two percent said they warned some people against engaging in corrupt practices.

If 'yes' how

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid reported a corruption case	4	4.0	4.0	4.0
taught some	24	24.0	24.0	28.0
refused to pay a bribe	6	6.0	6.0	34.0
discussed with others	3	3.0	3.0	37.0
warned someone	2	2.0	2.0	39.0
not applicable	61	61.0	61.0	100.0
Total	100	100.0	100.0	

FIGURE 23 Showing How The Information On Corruption Was Used By Respondents.

6.2.23 REASONS WHY THE INFORMATION ON CORRUPTION WAS NOT USED.

The question was not applicable to all the respondents.

If 'no' why

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not applicable	100	100.0	100.0	100.0

FIDGURE 24: Why The Information Was Not Used.

6.2.24 WHAT THE EDUCATORS SHOULD DO FOR BETTER EDUCATION IN FUTURE.

Out of the one hundred respondents, twenty-seven percent said the ACC should introduce more platforms or venues, for example, door to door campaigns. Thirteen percent said they should learn sensitization skills, for instance, Project Management. Thirteen percent said the ACC should research on target adopters and the nature of information required. Twelve percent said they should increase their capacity so that their work becomes easier. Ten percent suggested that the ACC should work hand in hand with 'gate-keepers'. Nine percent said local languages should be included in the lessons to cater for those who are illiterate. Eight percent suggested that ACC should be adequately funded. Another eight percent said suggestion boxes should be put up in strategic places for collection of opinions from members of the public.

What advise would you give to the educators for them to offer better awareness activities in future

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid research on target group and nature of information required	13	13.0	13.0	13.0
more platforms e.g door to door campaign	27	27.0	27.0	40.0
ACC to be adequately funded	8	8.0	8.0	48.0
increase human resource to make work easier	12	12.0	12.0	60.0
local languages to be included	9	9.0	9.0	69.0
learn sensitization skills e.g project management	13	13.0	13.0	82.0
use of 'gatekeepers'	10	10.0	10.0	92.0
suggestion boxes to be put at strategic places for opinion	8	8.0	8.0	100.0
Total	100	100.0	100.0	

FIGURE 24: Showing Suggestions on How ACC could Offer Quality Education

CHAPTER 7

7.0 DISCUSSION OF THE FINDINGS

7.1 INTRODUCTION

Corruption has been identified as a global problem affecting mainly developing countries with weak economies, such as Zambia.

Previous governments in Zambia did not view corruption as a serious problem and, as a result, little or nothing at all was done to systematically curb it.

During the Second Republic, corruption was handled with a number of restrictions, such as the Leadership Code and the personal rule of the first Republican President, Dr. Kenneth David Kaunda. During Kaunda's reign, acquisition of wealth beyond someone's personal official emoluments was deemed as a crime and politically immoral. Consequently, any civil servant suspected to have amassed wealth or property not commensurate with his or her personal emoluments faced dismissal. But there were still some cases of embezzlement and diversion of public resources. For instance, "Some state companies such as the Credit Organization of Zambia (COZ), Cattle Finance Company and Agriculture Finance Company, among others, collapsed under the weight

of fraudulent practices promoted by UNIP politicians. There were also large scale investment projects , such as the Iron and Steel Works in North-Western province, known as TIKA, which remained white elephants, with a loss of huge sums of public funds, partly as a result of fraudulent or dishonest dealings by public officials” (State of Corruption Report 2004:33).

During the Third Republic, corruption became more rampant than in the previous regime. This situation was aggravated by the Second Republican President, Dr. Frederick Chiluba, who openly challenged the media and members of the public to provide tangible evidence before he could act. Even in instances where the ACC published names of important Government officials under investigation, no sanctions were taken. According to a number of studies, Zambians felt that corruption was more rampant in the Third than in the Second Republic.

Unlike UNIP’s Leadership Code, the Parliamentary and Ministerial Code of Conduct Act of 1993 was observed more in breach. As a result many Government officials abused their authority of office to acquire state companies or obtain huge loans which were never secured. Most companies bought by Government officials in this way collapsed due to insufficient investment capital.

It was against this background that when President Levy P. Mwanawasa assumed political power in 2001, he introduced the concept of Zero Tolerance for corruption as a result of his conviction that corruption was pervasive in both the public and private sectors of Zambia.

Today Zambia is seriously engaged in the fight against corruption both at regional and national levels.

At the regional level, it has been widely acknowledged that corruption has disastrous effects on the weak economies of countries like Zambia. As Director of the Directorate on Corruption and Economic Crime in Botswana, Mr. Katlholo, has stated: "Corruption is...evil. It undermines democracy and the rule of law. It impedes development and weakens social stability. It leads to inadequate social services, reduces productivity and encourages laziness. It leads to sub-standard products especially when through bribery a construction or supply contract is awarded to a person not capable of doing the job. Hence there is a massive effect on the public purse" (Noel Katutwa: P3).

In recognition of the disastrous effects of corruption, southern African Countries, Zambia inclusive, are establishing regional and national institutions to fight the scourge. For instance, at the regional level, the Southern African Forum against Corruption (SAFAC) was established in

2002 to facilitate mutual assistance through cross-border investigations, sharing of information, ideas and experiences on corruption.

At the national level, Zambia has scaled up preventive activities against corruption with the involvement of a number of civil society organizations. Thus various awareness campaigns are being conducted by both the ACC and civil society, the most prominent ones being Transparency International-Zambia and Integrity Foundation Zambia, among others. Donors such as DFID under the British Government are also playing a pivotal role by providing financial and technical assistance to different organizations, such as the ACC, undertaking preventive activities against corruption.

Although the “Zero Tolerance for corruption” introduced by President Mwanawasa and the New Deal Government has inspired a sense of hope in most Zambians and the donor community at large, no positive impact on corruption has been demonstrated yet since Zambia continues to rank as one of the most corrupt countries in the World, according to the Transparency International’s corruption perception index of the previous two years.

This indicates that in spite of the interventions Zambia has put in place to fight the scourge, it has persisted. It was for this reason that the

research on corruption strategies employed by the ACC to raise awareness in the members of the public in an effort to prevent corruption was embarked on.

7.2 FINDINGS

The objectives of the research as already stated were to:

- (a) Identify strategies used by the ACC in raising awareness and prevention of corruption.
- (b) Evaluate the communication strategies used by ACC in raising awareness and prevention of corruption.
- (c) Determine the capacity of human and material resources involved in the fight against corruption.
- (d) Propose the way forward in terms of improving participatory communication strategies in the fight against corruption.
- (e) Provide perceptions of respondents on the causes and prevention of the scourge.

The study was guided by a number of questions which were structured into two types of questionnaires. One type of questionnaires was answered by members of the public while the other type was answered by the community education officers. The questions were based on the mentioned objectives. In addition, the researcher used personal

observations and interviews to supplement the questionnaires. It is in this context that the findings were discussed.

7.2.1 Communication Strategies and Corruption Education.

Fifty-one percent of the community education officers said their role in the corruption awareness activities was to sensitize members of the public on corruption and its effects. Seventeen percent said their role in the fight against corruption was to plan and execute the strategies. Seventeen percent said their role was to plan, budget, and carry out outlined activities. Seventeen percent said the role they played in communication strategies was planning, monitoring, reporting and evaluation of the outlined activities.

Sixty-six percent of the educators said they used both print and electronic materials in corruption awareness activities. Seventeen percent said the types of materials used were print, electronic as well as popular theatre. Seventeen percent said the types of materials used were print, electronic as well as artifacts.

The educators said the print materials used were mostly brochures, leaflets, posters, calendars, bill-boards, T/shirts, booklets and caps. In terms of distribution of these materials, the educators stated that they worked hand in hand with both Government and Non-governmental

organizations whose main objective was to attain sustainable development through civic education. For instance, the Zambia Rural Integrated Project based in Chongwe was actively involved in corruption intervention activities. One such activity was the distribution of posters to members of the public in Chongwe district. Additionally, all Government institutions were involved in the distribution exercise.

They indicated that print materials such as brochures were in English and seven major local languages, namely, Nyanja, Lozi, Bemba, Tonga, Lunda, Kaonde and Luvale to cater for those who were not literate.

The educators stated that the electronic materials used to raise awareness in members of the public were radio, television and the internet. All the aired programmes were in English. Drama, songs, lectures and workshops were also used to disseminate information on corruption.

In terms of lectures, the community education officers stated that they offered lectures to different institutions and communities, for instance, schools and the Islamic community respectively. During such sessions, the medium of communication used was interpersonal where the educators spoke verbally and directly to the target audience in English.

Analysis of the strategies employed by the educators in the corruption awareness activities revealed that ninety-four percent of the respondents interviewed were literate. This indicates that they were able to read the materials produced and to listen to the radio and television programmes aired in English. The remaining six percent of the respondents interviewed had qualifications below grade nine, which meant that they could not read or listen to aired programmes effectively. However, they could have been covered by the materials in Vernacular.

Forty-nine percent of the respondents reported that they did not know that the ACC carried out corruption awareness activities. Forty-five percent were aware that the ACC conducted awareness activities while six percent said the ACC never carried out such activities. These results show that fifty-five percent of the respondents did not know any strategies used in the fight against corruption. This scenario calls for more publicity for the corruption awareness activities.

7.2.2 Participation

Thirty-two percent of the community education officers stated that all of them took part in the production of the materials used in corruption awareness activities. Seventeen percent of the educators indicated that officers of the Commission in collaboration with members of the civil society and business houses took part in the production of the materials.

Seventeen percent said community education officers and corruption prevention officers were the ones who produced the materials. Seventeen percent of the communicators said community education officers developed the materials sometimes with consultations. Seventeen percent said it was the ACC officers and the appropriate stakeholders who developed the materials.

All the educators said target audiences were identified prior to the development of the materials on corruption awareness activities. They also stated that they identified what target audiences knew before materials were produced. The results show that the community education officers participated in the planning and designing of the corruption awareness messages for the target audiences. At the same time they were involved in the implementation of the messages by way of educating members of the public. This shows that the educators were in a position to easily analyze the audience and present the messages in a way that would suit the needs of the audience. Thus, it was possible for them to contextualize certain concepts.

When asked what methods they used to identify target audiences and what the target audiences knew about corruption, fifty percent said they provided an initial question-and-answer session prior to giving the audience the message. Sixteen percent said they used common

perceptions. Sixteen percent said it was done through simple oral questions during outlined activities such as lectures. Sixteen percent said it was done through evaluation forms (questionnaires) after lectures. Two percent said they never had time to identify what the target audiences knew about corruption. In cases where oral questions were asked during outlined activities and where target audiences were allowed to fill in evaluation forms after lectures, educators did not identify target audiences but instead got participants' evaluations of the lectures.

7.2.3 PRE-TESTING OF THE MATERIALS

When asked if they pre-tested the materials prior to their development, all the educators said although they were the ones who developed the materials for the target audience, they never pre-tested the materials on corruption awareness. According to sixty-seven percent of the educators, materials involved in pre-testing exercises would have been considered too costly by the Commission and would have been restricted due to non availability of funds. Seventeen percent of the respondents said there was neither mechanism nor policy in place, and sixteen percent said the ACC lacked funds and management would not agree to spend money on unplanned programmes.

The purpose of pre-testing messages is to ensure that they are correctly designed for the target audience to interpret them in the same way they

were intended. Results show that the messages were not pre-tested. Therefore, the educators were not in a position to know whether the messages were correctly interpreted or not. The results also imply that non-pre-testing of materials could lead to poor dissemination of the messages which would in turn lead to non-adoption of the messages.

Desired behavioral change towards adoption of corruption messages calls for more than just identification of target audiences and what they already know about corruption before production of their materials, if the levels of corruption are to be reduced significantly. It calls for target audience participation in message designing and implementation. It also calls for audience research as an additional participatory mechanism both at pre-production and mid-production designing stages to ensure that implementation of the designed messages meets the needs of the target audience. Target audience input is desirable for message design that represents the interests of the audience.

To elaborate more on the above points, Bella Mody (1991:P118) states that message designers need to know three things, irrespective of their topics, and these are:

- “1. What does this audience that the message is representing and speaking to already know, want to know and need to know?

2. What forms of communication are indigenous to this community, e.g. what channels, words, images and gestures does this community use among its own people?
3. Will our draft messages get and hold attention, be understood and actually be found useful by this audience?"

Kincaid (1979) in support states that:

"Audiences have different ways of thinking, different vocabulary, and even different ways of interpreting drawings and photographs from those of experts and officials who initiate communication programmes. The attitudes and predispositions, even the thought processes of potential audiences, need to be taken into account when communication is designed to address them. Messages need to be (1) based on information obtained from audience members themselves and (2) pre-tested with them to make sure that they were correctly designed. Only then can programme managers have a degree of confidence that audience members will interpret messages in the same way they were intended".

The educators are challenged to research not only their topics but also their target audiences if the messages they disseminate are to be more meaningful. Audience participation has a bearing on behavioral change as it affects adoption of messages.

7.2.4 Personal Encounter with Corruption

Fifty percent of the respondents indicated that they had witnessed an act of corruption. Another fifty percent said they had never witnessed a corrupt practice. The fact that fifty percent had witnessed an act of corruption shows that although corruption is an offence which involves the element of “satisfied customer relationship”, where two parties to a transaction are not willing to give evidence, there are times when some members of the public do witness the act.

When asked if they reported the cases to the ACC, forty-three percent of the respondents said they did not while seven percent of the respondents said they did.

The forty-three percent who said they did not report the cases they witnessed were asked why they did not report. Ten percent said the ACC offices were too far. Nine percent said there was no security for witnesses. Eight percent said they did not report because they were acquainted with the people involved. Seven percent said they had no

confidence in the ACC officers. Six percent said it was rare that suspects were successfully prosecuted. Three percent said they did not know where to report while one percent said they once reported but were not happy with the way the case was handled and, therefore, they stopped reporting.

A whole array of answers was given to explain why the respondents did not report corruption cases. Where ten percent of the respondents indicated that the ACC offices were too far, it was only recent that the ACC introduced e-mail, a toll-free line and relocated offices to central areas of provincial centres in an effort to improve and increase access to members of the public. Perhaps, there is not much publicity about the two facilities.

Even where a 'whistle blower' remained anonymous, fear of reporting corruption cases was expressed by nine percent of the respondents. This is partly due to the Zambian Law which does not provide for the protection of 'whistle' blowers', making it difficult for people to take part in the fight against corruption by reporting cases of corruption.

According to the Executive Director of Transparency International Zambia, Goodwell Lungu, ".... People are afraid of reporting corruption because under the current Anti-Corruption Act there is no section which

guarantees their protection. We have seen a lot of cases of suspected corruption being brought to court but thereafter dismissed due to lack of evidence. It is not a nice situation for a junior who, for example, has reported his senior for corruption and then later if the senior is acquitted has to work under the very same person".(www.tizambia.org.zm)

It is because of the non-protection of 'whistle blowers' that people who witness acts of corrupt practices are often caught up in a conflict between reporting and the fear of being harassed if suspects find out who reported them.

Lack of knowledge of contacts or where to report and who to report to is one of the obstacles in the fight against corruption. For example, three percent of the respondents did not know where to report.

Having no confidence in ACC officers was expressed by seven percent of the respondents as a reason for not reporting corruption cases. This could be attributed to the problem of alleged tampering with evidence by some ACC officers.

Eight percent of the respondents did not report because they were acquainted with the people involved. This is an indication that people

view corruption at a personal level based on personal experiences rather than as a development-hindering problem.

Six percent of the respondents did not report because they believed that suspects were rarely prosecuted and one percent reported once and stopped because they did not like the way the case was handled. These two answers imply that some members of the public lack knowledge on what happens after the ACC concludes a case of alleged corruption and findings show that there is no evidence warranting prosecution.

7.2.5 Use of Information on Corruption

Forty-four percent of the respondents indicated that they had not used the information given to them on corruption. Thirty-nine percent said they actually used the information. The minority (seventeen percent) of the respondents answered 'not applicable'.

When the thirty-nine percent who reported using the information on corruption were asked how the information was used, twenty-four percent said they taught others about corruption. Six percent said they refused to pay a bribe. Four percent said they reported corruption cases. Three percent said they discussed the causes and effects of corruption with others, while two percent said they warned some people against engaging in corrupt practices. The results indicate that to some extent

the target audiences were able to adopt the corruption message and apply it in their personal encounters with corruption. This means that the knowledge acquired had positively influenced the target audience to either modify or discard negative attitudes about corruption.

The process which target audiences undergo when acquiring an innovation (new information on corruption) which changes their old attitudes or values is called KAP. According to Tones and Tilford (1994), KAP is a strategy meant to provide knowledge about an innovation for purposes of changing old attitudes towards such an innovation so as to induce positive practices in individuals and groups of people in society. KAP stands for Knowledge, Attitudes and Practices.

7.2.6 Dissemination Plan for The Materials Produced.

Eighty-three percent of the community education officers indicated that there was a dissemination plan in place for the communication materials produced. Seventeen percent said there was no such plan but it was in the process of getting developed.

When asked what plan was in place, thirty-four percent said they targeted specific clients depending on the materials required, sixteen percent of the educators said they targeted specific audiences depending on the type of materials produced. Seventeen percent of the educators

said before they could disseminate the information, they interviewed the recipients to ensure that the right type of materials were given out while sixteen percent said they identified target adopters and the way of reaching out to them.

The purpose of dissemination of materials was to supplement the corruption awareness activities offered to members of the public through lectures, discussion forum and the use of electronic media. However, the illiterate depended on the materials produced in local languages mentioned earlier in this chapter. Those who could neither read nor understand any local language depended on others, for instance, opinion leaders, to interpret and explain to them. This meant that their decision to adopt and utilize the materials on corruption depended on the influence of the opinion leaders. Opinion leaders either influenced them positively or negatively in terms of adopting the corruption messages.

To explain this scenario further, the Multi-Step Flow theory states that information flows through the mass media channels as well as interpersonal communication. One group of the intermediaries between the media and decision-making audience are opinion leaders who exert influence on the behavior of an audience through interpersonal contact. As such, they persuade target adopters to adopt an innovation, in this case, corruption awareness messages.

7.2.7 Venue

When asked why they disliked the platform/venue(s), sixty-four percent of the respondents said the question did not apply to them. Eight percent said television and radio programmes only accommodated people with access to them. Seven percent stated that aired programmes were not continuous; they did not go beyond 13 weeks, especially on Radio One which covered the entire nation. Another seven percent stated that all the programmes were presented in English, a language that advantaged only the literate and left out those who did not understand it. Five percent said programmes did not reach out to rural people. Four percent said aired programmes did not offer an opportunity for clarifications. Two percent said programmes were not adequately advertised. Another two percent said programmes were presented in the same way, which made them boring, while one percent said some venues were too small.

The researcher asked respondents if they had reported their misgivings over the platform/venue(s) to the corruption educators. All of them said they had not and gave reasons for not reporting. The misgivings over the venue call for the educators to deal with them in order for the target audience to appreciate the messages offered to them. It is in this context that the educators should carefully take into account the factors that act as a barrier to effective communication of corruption messages to the target audience. All the identified barriers need to be dealt with in order

for the messages to reach all the target audience in an effort to bring about desired behavioral change required to reduce the levels of corruption.

7.2.8 Opinions on What Should Be Done To Fight Corruption.

Twenty-eight percent said the Government should improve conditions of service for civil servants. Sixteen percent said the ACC should intensify regular sensitization of all members of the public in both rural and urban areas. Fourteen percent said the Government should reduce poverty through creation of more jobs. Eight percent said all culprits should be prosecuted regardless of their status in society. Another eight percent said members of the public should be educated on basic human rights. Seven percent said there should be visible political will in the fight against corruption. Six percent said pupils should be educated on good morals. Four percent said unnecessary red tape should be done away with. Three percent said the ACC should create a website and toll-free lines. Three percent said programmes should come at appropriate times. Yet another three percent said 'whistle blowers' should be protected by the law.

The results indicated that there were factors which needed to be looked into in order to fight corruption effectively, for instance, reduction of poverty through creation of more jobs. Corruption was also attributed to

excessive demands from family. Due to high levels of poverty in the country, there is over-dependence on the extended family. Demands from extended family exert pressure on civil servants whose salaries are generally low coupled with poor conditions of service. In order to meet the demands of both their extended and nuclear families they are likely to abuse the authority of their offices.

7.2.9 Persistence of Corruption In spite of Dissemination of Information

Out of the hundred respondents, sixteen percent stated poverty. Eleven percent said unemployment. Ten percent said poor conditions of service. Nine percent said lack of integrity. Another nine percent said ignorance. Seven percent said red tape. Six percent said selfishness. Five percent said lack of transparency. Five percent said non-adoption of corruption knowledge. Four percent said lack of Government commitment to reduce poverty and unemployment. Four percent stated poor economy. Three percent said greed. Three percent said irregular corruption awareness activities. Two percent said the ACC target wrong people. Two percent said lack of role models in the fight. Two percent said ungodliness. Two percent said culture/attitude. The results indicate that fighting corruption is not an easy task since it is a multi-faceted problem. There is need for a multi-pronged assault and for every citizen in Zambia to join the fight against the scourge.

7.2.10 Monitoring and Evaluation of the Campaign

When asked if there was a monitoring mechanism in place for the activities conducted in an effort to raise awareness on corruption in members of the public, eighty-three percent of the educators said such a mechanism was in place, but seventeen percent said no mechanism had been developed due to negligence of duty.

When asked again what mechanism was in place, sixty-six percent of the educators said they went into the field to ask members of the public if at all they had seen any leaflet, brochure, poster or other material from the Commission carrying corruption awareness messages. Seventeen percent said they targeted specific clients in the distribution of the materials. These results indicate that there is no monitoring mechanism in place. Targeting of specific clients in distribution of materials and going into the field to find out if members of the public have seen any leaflet, brochure, poster or other material on corruption is not monitoring of the corruption activities; it is merely finding out if some materials have been distributed in a particular area or not. Monitoring is a continual and systematic examination of all aspects of the activities conducted by the educators. It also means the routine and regular collection and use of information to help guide a project; that is, it involves visiting targeted audiences periodically to examine how the adopted messages are used.

Educators were also asked if there was an evaluation mechanism in place. Eighty-three percent said there was no such a mechanism while seventeen percent said they never evaluated their activities because they had not developed an evaluation plan.

When asked how they evaluated their activities, the eighty-three percent of the educators who did said after a period of time they went into communities to find out attitudes of members of the public towards corruption. Evaluation calls for assessment of the effects and impacts of the awareness activities, focusing on the analysis of progress made towards the achievement of the goals. In other words, evaluation is the careful assessing of the extent to which the corruption awareness activities are achieving or have achieved their stated outcome goals. Evaluation answers questions such as what difference the activities have made in terms of the levels of corruption awareness.

7.2.11 COMMUNICATION WITH MEMBERS OF THE PUBLIC.

The research revealed that the types of communication used in awareness activities were mainly mass communication and interpersonal communication.

According to Elkamel and Faray (1996:P45), communication is the exchange of ideas, information and opinions through speech, pictures and other symbols. Essentially, communication is a sharing process

where the source shares his or her message with the receiver through an exchange of thoughts and actions between the source and the receiver. Communication is not a one-way activity; it is a process of exchange between source and receiver. It is in this context that the ACC used interpersonal and mass communication as strategies to disseminate information on corruption to members of the public.

Interpersonal communication means communication between two or among individuals in a group. In this case, the educators used communication among groups. For instance, during lectures and public discussions, they spoke verbally and directly to members of the public. Although they conducted their presentations to target audiences in groups, the groups were not homogeneous. An analysis of the respondents in terms of education and employment status shows that thirty percent had grade 12 certificates. Nineteen percent held advanced certificates. Sixteen percent had diploma certificates. Fourteen percent were between grade 9 and 12. Ten percent held first degree certificates. Six percent held grade 7 certificates. Five percent had Masters' degree certificates while forty-four percent were formally employed. Twenty-five percent were unemployed. Sixteen percent were informally employed. Fifteen percent were still in school. These results indicate that there were variations in terms of the levels of understanding and application of the knowledge acquired.

Whilst acknowledging the fact that understanding and application of the knowledge acquired is not uniform, educators included the use of mass media to try and address the variations.

Although the mass media are said to be those channels of communication which are capable of reaching heterogeneous audiences simultaneously with uniform messages, they are not entirely effective because they deal with a heterogeneous audience comprising of different types of people who need different approaches in order to understand and/or, support a campaign. Thus a mass media campaign does not address the specific needs of the audience. For instance, corruption awareness campaigns on radio and television are aired in English, a language that only suits the literate.

Communication influences the choices people make regarding such things as the adoption of corruption knowledge, hence the need for critical consideration of the message content and channels of communication that can reach out to all members of the public at the same time to induce positive change.

7.2.12 Impact of Communication Strategies on the Target Audience.

The research revealed that to some extent the communication strategies had an impact on the behavior of members of the public towards adoption of the messages. Out of the thirty-nine percent of respondents who stated that they used the information on corruption disseminated to them, twenty-four percent said they taught others about corruption and its evils. Six percent said they refused to pay a bribe. Four percent said they reported corruption cases. Three percent said they discussed corruption with others. Two percent said they warned some people against engaging in corrupt practices. The results indicate that the awareness activities to some extent influenced positive behavioral change in members of the public. This is a positive result showing that, with the use of increased and improved communication strategies on corruption awareness, more people would be made knowledgeable about corruption and be able to effectively apply the knowledge in their personal encounter with corruption.

CHAPTER EIGHT

8.0 CONCLUSION AND RECOMMENDATIONS

8.1 INTRODUCTION

The previous chapter discussed the findings of the research. A lot of issues on corruption awareness activities were brought out by the target audiences. Also, some weaknesses which need the attention of the community education officers were revealed. The researcher included interpretations, implications and criticisms in her findings and discussions. It is in this context that the conclusion and recommendations will be arrived at.

8.2 CONCLUSION

The Anti-Corruption Commission is a Government institution mandated by the law to fight corruption in the country. Among other functions of the Commission is to raise awareness on corruption in members of the public, as a way of preventing the scourge. Therefore, there is need for the Commission to ensure that the strategies employed in the fight against corruption are effective in order to induce positive change in their target adopters.

The research revealed that the ACC used mass communication as one of the best strategies to transmit corruption messages to all members of the public. Messages in mass communication flow through mass media channels. Two of these channels are Radio and Television. Although the mass media are generally viewed as channels of communication which are capable of reaching heterogeneous audiences simultaneously with uniform messages, they are not very effective. This is so because a heterogeneous audience comprises of different types of people who need different approaches in order to understand and/or, support a campaign. For instance the research has established that some people do not listen to the aired programmes due to lack of access to radios and televisions. In some instances some places do not have radio and television reception, sometimes programmes are aired when people are at work. Worse still, all programmes on corruption are aired in English, a language understood only by the literate.

From the above findings, it is clear that campaigns on corruption can not be effective if they entirely depend on the mass media since these media forms do not fully address the specific needs of the audience. In effect, if a campaign is in English, those who do not understand the language will not benefit from it.

The research has also revealed that mass media are not participatory. For instance, four percent of the respondents stated that they did not like the mass media as a source of information on corruption because they offered no opportunity for clarifications. From this, it can be deduced that the mass media are not participatory since the audience is not given a chance for feed-back on the campaign. The audience is just on the receiving end. Thus, it is difficult for them to air out their sentiments or seek clarifications.

The communicator in this case is perceived or viewed as someone who is far away. Besides this, the original source of the message loses his/her position as communicator. Further, when the audience would like to give feedback, there is no direct link between the audience and the communicator.

Buber (1964) came up with a theory to explain this type of mass communication, the "I-It" theory. He refers to it as a monologue. A monologue is when only one person communicates. In the "I-It" theory, the 'I' is the communicator, whereas the "It" is a known or unknown audience. It is characterised by "Self-centeredness, domination, exploitation and manipulation. There is no understanding of one another because the I-It relationship does not include the option of

agreement to differ, but the recipient must always agree with the communicator's views" (Steinburge, 1997: P82).

The research revealed that there is no monitoring and evaluation of the corruption awareness activities. The purpose of monitoring and evaluation is to oversee, review and control the implementation of a project or programme in order to assess its effectiveness and efficiency. Thus monitoring and evaluation are closely linked. They are important because they provide opportunities for feedback to facilitate checking for corrective action by relevant authorities. They facilitate continuous assessment and tracking of project implementation in relation to agreed schedules and use of inputs by the target adopters. They are necessary for assessing the performance management of a project in terms of objectives.

Monitoring and evaluation calls for progress review which should answer the following questions:

"Are the inputs made available as planned? Are activities being carried out according to the work-plan? Are outputs being produced as scheduled? What changes have taken place, particularly, are there any additions or deletions which should be made? What problems or difficulties have

been encountered? What remedial actions have been taken or are planned? "(Training Manual on Design, M&E: P46).

Findings show that although the educators took part in the planning and designing of the education materials on corruption for the target audience, they actually never researched their target audience but only researched the information for them. It is important to research the target audience because it is the only way the community education officers can be able to determine the behavior of the target audience, their levels of awareness of corruption and its effects, their attitudes and practices that already exist in order to design appropriate awareness messages for the target adopters. Additionally, the purpose of researching the target audience is to ensure that appropriate communication channels are chosen for them, also to elicit the target audience's participation in the planning and designing of the messages, thereby making the materials relevant to stakeholders.

Piotrow et al (1997: 18) state that:

"The attitudes and predispositions – even the thought processes of potential audiences need to be taken into account when communication is designed to address them. Messages need to be (1) based on information obtained from audience members themselves and (2)

pre-tested with them to make sure they were correctly designed”.

One of the suggestions made by the respondents, which was supported by the research findings, was that for the ACC to fight corruption effectively they should involve the participation of ‘gate keepers’ in their corruption awareness activities. Community education has an influence on members of the public in terms of behavioral change. The use of ‘gate keepers’ can facilitate influential activities in a community as part of the corruption awareness campaign since they are knowledgeable about the target audience. Since ‘gate keepers’ serve as social models once they adopt the innovation of corruption awareness and prevention, their behavior would be easily emulated by the target audiences in the communities. ‘Gate keepers’ are able to reach out to target audiences because they identify with them. As such they are able to address the specific needs of the target audience. For instance, if a campaign is in English, ‘gate keepers’ would be able to use the language best understood by the target adopters. Consequently, through their personal contacts they would be able to encourage the public to effectively participate in the fight against corruption.

All in all, it can be said that the purpose of any social campaign is to induce positive behavioral change in the target audience. Desired behavioral change towards adoption of corruption messages calls for not only determining the levels of the knowledge, attitudes and practices that already exist and why they exist before designing the messages for the target adopters, but also involving the target adopters in message designing and implementation as well as researching the target adopters as an additional participatory mechanism both at pre-production and mid-production stages of the messages to ensure that the implementation of the designed messages meets the needs of the target adopters. The input of the target adopters is desirable for message design that represents their interests.

Once the target adopters are involved in the planning and designing of their messages positive adoption of corruption messages can be induced effectively since the target adopters will appreciate the messages presented to them.

Additionally, since the focus of a social campaign is to reach as many target adopters as possible so as to persuade them, the use of appropriate communication channels vis-à-vis multi-media approaches is required in order to transmit corruption messages successfully. In other words, The ACC should critically consider the message content,

target adopters, the channels of communication and their ability to communicate the desired messages in order to transmit corruption messages that will lead to a change in practice.

Once this is done, monitoring and evaluation of the activities is imperative in order to continuously oversee, review and control the implementation of the activities so as to assess their effectiveness and efficiency.

RECOMMENDATIONS.

1. Multi-Media approaches in any campaign are said to be effective since the focus of any campaign is to reach as many people as possible. In addition to the strategies that the ACC use, door-to-door or foot soldier campaigns should be included. A foot soldier is a person who goes door to door to solicit or lobby for a particular campaign. He/she is also referred to by terms other than foot soldier, such as, a canvasser, a door-to-door campaigner and, in America, as a "machine". In American politics, a machine "represents human capital, the foot soldier loyal to the cause, the true believer who will carry the word" (Wikipedia, 2005:2). Foot soldier campaigning falls under interpersonal communication which means communication

between two or among individuals in a group. To this effect, foot soldiers can target individuals or groups of people.

The foot soldier communicates face to face with members of the public on their door steps, on the streets or at an organized event like rallies or group discussion. The power of interpersonal communication in this case is that there is usually mutual understanding between the parties and so the audience will try to find out more about the corruption awareness campaign and thus will get familiar. This is because a foot soldier contextualizes situations. That is, he or she analyses the audience and presents the message according to the level of the audience, or to suit the needs of the audience, in such a way that the audience gets interested in the message.

The other advantage of a foot soldier is that s/he makes the campaign credible by bringing the idea closer to the audience. This builds credibility in the mind of a target adopter because it shows that the campaign is 'live' and that people are really supporting it.

A canvasser also creates an impression that there is strong support for the message and that the organization involved is

well organized. According to research done by Donald Green (www.successtrategies.htm 2005:1) , apart from a door-to-door campaign being cost effective, "It tends to have a fairly big impact on the people who are approached, raising their turn out by roughly eight or nine percentage points as opposed to direct mail which might raise turn out by a half a percentage point".

According to Buber (1964), the basis of all human existence is that people are communicating human beings who are always making sense of the situation they find themselves in. People make this sense by communicating with others through interpersonal communication. Buber came up with yet another theory, that is, the "I-You" theory, which holds that the "I" (communicator) communicates with the "You" (recipient) who responds to the message by giving feedback. In other words, each one participates and communicates their feelings, beliefs and thoughts. As they try to understand each other, they create a relationship which Buber calls "Inter human domain". This is when the "I" and "You" become a "We" relationship. The "We" relationship refers to a situation where there is mutual understanding and agreement between the parties. From Buber's theory, it is clear that a foot soldier campaign is a participatory one. As such, it allows the audience to learn to trust the message which will eventually influence their

decisions to adopt the corruption messages. A foot soldier campaign can be utilized to diffuse the innovation of corruption messages because it is an aspect of the interpersonal networks that are important in persuading individuals to adopt an innovation.

In view of the above, the use of door-to-door campaign is recommended. Where the already existing strategies do not meet the needs or expectations of the target audiences, the campaign can be used to persuade the target adopters to adopt the corruption messages as a supplementary activity. For instance, in some of the mass media campaigns, it is hard to seek clarifications while in door-to-door campaigns it is easy to do so, with the additional advantage that the foot soldier would use the language best understood by the target audience.

2. The ACC should ensure that the corruption awareness campaigns are monitored. Before embarking on an awareness activity it is important to conduct a qualitative and quantitative survey to find out the existing levels of awareness of corruption and the utilization of the information learnt by the target audience. The survey can be repeated to act as an indicator tracking halfway through the life cycle of the campaign programme to assess any

changes that may have taken place from the time the research was initiated. The outcome of the tracking research can be used to monitor the progress of the awareness campaigns and to make adjustments to the strategies where necessary. Tracking research can also help detect shortfalls and deviations for early corrective activities.

3. After monitoring of the awareness campaigns is done, in order to ensure that inputs of the activities are transformed into outputs, evaluation of the activities should be done at three stages.

(a) At implementation stage evaluation should be done to analyse the relevance and continuity of the project. This type of evaluation is known as on-going, formative or primary evaluation.

(b) Between 6 to 12 months after the completion of the project a terminal or summative evaluation should be conducted.

(c) At least one year after the completion of a project a cost-post evaluation should be conducted.

The purposes of the evaluation in (b) and (c) above are to: (i) assess the achievement of the overall results in terms of efficiency,

output, effects and impacts. (ii) learn lessons for future planning and implementation.

4. Researching the target audience is as important as researching the materials for them. The ACC is encouraged to research their audience in order to (a) pre-test the designed materials as a way of assessing their relevance for the target audience; (b) ensure appropriate communication, words, channels and gestures are chosen for the target audience; and (c) design appropriate messages for the target audience that will achieve effective behavioral change in an effort to curb corruption.
5. For the ACC to fight corruption effectively, they should promote the involvement and full participation of gate keepers in their corruption awareness activities. 'Gate keepers' can informally influence the attitudes or behavior of the target adopters in a desired way, so they are critical to the successful diffusion of innovation of the corruption messages.
6. Two of the factors on which corruption flourishes are that it relates to the values of a person in an organisation and the social standards of acceptance of corruption. In order for individual and social values to be shaped there is need to focus on the youth. The

youth can carry a spark of idealism in the fight against corruption. It may be worthwhile to introduce anti-corruption clubs in all the schools. These could be patronised by the ACC so that they are empowered to expose corrupt practices in various organisations. They could also be allowed to participate in conducting raids against corrupt public servants. This would give them a sense of involvement in clearing the rot in our society.

7. As corruption is a complex subject to understand and at the same time a difficult crime to handle, there is need for the community education officers to be well trained in order to offer quality education to members of the public if the fight against corruption is to be won.
8. Fighting corruption requires a comprehensive and holistic approach because as the characteristics of the society and economy take different forms over time, so does the nature of corruption and its causes. The approach must be continuously reviewed and revised in order to cope with the changing circumstances.
9. Members of the public should be taught about their basic human rights in terms of accessing public goods and services.

- 10.** Suggestion boxes should be put up in strategic places for collection of opinions from members of the public on how best corruption can be fought.

REFERENCES

- Anti-Corruption, "Strategic Plan 2004-2008".
- Buber, M (1964) Between Man and Man, Collins, London.
- Central Statistical Office (2002) Demography and Housing Survey Data, Lusaka
- Central Statistical Office (2002), Preliminary Report of the Census of Population and Housing Population count, Lusaka.
- Economic and Social Research Foundation (ESRF) & the Fight against Corrupt Elements (FACET).
- Hancock, A (1981). Communication Planning for Development: An Operational Framework, Vendome: UNESCO.
- Hyman R. and Sheatsley, J. (1904) Strikes, London Fontana.
- Infante, D. S. Rancer, A. S. and Womack D. F. (1997), Building Communication Theory. Illinois, Waveland Press Inc.
- Kajoba M. Gear (1990), The Geography of Development and Underdevelopment and its Relevance to Africa. Geography Department UNZA, Lusaka
- Kotler, P. and Merton, R. K. (1904), Friendship as a Social Relation: a Substantive Methodological Analysis: Freedom and Control in Modern Society New York: Octagon.

- Kunaka C. and Matsheza P. (1999), Anti-Corruption Mechanisms and Strategies in Southern Africa, Human Rights Researches and Documentations Trust of Southern Africa.
- Kunaka C. and Matsheza P. (2001) Measuring Corruption in Africa, Human Rights Trusts of Southern Africa, Zimbabwe.
- Kunaka C. and Matsheza P. (2002) Strategies against Corruption in Africa, Human Rights Trust in Southern Africa, Zimbabwe.
- Kututwa N (2005) African Anti-Corruption Commitments, A Review of Eight NEPAD Countries, African Human Security Initiative
- Mody. B (1991) Designing Messages for Development of Communication, An audience participation-based approach. New Delhi; Sage Publications India (pvt) Ltd.
- Lungu G. (2005) State of Corruption Report-2004, Transparency International Zambia, Lusaka.
- Rensbery R. s (1996), Introduction to Communication. Communication Planning and Management, South Africa Juta Gi Co Ltd.
- Reuss C. Silvis (1985) Inside Organizational Communication New York, Long man Inc.
- Rodgers Z. (1985) Diffusion of Innovation, fourth Edition New York, Free Press.
- Schultz WC (1958) The Interpersonal Underworld, Reading, Mass, Addison, Wesley.

- Servaes, J. Jacobson L. t. White S. A. (1996), Participatory Communication for Social Change. New Delhi, Sage Publications Private, India.
- Steinburg S (1997) Introduction to Communication, Juta & Co Ltd.
- Tones, K. Tilford S. (1006), Health Education; Effectiveness, Efficiency and Equity, London; Chapman and Hall.
- Transparency International "Corruption Perceptions Index" (CPI: 2004).
- Wimmer R. D. Dominick J. R. (1997), Mass Media Research: An Introduction, 5th Edition, Belmont: Wadsworth Publishing Company.
- Zambia National Governance Baseline Survey Report (2004) Department of Political and Administrative Studies UNZA. Lusaka.
- http://.en.wikipedia.org/wiki/Political_Campaign
- <http://www.Successstrategies.com/Articles/campaigners.htm>
- [Worldbank.anticorrupt/civilsociety.html](http://Worldbank.org/anticorrupt/civilsociety.html).
- Sunday Times of Zambia, April, 2007.

APPENDIX 1

QUESTIONNAIRE ADMINISTERED TO MEMBERS OF THE PUBLIC ON CORRUPTION AWARENESS

1. Sex (1) Male (2) Female
2. Age:.....
3. Marital Status
(1) Single ☐ (2) Married ☐ (3) Separated ☐
(4) Divorced ☐ (5) Widow ☐ Widower ☐
4. What is your highest educational level attained?
(1) Below grade 7 ☐ (2) Grade 7 ☐ (3) Grade 9 ☐
(4) Grade 12 ☐ (5) other (specify) ☐
5. What is your Employment Status?
(1) Formally Employed ☐ (2) Informally Employed ☐
(3) Unemployed ☐ (4) Other (Specify) ☐
6. Where do you live?
(1) Low density area e.g. Kalundu ☐
(2) Medium density area e.g. Chilenje ☐
(3) High Density area e.g. Chawama ☐
(4) Other (Specify)..... ☐

7. What do you think are the causes of corruption?

- (1) Poverty ☐ (2) Ignorance ☐ (3) Greed ☐
(4) Selfishness ☐ (5) Other (Specify) ☐

8. Does the Anti-Corruption Commission offer corruption education?

- (1) Yes ☐ (2) No (3) I do not know ☐

If your answer is "I do not know" go to Q22

9. If yes, mention the methods you know that are used in Corruption

Education.....

.....

10. If no, why do you think the Anti-Corruption Commission does not offer such education?

- (1) Lack of commitment by corruption awareness officers. ☐
(2) Corruption awareness officers are too busy to conduct the lessons. ☐
(3) Occupation with other activities. ☐
(4) Too many activities done in one place. ☐
(5) Disorganisation among corruption education officers ☐
(6) Other (Specify) ☐

11. Is the corruption education provided good enough?

- (1) Yes ☐ (2) No ☐

12. If Yes, why?

.....

.....

13. If No, why?

.....

.....

14. What platform/venue (s) do they use?

.....

.....

15. Are you happy with the platform/venue (s)?

(1) Yes ☐ (2) No ☐

16. What do you like about the platform/venue(s)?

.....

.....

17. What don't you like about the platform/venue (s)?

.....

.....

18. Have you told the education officers about your misgivings over the platform/venue (s)?

- (1) Yes
- (2) No

19. What time are these activities offered?

.....

20. Is the time convenient to you?

- (1) Yes
- (2) No

21. If No, Why?

.....

.....

22. Have you ever witnessed an act of corruption?

- (1) Yes
- (2) No

23. If yes, have you ever reported such a case?

- (1) Yes
- (2) No

24. If No, why?

.....

.....

25. A lot of education on corruption has been offered to the members of the Public, why do you think corruption continues to occur?

- (1) Poverty.
- (2) Non-adoption of corruption Knowledge.
- (3) Irregular Corruption Awareness.
- (4) Lack of Government Commitment to reduce poverty.
- (5) Unemployment.
- (6) Other (specify).....

26. What do you think should be done to prevent corruption?

.....

.....

.....

.....

.....

.....

27. Have you ever used any of the information you have been given on corruption? (1) Yes (2) No

28. If Yes, how?

- (1) Reported Corruption cases.
- (2) Taught someone about corruption.
- (3) Other (Specify).....

APPENDIX 2

COMMUNICATION STRATEGIES USED BY THE ANTI-CORRUPTION COMMISSION TO RAISE AWARENESS IN MEMBERS OF THE PUBLIC IN AN EFFORT TO PREVENT CORRUPTION IN ZAMBIA.

1. Job title.....
2. No. of years in service.....
3. Role played in applying communication strategies.....
.....
4. Type of materials used by Anti-Corruption Commission to raise awareness on corruption
(1) Print (2) Electronic
(3) Other, specify
5. Who are your target population?
6. Where do you convey the communication messages to your target group?
.....
7. Are the places appropriate enough to convey messages that can yield positive change?
(1) Yes (2) No
8. If your answer is Yes. What makes them appropriate for your target audience?
.....
9. If your answer is No. What makes the place inappropriate?
.....

10. Who develops the materials used in the corruption education sessions?

.....
11. Are the target audiences identified for the materials prior to development?

(1) Yes (2) No
12. If your answer is No. What is/are the reason(s)?

.....

.....

.....

.....
13. Do you identify what the people already know about the subject to be covered by the materials?

(1) Yes (2) No
14. If your answer is yes. What methods do you use?

.....
15. If your answer is No. What is/are the reason(s)?

.....

.....

.....

.....
16. Do you investigate what the people's attitudes, beliefs, values or practices are in relation to the subject covered by the materials?

(1) Yes (2) No

17. If your answer is yes. What method(s) do you use to investigate?

.....

.....

18. If your answer is No. What is/are the reason(s)?

.....

.....

.....

.....

19. Are the materials pre-tested?

(1) Yes (2) No

20. If your answer is yes. What component(s) of effectiveness do you look at?

.....

.....

.....

.....

21. If your answer is No. What is/are the reason(s)?

.....

.....

.....

.....

22. Is there a dissemination plan put in place for the materials?

(1) Yes (2) No

23. If your answer is yes. What plan(s) is/are put in place?

24. If your answer is No. What is/are the reason(s)?

25. Is there a specific budget for dissemination of these materials?

26. If your answer is yes, What is the total budget?

27. If your answer is No, What is/are the reason(s)?

28. Is there a monitoring mechanism put in place for these materials?

29. If your answer is yes, What is/are the mechanism (s)?

30 If your answer is No. What is/are the reason(s)

31. Is there an evaluation plan put in place for the materials used

32. If your answer is yes, what is the plan?

33. If your answer is No. What is/are the reason(s)?

Thank you very much for your time