



TRANSPARENCY
INTERNATIONAL
ZIMBABWE

the coalition against corruption

A Corruption Risk Assessment of the Education Sector in Zimbabwe

MAY 2024



In partnership with

Canada

Transparency International is a global movement with one vision: a world in which government, business, civil society and the daily lives of people are free of corruption. With more than 100 chapters worldwide and an international secretariat in Berlin, we are leading the fight against corruption to turn this vision into reality.

www.transparency.org



Author: Wayne Malinga

Reviewers: Jamie Bergin, Albert Rwego Kataviri, Dakarayi Matanga

Cover Image: Gov.UK

Every effort has been made to verify the accuracy of the information contained in this report. All information was believed to be correct as of February 2024. Nevertheless, Transparency International cannot accept responsibility for the consequences of its use for other purposes or in other contexts.

ISBN: 978-1-77933-923-2

© 2024 Transparency International Zimbabwe. All rights reserved.

Acknowledgements

Many thanks to the Transparency International Secretariat and the Transparency International chapters in the Democratic Republic of Congo, Ghana, Madagascar, Rwanda and Zimbabwe whose work on the risks of and linkages between corruption and discrimination in service delivery has inspired this manual. This report has been created as part of Transparency International's Inclusive Service Delivery Africa (ISDA) project. Generous support for this publication was provided by: Global Affairs Canada.



TABLE OF CONTENTS

Acknowledgements.....	<u>03</u>
INTRODUCTION.....	<u>09</u>
The ISDA Project.....	<u>09</u>
The Corruption Risk Assessment.....	<u>10</u>
Area of Focus.....	<u>11</u>
Consideration of Women, Girls & other Groups at Risk of Discrimination.....	<u>11</u>
RESEARCH DESIGN.....	<u>13</u>
Methodology.....	<u>13</u>
Data Management and Storage.....	<u>13</u>
Description of Data Collection and Analysis Process.....	<u>13</u>
Limitations of the Research Design.....	<u>17</u>
Adherence to Research Design.....	<u>17</u>
DESCRIPTION OF RESULTS.....	<u>18</u>
Priority Area One: Admissions/Enrolment.....	<u>18</u>
Priority Area Two: Examinations.....	<u>21</u>
Priority Area Three: Staff Recruitment.....	<u>22</u>
Priority Area Four: Irregular Procurement Process.....	<u>24</u>
Priority Area Five: Misuse of Property/Assets.....	<u>26</u>
Priority Area Six: Extra Lessons/Supplementary Tutoring.....	<u>27</u>
Understanding How Women and Girls Are Affected.....	<u>28</u>
How Other Groups at Risk of Discrimination Are Affected.....	<u>30</u>
THE CORRUPTION RISK ASSESSMENT.....	<u>33</u>
Identification of Processes and Decision Points.....	<u>34</u>
Decision Points for Each Process.....	<u>35</u>
Decision Points and Potential Deviated Decisions.....	<u>37</u>
Risk Mapping.....	<u>41</u>
Heat Map for Decision Points.....	<u>48</u>
RECOMMENDATIONS.....	<u>50</u>
Risk Mitigation Strategies.....	<u>51</u>
Monitoring and Evaluation.....	<u>55</u>
Lessons Learnt.....	<u>55</u>
REFERENCES.....	<u>57</u>
ANNEXES DATA GATHERING TOOLS.....	<u>60</u>

LIST OF TABLES

Table 1: Ten Key Policy Recommendations.....	07
Table 2: Disaggregated Data of Sample Composition.....	15
Table 3: How Women and Girls Are Affected.....	29
Table 4: How Other Groups at Risk of Discrimination Are Affected.....	30
Table 5: Identification of Processes.....	34
Table 6: Decision Points and potential Deviated Decisions.....	37
Table 7: Risk Mapping.....	41
Table 8: Risk Mitigation Strategies.....	51

LIST OF FIGURES

Figure 1: Forms of Corruption in the Admission/Enrolment Processes in the Education Sector.....	19
Figure 2: Corruption Risks Associated with Admissions/Enrolment Processes in the Education Sector.....	20
Figure 3: Forms of Corruption that Exist in the Examination Process in the Education Sector.....	21
Figure 4: Corruption Risks Associated with Examination Processes in the Education Sector.....	22
Figure 5: Forms of Corruption that Exist in Staff Recruitment in the Education Sector.....	23
Figure 6: Corruption Risks Associated in Irregular Procurement Processes in the Education Sector.....	24
Figure 7: Possible Forms of Corruption Irregular Procurement Processes in the Education Sector.....	24
Figure 8: Corruption Risks Associated with Irregular Procurement Processes in the Education Sector.....	25
Figure 9: Common Forms of Corruption in the Misuse of Property/Assets in the Education Sector.....	26
Figure 10: Corruption Risks Associated with the Misuse of Property/Assets in the Education Sector.....	27
Figure 11: Possible Forms of Corruptions in Extra Lessons/Supplementary Tutoring in the Education Sector.....	28
Figure 12: Corruption Risks Associated with Extra Lessons/Supplementary Tutoring in the Education Sector.....	28
Figure 13: Process 1: Admissions/Enrolment.....	35
Figure 14: Process 2: Examinations.....	35
Figure 15: Process 3: Staff Recruitment.....	35
Figure 16: Process 4: Procurement.....	36
Figure 17: Process 5: Property/Assets Use.....	36
Figure 18: Process 6: Extra Lessons/Supplementary Tutoring.....	37
Figure 19: Admissions/Enrolment Heat Map.....	48
Figure 20: Examinations Heat Map.....	48
Figure 21: Staff Recruitment Heat Map.....	48
Figure 22: Procurement Heat Map.....	48
Figure 23: Use of Property/Assets Heat Map.....	49
Figure 24: Extra Lessons/Supplementary Tutoring Heat Map.....	49

LIST OF ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
BEAM	Basic Education Assistance Module
COLAZ	College Lecturers Association of Zimbabwe
CRA	Corruption Risk Assessment
CSO	Civil Society Organisations
FGD	Focus Group Discussion
GAC	Global Affairs Canada
HEXCO	Higher Education Examinations Council
HIV	Human Immunodeficiency Virus
HTE	Higher Tertiary Education
ICTs	Information and Communication Technologies
ISDA	Inclusive Service Delivery Africa
KII	Key Informant Interviews
LGBTIQIA+	Lesbian, Gay, Bisexual, Transgender, Gender Diverse, Intersex And Queer
MHTESTD	Ministry of Higher and Tertiary Education, Science and Technology Development
MLGPSNH	Ministry of Local Government, Public Works and National Housing
MoFED&IP	Ministry of Finance, Economic Development and Investment Promotion
MoPSE	Ministry of Primary and Secondary Education
NAPH	National Association of Primary Heads
OAG	Office of the Auditor General
OPC	Office of the President and Cabinet
PRAZ	Procurement Regulatory Authority of Zimbabwe
PTUZ	Progressive Teachers' Union of Zimbabwe
SDC	School Development Committee
SDG	Sustainable Development Goal
STI	Sexually Transmitted Infection
TIZ	Transparency International Zimbabwe
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNDP	United Nations Development Programme
ZACC	Zimbabwe Anti-Corruption Commission
ZCTU	Zimbabwe Congress of Trade Unions
ZGC	Zimbabwe Gender Commission
ZIMSEC	Zimbabwe Examinations School Council
ZIMTA	Zimbabwe Teachers' Association

TEN KEY POLICY RECOMMENDATIONS

1

Enrolment Bribery: There is a medium-to-high risk of bribery for enrolment within schools and HTE institutions leading to undeserving students gaining entry at the expense of deserving students. Therefore, the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD) and the Ministry of Primary and Secondary Education (MoPSE) should stipulate that accredited educational institutions must use digital platforms in the enrolment process to reduce human intervention and manipulation.

2

Enrolment Bribery: There is a medium-to-high risk of students being enrolled with no due process being followed and adhered to in terms of verification of entry qualifications, denying other students the opportunity to gain entry in schools and HTE institutions. To minimise such risks, the MHTESTD and MoPSE should stipulate that accredited educational institutions must introduce independent digital platforms operated by individual actors for the verification of entry qualifications.

3

Examinations: There is a medium-high risk of cheating and exam leakages, leading to unfair grading outcomes and compromising the quality of education. Therefore, the MHTESTD, MoPSE, Zimbabwe Schools Examination Council (ZIMSEC), Higher Education Examinations Council (HEXCO) and Zimbabwe Council for Higher Education (ZIMCHE) should strengthen institutional governance for examinations, through policies and procedures governing oversight/decision-making and implementation roles; as well as carry out regular system audits.

4

Staff Recruitment, Promotion and Transfer: There is a medium-to-high risk of nepotism and favouritism in the recruitment, promotion and transfer procedures of teachers and educational staff, leading to poorer quality in the classroom. The MoPSE and the MHTESTD should stipulate that relevant departments and agencies, as well as accredited educational institutions, use digital platforms in the shortlisting and interview process to reduce human intervention and manipulation.

5

Staff Recruitment, Promotion and Transfer: There is a medium/high risk that poor recruitment of teachers and educational staff is carried out without due diligence, thus compromising education quality. The MoPSE and the MHTESTD must stipulate that relevant departments and agencies, as well as accredited educational institutions, should use digital platforms in the shortlisting and interview process to reduce human intervention and manipulation.

6

Staff Recruitment, Promotion and Transfer: There is a medium-to-high risk of nepotism, bribery and unqualified individuals being given posts which will compromise the integrity of the education sector. Therefore, the MoPSE and the MHTESTD must stipulate that relevant departments and agencies, as well as accredited educational institutions, should introduce independent oversight mechanisms to review promotion and transfer decisions.

7

Staff Recruitment, Promotion and Transfer: There is a medium-to-high risk of favouritism and bribery taking precedence of the qualifications of individuals are not checked compromising the integrity and education standards of schools and HTE institutions. The MoPSE, MHTESTD must stipulate that relevant departments and agencies, as well as accredited educational institutions, must conduct regular independent audits of qualifications, promotion and transfer processes to identify any irregularities or patterns indicating favouritism or corruption.

8

Use of Institutional Property/Assets: There is a medium-to-high risk that if left unchecked institutional property/assets will not end up serving any educational objectives due to personalisation and misuse by responsible authorities. The MoPSE and MHTESTD should ensure that accredited educational institutions establish and submit to them clear guidelines for the management and use of institutional property/; as well as strong financial oversight mechanisms.

9

Extra Lessons/Supplementary Tutoring: There is a medium-to-high risk that unmonitored extra lessons/supplementary tutoring in schools and HTE institutions if left unmonitored can compromise the quality of education while exposing groups at risk of discrimination to disadvantage in comparison to peers. Therefore, the MoPSE, MHTESTD and ZIMCHE must stipulate that accredited educational institutions should introduce clear policies and procedures to provide rules in areas such as declaration/self-disclosure by teaching staff of their involvement in extra lessons, compensation, scheduling, and the involvement of school resources.

10

For all Decision Points: The MoPSE, MHTESTD, Ministry of Justice, Legal and Parliamentary Affairs, Zimbabwe Anti-Corruption Commission (ZACC), both Parliamentary Portfolio Committees on Education, the Zimbabwe Gender Commission (ZGC) and Procurement Regulatory Authority of Zimbabwe (PRAZ) should stipulate that relevant departments and agencies, as well as accredited educational institutions, establish one whistleblower protection program and ensure all relevant departments and agencies, as well as accredited educational institutions raise awareness about it.

INTRODUCTION

The ISDA Project

Transparency International is a global movement working in over 100 countries to end the injustice of corruption. Transparency International is implementing a four-year regional project in five countries in Africa (Democratic Republic of Congo, Ghana, Madagascar, Rwanda, and Zimbabwe), aimed at improving access to education and healthcare services for women, girls and other groups at risk of discrimination. TI-S is managing the project in partnership with national chapters in the five countries, with technical expertise and stakeholder engagement support from TI's Global Health Programme and TI's national chapter in Canada. This work is supported by Global Affairs Canada (GAC).

The project responds to a core development challenge linked to the impact of corruption and impunity on access to education and healthcare services for groups at risk of discrimination, particularly women and girls in Africa. Corruption undermines the quality and quantity of public services, fuels inequalities in access to basic services and reduces the resources available for women and groups at risk of discrimination who are more reliant on public services, resulting in heightened poverty for those most marginalised.

To address corruption-related barriers to gender equality in education and healthcare, the project is focusing on three dimensions of change:

1. a performance change of public institutions that have the capacity to ensure that education and healthcare services are provided free of corruption (supply side of services); a behavioural change among citizens, particularly women, girls and those at risk of discrimination, to speak out and report corruption and demand accountable and transparent services; and
2. a practice change among influential intermediaries and stakeholders who engage in coalitions and partnerships focused on the education and healthcare sector, to mainstream anti-corruption issues, and create a supportive environment to reduce corruption-related barriers to gender equality.

Ultimately, the desired impact is that more women, girls and individuals and groups at risk of discrimination will no longer be left behind due to the heightened awareness among public institutions and influential stakeholders in the education and healthcare sector, of the interwoven nature of corruption and discrimination and how they act as barriers to gender equality. Not only will they feel like they are no longer left behind, but they will exercise their rights and demand results and accountability from those entrusted to provide these services corruption-free. At the policy and institutional levels respectively, governments that embed policies, procedures and mechanisms of accountability and transparency, will be able to more effectively detect and sanction those that abuse their power and hold to account those that prey on marginalized communities that already deal with other forms of discrimination. This will ultimately help to close loopholes and reduce vulnerabilities that women, girls and groups at risk of discrimination face, giving them an equal opportunity to access vital basic services to protect and promote their human dignity. Collectively, this will contribute to increased citizen trust and confidence in the institutions that deliver inclusive services as well as reinforce norms, behaviours, and practices that strengthen a gender-sensitive social fabric within communities, thereby contributing towards countries' progress to reduced poverty levels, and promote justice in line with the Sustainable Development Goals (SDGs).

Transparency International Zimbabwe (TI Z) is the national chapter leading the implementation of the ISDA project in Zimbabwe.

The Corruption Risk Assessment

A Corruption Risk Assessment (CRA) is a diagnostic tool which seeks to identify weaknesses within a system which may present opportunities for corruption to occur (TI, 2011). Several different CRA methodologies have been developed. Most CRAs take an institutional approach. They aim to identify the institutional processes and practices that are vulnerable to corruption, as well as to identify weaknesses in rules and regulations in the institution, sector and/or process under analysis (TI 2011). They can be applied at all levels from government institutions to donor support programmes and down to sectoral programmes (TI 2011).

The CRA methodology implemented by the ISDA project is informed by a conceptual framework document titled "Managing Risks to Corruption in the Health Sector", which is in the ownership of the United Nations Development Programme (UNDP). At the time of writing this report, this document was still under development and had not yet been published. UNDP has however permitted the ISDA project team to use the document.

The CRA methodology implemented by the ISDA project involves the following steps:

1. Identify areas of focus within the health or education sector; an area of focus constitutes a key area of service delivery to be studied.
2. Identify key operational processes within this area of focus and map out the **decision points** within the process. **A decision point is the point at which relevant actors need to make the necessary decision to drive a process forward.**
3. Based on research findings and available data, map out the corruption risks occurring at the decision points. These corruption risks involve an abuse of public power for private gain that leads to a **deviated decision**. This deviation means that the service delivery process is not upheld as it should be.
4. Considering the various corruption risks identified for the decision point, a **risk score** is calculated for each decision point. The risk score is calculated as a combination of two scores: the **likelihood** and **impact** of the corruption risk(s) occurring. **These scores are calculated on a 1-5 scale (where 1 represents very low and 5 represents very high)**. The likelihood score is calculated based on the available evidence that indicates how frequently corruption risks manifest at the decision point. The impact score is calculated based on a mixture of available evidence and hypothesising as to what would be the severity of the impact on access to education (especially for women, girls and groups at risk of discrimination), were corruption risks to manifest at this decision point.
5. The decision points are then placed on a **risk heat map** which illustrates where risks within processes are higher and lower, and therefore where prioritized action is needed.
6. A **mitigation strategy** is designed to eliminate or reduce the corruption risks identified for the decision points.
7. Relevant stakeholders continually monitor the risk levels and mitigation strategies.

Areas of Focus

Over the past decade, Zimbabwe has been facing a myriad of challenges that changed the face of the education system in the country. These include corruption and the general economic decline. The highly decentralised education system put in place has, in the absence of transparent checks and balances, paved the way for corruption (Karlstrom, 2015). The government and those with decision making powers have failed to decisively deal with corruption at a macro level, causing it to filter down to the micro level and affect educational institutions.

Corruption remains a major threat to the achievement of SDG # 4, the aim of which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (The Herald, 2023).

In Zimbabwe, the Constitution envisions the government as the duty bearer of education, therefore making it primarily accountable for the provision of quality education. Those government actors accountable include a variety of government ministries, departments and agencies (MDAs) such as the Ministry of Primary and Secondary Education (MoPSE), the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTSTD), the Ministry of Labour and Social Service (MLGPW) who employ teaching staff, and the Ministry of Finance and Economic Development (MoFED) who pay their salaries (UNICEF, 2017). However, despite these different actors, the education sector is faced with corruption risks, with efforts to systematically manage these threats having fallen short.

The phenomenon of corruption in Zimbabwe's education system has become more complex and intense, largely driven by the deteriorating socio-economic conditions currently prevailing in the country over the past two decades or so. Reports of acts of corruption within the sector are frequent. These include acts such as levy scams, nepotism, misappropriation of funds, enrolment scandals, buying of transfers by teachers from one school to the other, business deals between school heads and service

providers, unscrupulous bus-purchase deals, faking of school merit awards, protection of school heads from inquests and investigations around systematic corruption, awarding of the Basic Education Assistance Module (BEAM) benefits to undeserving pupils, leaking of examinations, misusing school property, ghost worker salaries, academic fraud, sextortion, embezzlement and procurement irregularities. (Ndlovu, 2023; Makaripe, 2022; Mushava, 2015; Tshili, 2023 and Chimhete, 2013).

Primary and secondary schools on one hand, and higher and tertiary education (HTE) institutions on the other in Zimbabwe operate differently in terms of their mandate, focal areas and scales of operations. However, this study was based on the premise that there are some operational similarities between the different institutional levels, which can be used as priority areas for analysing corruption risks in the education sector in general. A thorough review of the literature turned up six priority areas for the research as follows:

1. Admissions/enrolment
2. Examinations
3. Staff recruitment
4. Procurement
5. Management/use of institutional property/assets
6. Extra lessons/supplementary tutoring.

The main thrust of the CRA was to identify the processes and decision points within these priority areas which are most prone to corruption risks.

Consideration of Women, Girls and Other Groups at Risk of Discrimination

Usually, the burden of corruption falls on the groups most vulnerable to discrimination. This

means that when it comes to comprehending and eliminating the effects of corruption, there is frequently a gender component in the education sector (UNESCO, 2023). Instances of abuse of authority, such as sextortion or sexual harassment, pose a gender-specific risk of corruption and restrict girls' access to a secure education. It is plausible to assert that widespread corruption, and the country's collapsing economy contribute to a spike in sextortion in Zimbabwe, where a significant proportion of women report being coerced into exchanging sex for jobs or business favours (Chingono, 2020). according to a report by TI Z entitled '*Gender and Corruption*' (2019), more than 57% of 1,680 women surveyed reported being forced to offer sexual favours in exchange for jobs, medical care and getting their children enrolled in schools (Chingono, 2020)¹.

A review of the literature demonstrates that procurement malpractices can have a detrimental effect on school facilities, including restrooms, particularly on the educational experience of female students and learners (UNESCO, 2023). Additionally, it may affect how easily accessible textbooks, school lunches, or other supplies are, which is particularly harmful to pupils from lower-income families (UNESCO, 2023). Furthermore, patriarchal educational systems continue to exist because of discrimination against the appointment and advancement of women in education management staff (UNESCO, 2023). On the other hand, discrimination or gatekeeping at the school or university level might hinder girls' access to education and opportunities for advancement (UNESCO, 2023).

Apart from women and girls, other groups at risk of discrimination such as people with disabilities (PWDs) are confronted with challenges in relation to the discriminatory impacts of corruption in Zimbabwe. Many Zimbabwean higher and tertiary (HTE) institutions still lack the infrastructure, instructional resources,

educational facilities, and other amenities necessary for providing special education (Manuel, Machakanja, and Jeranyama, 2022). In addition, there are numerous instances of discrimination against individuals with albinism in schools and HTE institutions. These practices include systematic exclusion, segregation, verbal and physical abuse, and all of them exacerbate serious mental health problems by spreading an inferiority complex among those who have albinism (Ndlovu, 2023). The discrimination faced by these groups has been fuelled by corrupt practices that continue to skew the delivery of education services by diverting resources which would otherwise deliver the same quality of education to all segments of society. Inequality has also worsened, and this is largely driven by deteriorating socio-economic conditions in the country with devastating consequences for groups that are at risk of discrimination or those that are impoverished and come from poor backgrounds.

¹ Transparency International defines sextortion as when those entrusted with power use it to sexually exploit those dependent on that power (Transparency International 2020).

RESEARCH DESIGN

Methodology

A mixed methods approach as the method of inquiry for this CRA. Both qualitative and quantitative approaches were used in the collection of data.

- **Secondary data/desktop research:** Firstly, the CRA mapping involved a desk review of existing documentation on corruption in the education sector in Zimbabwe. These were supported by existing literature, reports, policies and regulations, opinion pieces, media reports, reports from the basic education sector, Ministry reports, memos and any other relevant information on corruption in relation to the education sector involving primary and secondary schools and HTE institutions (Universities, Polytechnics, Colleges, Industrial Training Centres and TVETs).
- **Qualitative methods:** The mapping exercise also drew from in-depth interviews collected under the (i) 2022 study by TI Zim on Corruption in the Higher and Tertiary Education sector in Zimbabwe and (ii) the current study. These were conducted with Key Informants (KIs) who constituted individuals from the MOPSE, MHTESTD, National Association of Primary Heads (NAPH), anti-corruption authorities, Teachers Unions/Associations, Lecturers Unions/Associations, parents, learners, students, Civil Society Organisations (CSOs), the Office of the Auditor General (OAG), Private Sector and relevant stakeholders involved in the sector in Zimbabwe. The research also used focus group discussions (FGD) where a separate, but inclusive group of between six to eight people were selected in the targeted geographical areas and discussions were held to explore key corruption issues with the education sector in more detail. These were conducted with women, men and youth in the identified

geographical areas. These discussions also assisted in getting first-hand information and lived realities of various communities (urban, peri-urban and rural) on corruption in the education sector.

- **Quantitative methods:** Other information for the CRA was collected through the distribution of a survey questionnaire via Kobo Toolbox software which is an open-source platform for the collection, management, and visualization of data. This was used to solicit the opinions, perceptions and views of different groups involved directly or indirectly in the sector in terms of corruption risks in the education sector.

The methodological approaches were used to provide the data for the analytical approach, namely, to conduct risk mapping and assessment in relation to corruption in the education sector

Data Management and Storage

All research data was stored in secured storage, protected against unauthorised use and loss. Facilities such as authorisation and backup features were included. Each dataset was classified according to the CIA triad (Confidentiality, Integrity, and Availability). Procedures to store and get access to data sets were set according to the CIA classification. The procedures in the two approaches define where the data is stored and who is granted access to the data. Data was kept on an appropriate storage device and in Google Drive. Data was backed up daily to a backup device. The research team had access to the data files.

Description of Data Collection and Analysis Process

The survey was designed to capture the opinion of stakeholders who are involved directly or indirectly in the education sector. The quantitative and qualitative survey data was

mostly collected using a survey questionnaire (reaching 378 participants) that was administered in person and online, reaching multiple target groups to enhance the credibility of the findings. The qualitative data which was collected through 13 focus group discussions (FGDs) and 22 structured key informant interviews (KIIs) was used to get a deeper understanding of the topic under investigation.

Corruption is a sensitive topic to research on since it involves mostly hidden acts and thus the research relied on this methodology to capture the views of respondents from multiple dimensions. The combination of both quantitative and qualitative methods was also used to offset biases, as well as complement the strengths and weaknesses of either method. The analysis focused on providing a detailed contextualized understanding of the stakeholders' points of view, experiences and responses about corruption in general, with an emphasis on corruption in the education sector through a mixed methods approach.

Data Analysis

- **Quantitative data analysis** - this was based on descriptive statistics and other various statistical calculations. Frequency analysis was employed in cases where population groupings by numbers regarding a particular phenomenon are sought. Therefore, the research team used the Statistical Package for the Social Sciences (SPSS) to analyse the quantitative data.
- **Qualitative data analysis** - Content analysis was used to analyse qualitative data collected through key informant interviews and FGDs. Content analysis is a systematic approach to qualitative data analysis that identifies and summarizes the messages that the data are sending. For this CRA and as is common among a majority of inductive approaches to analysing qualitative data, the following steps were followed. Raw field notes which stimulate the researcher to remember things in the field to be able to fill in gaps were used in coming up with intelligible and usable write-ups. Tape recordings were translated and

transcribed into text before they were subjected to the same processing as handwritten notes. Themes or domains which were 'umbrella' constructs were identified before, after and during data collection.

The Sampling Process

The sample of participants for the CRA was selected using multi-stage sampling where the geographical areas (urban, peri-urban and rural) were purposively selected across the country and used as strata to perform stratified random sampling to identify respondents. The research made use of probability techniques such as simple random sampling and non-probability techniques such as purposive and snowball sampling in selecting the different targeted groups and external stakeholders in the assessment.

Purposive Sampling

Priority was given to this sampling method for FGDs and KIIs as the consultant made use of TI Zimbabwe's advocacy work across existing networks and different geographical areas in the country to access the members within them. To ensure that every member of the population had an equal chance of being chosen, the consultant purposefully chose a subset of participants from the population of stakeholders in Bulawayo, Lupane, Gwanda, Harare (Domboshava, Highfield, and Epworth), and Mutare (Penhalonga, Sakubva, and Chikanga). These participants included parents, youths, students, education officials, and other pertinent stakeholders. These regions were chosen in accordance with TI Zimbabwe's national operational regions. This made it possible to obtain respondents who were already working with TI Zimbabwe in various capacities in these communities more easily and broadly. Furthermore, due to the nature of TI Zimbabwe's work on corruption-related issues, it was also simple for the respondents to fully understand the kind of work the organization is already doing in their areas.

Key informants directly and indirectly involved in the education sector in Zimbabwe were purposively sampled to provide further insights, views, opinions and perspectives on corruption in the education sector in Zimbabwe and these included the Ministry of Primary and Secondary Education (MoPSE), Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development, Parliamentary Portfolio Committees on Primary and Secondary Schools and Higher and Tertiary Education, National Association of Primary Heads (NAPH), anti-corruption authorities, Teachers Unions/Associations, Lecturers Unions/Associations, parents, learners, students, CSOs, Auditor General, Private Sector and relevant stakeholders. This approach was used to show those who are knowledgeable about the sector. Data was collected through in-depth key informant interviews.

Snowball Sampling

Snowball sampling was used to locate other members directly or indirectly involved in the education sector. The snowball sampling approach was used to select key known targets who in turn recruited a limited number of other members from their social circle. The number of recruits per person was restricted to three to ensure that chains progress through diverse social networks. Participants were sampled using snowball in order to make referrals to other members within their circles who are actively involved directly or indirectly in the education

sector. Data was collected using in-depth interviews and FGDs with the identified individuals.

Sample Size Determination

For the sample size determination, the research used a statistically representative sample of targeted participants/respondents using a 95% confidence interval and a 5% margin of error. Furthermore, to solve the problem of “no answer” the size of the sample was increased by at least 10% or a percentage suggested by the client/s. In terms of the numbers, the sample size n and margin error E was given by the sample size determination formula below:

$$n = N \times \left(\frac{Z^2 p(1-p)}{e^2} \right) \left(\frac{N-1 + \frac{Z^2 p(1-p)}{e^2}}{N-1} \right)$$

Where;

n is the sample size required; N is the target population; Z is the critical value of the normal distribution required confidence interval; in this case the study shall use a 95% confidence interval; P is the sample proportion; in this case the study used a conservative 0.5 proportion; as is the margin of error; the evaluation shall use a 5% margin of error. The final survey sample size was agreed upon with Transparency International Zimbabwe at inception. The sample size of the CRA was 378 for the survey questionnaires. The sample size was disaggregated in the following way:

Table 2 Disaggregated Data of Sample Composition

Variable	Frequency/Number	Percentage %
Gender		
Female	188	49.7%
Male	181	47.9%
Other	5	1.3%
Unknown/unspecified/no response	4	1.1%
Age		
18-30	154	40.7%
31-40	137	36.2%
41-50	54	14.3%
51-60	19	5.1%
61+	9	2.4%
Unknown/unspecified/no response	5	1.3%

Variable	Frequency/n umber	Percentage %
Category		
Member of the general public/parent/guardian of a learner/student at a primary, secondary, higher and tertiary education institution	127	34
Student/Learner enrolled in a primary, secondary and Zimbabwean higher and tertiary education institution	90	24
Employee or representative of a local civil society organisation (CSO), nongovernmental organisation (NGO), Consumer Group, Think Tank or Trade Union	50	13.2
Employee or representative of a primary and secondary schools and Zimbabwean higher education and tertiary institution (HTE)	45	12
Employee or representative of a Government Ministry, Department, Agency, Commission, Regulatory or Advisory Council	23	6
Employee or representative of a Media institution	10	3
Employee or representative of an Employers/Business Membership Organisation (BMO)	9	2.4
Employee or representative of an Embassy, Charitable/philanthropic institution, Scholarship, Development partner or Multilateral agency supporting primary, secondary, higher and tertiary education institutions	8	2.1
Employee/representative of a Teachers Union/Lecturers' Associations in HTE institutions	5	1.3
Policymaker (i.e., elected MP or member of Cabinet)	5	1.3
Unknown/unspecified/no response	6	1.6
Level of Education		
Tertiary (Degree)	127	33.6
Diploma	93	24.6
Secondary	92	24.3
Masters	48	12.8
Primary	11	2.9
Doctoral	2	0.5
Unknown/unspecified/no response	5	1.3
Region/Province		
Manicaland	147	38.9
Harare	92	24.4
Matabeleland South	62	16.5
Bulawayo	53	14
Matabeleland North	8	2.1
Midlands	4	1
Masvingo	4	1
Mashonaland Central	2	0.5
Mashonaland West	1	0.3
Unknown/unspecified/no response	5	1.3
Location		
Urban	256	67.7
Peri-urban	85	22.5
Rural	32	8.5
Unknown/unspecified/no response	5	1.3

Furthermore, 13 focus group discussions (FGDs) with 8 to 10 participants each were conducted. In order to gather their experiences regarding corruption in the education sector and how it

particularly affected them, seven of the FGD groups were made up of women. The participants in the FGDs were purposefully selected to represent the communities most

impacted by corrupt practices in the education sector, including parents of students enrolled in schools and HTE institutions, members of the SDC, nearby schools and HTE institutions, and employees of these establishments. A network of in-country contacts, including those in Mutare (Penhalonga, Chikanga and Sakubva), Bulawayo, Gwanda, Lupane, and Harare (Epworth, Highlands, and Domboshava), enabled this to be accomplished. In addition, 22 key informant interviews (KIIs) with various stakeholders were conducted. These stakeholders included the Ministry of Higher and Tertiary Education, the Ministry of Primary and Secondary Education, the Office of the Auditor General, academics, journalists, ZCTU, ZIMTA, PTUZ, and other relevant stakeholders. These individuals possessed specialised knowledge of the field, which was important for comprehending and gaining in-depth awareness of the six major priority areas noted in this CRA of Zimbabwe's education system.

Limitations of the Research Design

The research team faced some challenges during the data collection exercise. The key challenges were the following:

1. The targeted sample size envisioned in planning the research was not achieved due to limited response to the survey questionnaire. Possible reasons may be the length of the questionnaire, the sensitive nature of the questions or simply insufficient awareness of the topic of corruption in the education sector. To mitigate the questionnaire was shared through a KoboToolbox link for respondents to complete it on their own time after carefully considering the issues. Moreover, additional research assistants were taken on board to conduct face-to-face interviews.
2. The participation of national stakeholders was lower than expected, particularly officials from the Ministry Primary and Secondary Education and Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD) who require

clearance letters for the research to be done with their involvement. Processing all the necessary letters within the timeframe of the study was not possible and resulted in the research proceeding without this category of respondents.

3. Due to the sensitive nature of the research topic some respondents were not willing to participate in the research due to mistrust and fears over confidentiality. Therefore, the research was explained clearly to the respondents in order to seek their consent to participate in the study and guarantees of anonymity were given.
4. Some of the targeted key informants in the research could not take part due to work and other own commitments. In some instances, others referred the research team to higher offices where there was no response. In mitigation, interview guides were shared via email for completion, telephone were done instead of face-to-face interviews and the questionnaire link was shared for respondents to complete on their own.

Whilst the aforementioned challenges made it difficult for the research team to reach the intended sample size the data gathered was sufficient for analysis to provide this report.

Adherence to Research Ethics

The research dealt and complied with several ethical issues that include:

1. **Informed consent:** Prior to the start of the interviews, informed consent from the Key Informants (KIs) who took part in them was obtained.
2. **Confidentiality:** Respondents were assured of the anonymity of their responses with the study team because research on corruption is of a sensitive nature.
3. **Integrity and transparency:** To provide transparency and an audit trail, all phases of research design, data collecting, cleaning, coding, and analysis were well documented.

² [KoboToolbox](#) is a free toolkit for collecting and managing data in challenging environments.



DESCRIPTION OF RESULTS

The findings are mainly premised on understanding the current state of corruption in the education sector, different forms of corruption, level of impact of these forms of corruption on the education sector and other cross cutting issues such as gender and groups at risk of discrimination. The findings paint a clear picture of how corruption is negatively impacting the credibility and operations of the education sector in the context of Zimbabwe. It should also be acknowledged that this research collected responses on some practices that constitute forms of misconduct or poor administration, but do not in all cases qualify as corruption based on Transparency International's (2009) definition of corruption as the abuse of entrusted authority for private gain. They were instead linked to mismanagement, involving weak corporate governance, poor financial controls, and poor management of assets but without private gain involved.

Priority Area One: Admissions/enrolment

Respondents were asked to identify the possible forms of corruption that exist in admission or enrolment processes in the education sector. As Figure 1 below shows 72.22% mentioned bribery, involving the exchange of money with schools/l authorities/administration for admissions/enrolment as the highest form. Additionally, 66.67% of respondents mentioned nepotism (65.61%) and sextortion (64.02%) which mostly affected women and girls. The research

observed through literature that many women and girls were vulnerable and at risk of sextortion due to their inability to pay bribes to officials in schools/l institutions in order to get a place.

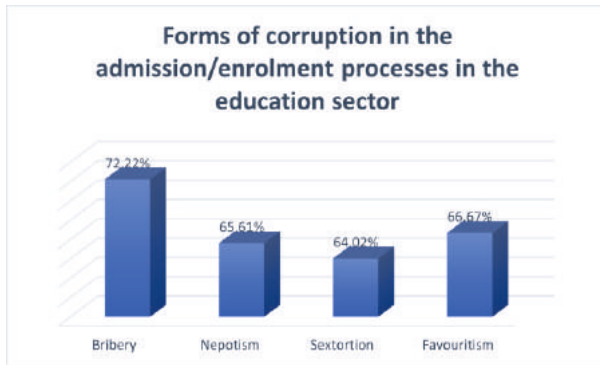


Figure 1: Forms of Corruption in the Admission/Enrolment Processes in the Education Sector

In describing the difficulties that parents/guardians encounter in enrolling their children at a school, one respondent during a FGD, highlighted the following:

“ If it happens that the school head says there are no more vacancies for learners, and (you) as a parent go and speak with the school head in private, and hint that you are going to buy him a cool drink, and you give him money which is more than he earns to provide for his family he takes that money. This kind of corruption has led to overcrowding in classrooms as it will be difficult for school heads to turn enrolment in order to generate money for the school with regards to its operations and day to day running. Teachers end up facing a challenge of teaching an overcrowded class, the teacher will be overworked and overstretched.

Respondent 1, FGD Gwanda

Parents may have to pay bribes to school officials to get favours for their child to be enrolled in a school. This has dire consequences on the quality of education delivered in classes as the teacher-pupil ratio is skewed due to overcrowding. These corruption risks in relation to enrolment practices in schools also apply IHTe institutions in

terms of their admission procedures. This is echoed in the following intervention made during an FGD:

“ There is nepotism going on at universities. Admission is given to relatives, if you are related to the Dean or Lectures or anyone in the administration, it becomes easier for one to get admission. I have seen cases of sextortion at universities. I have friends who are dating people from high rank offices. They get in [to] any universities they want to get into as they are sleeping with powerful men. It is not like these men don't know that they are abusing and taking advantage of these girls, they know, and as they are older people they should know better what they are doing is wrong, these men are abusing their power, they influence these girls into having sex with them in order to get admission at universities.

Respondent 2, FGD Gwanda

Another respondent during a KII had this to say about enrolment corruption in HTE institutions:

“ We are seeing the widespread (sic.) of unqualified admissions. For example, the enrolment of students into the medical faculty who did not qualify. There are prestigious programmes which are difficult to get into, but students will low marks or even the wrong subjects get in after the intervention of politically connected individuals at state and party levels.

KII Respondent, Harare

These responses indicate the wide-ranging impact of corruption in the enrolment process where the issue of access to services for women, girls, and other groups at risk of discrimination is concerned. For instance, women and young women fall victim to sextortion in order for them (or their children) to get a place at these institutions. There is a continued cycle of the abuse of power by individuals who hold positions of influence in the sector which has dire consequences on women, including psychological and physical harm.

Corruption risks associated with admission/enrolment in the education sector

Respondents were asked to select as many responses as they wished from a list of suggested responses to what corruption risks are associated with admission or enrolment processes in the education sector. As Figure 2 below shows, 81.22% of respondents highlighted the risk of administrative staff, lecturers, and teachers being paid bribes to enrol pupils and students. These education sector officials may exploit the desperation of parents and students aiming to access education and solicit bribes or informal payments.

Another corruption risk identified in priority area one is that parents/guardians initiate the payment of bribes in order for their children to get offers in schools/tertiary institutions (77.25%). The exchanging of money from parents to staff in schools/tertiary institutions is very common within the admissions/enrolment processes.

Additionally, 76.72% of respondents highlighted the risk that undeserving and underqualified students are given places after paying bribes. Eventually, this compromises the quality of education that is delivered in schools/tertiary institutions due to the prioritisation of money over the high calibre of students. 72.49% of respondents highlighted that corruption risks that women and girls are vulnerable to becoming victims of sextortion to be admitted or enrolled (72.49%).

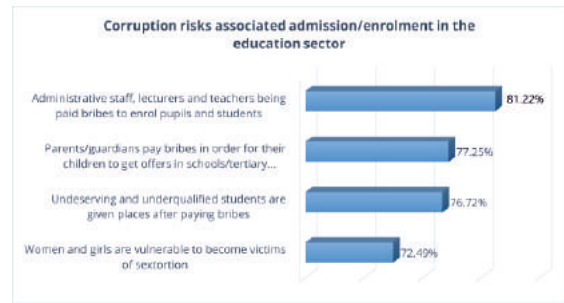


Figure 2: Corruption Risks Associated with Admissions/Enrolment Processes in the Education Sector.

During a FGD, one respondent described the unethical and corrupt practices that can occur during the admissions/enrolment processes. Firstly, administration staff, lecturers, and teachers take bribes from parents/guardians for a student/learner to get admitted to school/HTE institution. Secondly, parents/guardians are left with no alternative except to pay bribes for their child to be enrolled in a school, be they private or state-run. This is iterated in the following sentiment below:

“ Firstly, for one to get enrolled especially in government institutions, you have to bribe someone. For your child to be placed in a class with a competent teacher on enrolment you have to pay whether in cash or in kind. Rules of the government are no longer being followed. As long as you can pay the enrolling personnel one can get enrolled without enough or with faked papers. Human rights have been thrown away and a question of whom you know and it is survival of the fittest. Respondent 2, FGD Epworth

Several respondents during FGDs alluded to how school heads collude with bursars and other administrative staff during the process of enrolment towards corrupt outcomes.

Priority Area Two: Examinations

Priority area two focused on corruption risks within the examination process in Zimbabwe. Respondents were asked to identify the possible forms of corruption that exist in examination processes in the education sector. As shown in Figure 3 below 60.85% of respondents identified bribery as highest possible form of corruption. Other forms highlighted by respondents were collusion (38.36%) followed by fraud (33.60%) and other (18.78%).

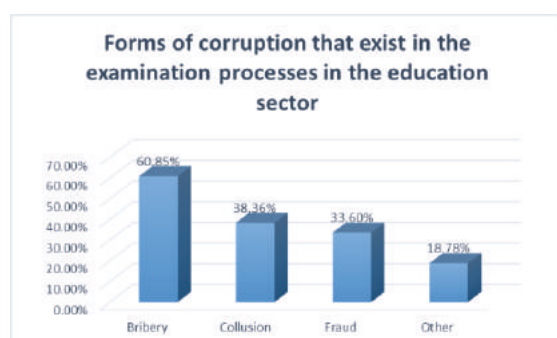


Figure 3: Forms of corruption that exist in the examination processes in the education sector.

Respondents during a FGD further expanded on some practices that heighten corruption within the examination processes in the sector. They pointed out that paper leakages led to cheating and that corruption is high within the managing body of school examinations in the country in the form of the Zimbabwe Examinations School Council (ZIMSEC). This is highlighted by one respondent who said,

“I think this kind of corruption is at ZIMSEC, people who set exam papers. They say the paper has leaked and most of the time exam papers leak at one place and you will hear that a certain school had exam papers. Corruption is at ZIMSEC.”

Respondent 6, FGD Women's Group

Another description provided highlighted the key role played by teachers in cheating in relation to examinations and how in some instances other

people are writing examinations on behalf of other students. This is echoed in the following sentiment:

“Corruption is with teachers; they are the ones who are connected with people who work at the Zimbabwe School Examinations Council (ZIMSEC). Teachers or school heads are given the papers, then come and say to parents, “In order for your child to pass, just give me something small and I will plan” and just because one would want their child to pass, they will give the teacher the money. I have witnessed a situation whereby someone wrote an exam for another person.”

Respondent 5, FGD Women's Group

These various forms of corruption impact the credibility and integrity of examinations within the education system in Zimbabwe. Moreover, individuals within responsible authorities such as ZIMSEC may be complicit in unethical and corrupt practices in the management of examinations across the board.

Corruption risks associated with examination processes in the Education Sector

Respondents were asked to select (as many responses as they wished) from a list of suggested responses what corruption risks are associated with examination processes in the education sector. As Figure 4 below shows, 77.78% of respondents highlighted the corruption risk associated is that examination systems are not strengthened enough (77.78%). Another risk is that bribes are paid to education administrators, teachers, and lecturers (77.25%) within the examination processes. Additionally, the results (73.45%) indicate groups such as women and girls are vulnerable to becoming

victims of sextortion in order either to get access to examination material or to pass the examination.

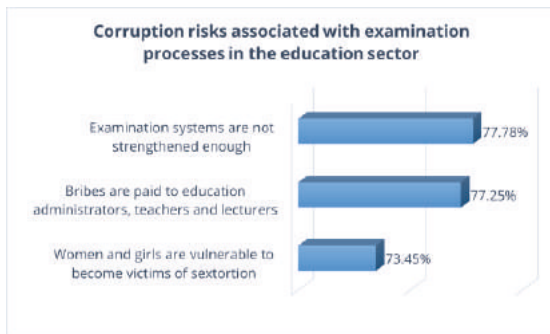


Figure 4 Corruption Risks Associated with Examination Processes in the Education Sector.

Respondents during a FGD added their concerns about leakages of examination papers, with one saying

“ Form of corruption which is now there is leaking of examination papers. It is now very high. Each and every school is now doing it. We used to hear about the leaking of examination papers at certain places but now it has affected us as well, it has affected a lot of schools.”

Respondent 1, FGD Bulawayo

Linked to this, another said,

“ Corruption is a problem in the education sector to a greater extent (sic.). Exams have lost their integrity due to several malpractices. Candidates have access to the papers before the date and tertiary level students pay lecturers to get papers before the exam.

Respondent 1, FGD Epworth

following sentiments:

“ Largely based on what we hear it has something to do with people awarded with qualifications that they do not deserve, and this raises concern on issues to do with the quality of our education and the quality of graduates that we chain out. Sometimes it tends to compromise the integrity of those qualifications. This I often hear particularly coming out from people who are learning now. Sometimes at the government level, we hear of people who are disqualified from certain jobs and later find out that they were not qualifying after the investigations. We hear that people can buy qualifications, degrees, certificates, and doctorates.

KII Respondent, Bulawayo.

These responses signify an alarmingly high tendency of students to attempt to access examination material by paying bribes to teachers and lecturers. This further highlights the impact of corruption on the integrity of examination processes in schools/HTE institutions.

Priority Area Three: Staff Recruitment

Respondents were asked to identify the possible forms of corruption that exist in staff recruitment processes in the education sector. As highlighted in Figure 5 below, 75.13% of respondents mentioned nepotism, followed by favouritism (74.87%), bribery (67.72%), and fraud (37.83%).

Another respondent during a KII echoed the

be interested in is the money

Respondent 3, FGD Women's Group.

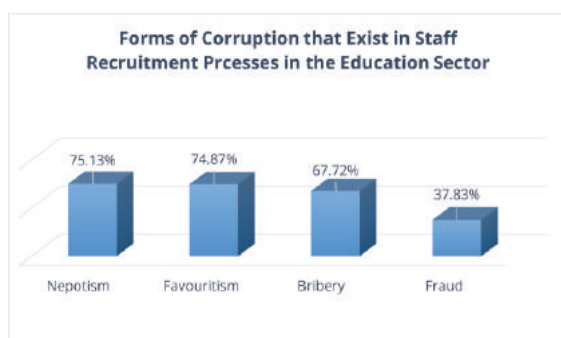


Figure 5 Forms of Corruption that Exist in Staff Recruitment in the Education Sector

The assessment observed that staff recruitment processes were largely influenced by power dynamics involving connections to administration staff within ministerial schools, HTE institutions, and other players such as politicians, the wealthy, and powerful individuals with political connections. Linked to nepotism and favouritism, the assessment also found that recruitment processes are also done on ethnic lines in some instances instead of merit through relevant qualifications putting those from minority groups at a disadvantage. The hiring process is marred in corrupt and unethical practices, hiring managers soliciting bribes from teacher candidates who in some instances must pledge their first 2 or 3 monthly salaries after being recruited. This was expressed by one respondent who said,

“What I have seen happening is that some say if you want to be hired you should give me your first pay then the next coming months you get to keep your pay.”

Respondent 2, FGD Women's Group.

These practices are also prevalent in rural locations as explained in the excerpt below:

“There is corruption in

employment. Back then we knew where teachers were being employed from and we knew the recruitment procedure. But now the procedure has changed, and it shows there is corruption involved. Here in Lupane, we are concerned about the value of education our children are getting. Some of the teachers who are deployed here don't know simple letters such as “a e i o u” but are deployed here to teach our children. If we air out our concerns, we are told that we are tribalistic. We knew that teachers were employed from the district, but now teachers are employed at the national level, if a teacher is employed at the national level, the district has no power to reject that teacher who would have been deployed. Since employment is now at the national level and not the district it is very problematic

Respondent 1, FGD Lupane.

If corruption affects the recruitment of teachers, it understandably raises concerns about the quality of education that children are receiving in various areas across the country.

Corruption risks associated with staff recruitment in the education sector

Respondents were asked to select (as many responses as they wished) from a list of suggested responses what corruption risks are associated with staff recruitment processes in the education sector. As Figure 6 below shows 77.51% of respondents highlighted the promotion of staff as under this process, corruption practices tend to be rife due to the unethical practices that take precedence such as favouritism and nepotism. The second

(highlighted corruption risk involves the transfer of staff (75.93%) followed by the recruitment of staff which is not based on merit (75.40%). Other risks identified in the research include women vulnerable to becoming victims of sextortion (74.34%) and the appointment of unqualified personnel (71.69%).

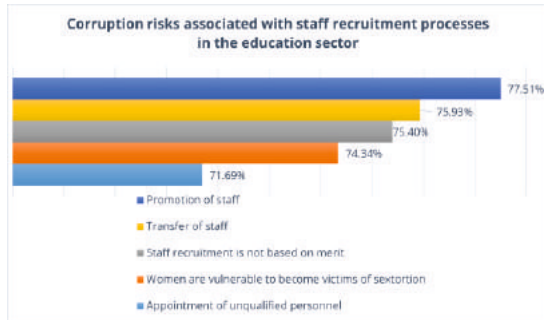


Figure 6: Corruption Risks Associated with Staff Recruitment in the Education Sector.

Respondents during a FGD also painted a negative picture of how staff recruitment processes were deeply embroiled in corruption practices. For teachers to be transferred from schools in the rural areas to ones located in the urban areas, they may bribe education officials and, in some instances, sextortion is involved. This is highlighted in the following excerpt below:

“ Sometimes when teachers want to be transferred from their current school there is always conditionalities involved for one to be transferred, most of the time sex will be involved or money or connections. As long as they have connections they get transferred to better schools where there is electricity, network etc but for those who don't have connections or money, they will never be transferred.

Respondent 1, FGD Penhalonga.

Overall, concerns were raised by respondents on the perceived rising levels of corruption in the recruitment of staff in schools or HTE institutions.

Priority Area Four: Irregular Procurement Processes

Another key priority area that the research looked at was irregular procurement processes. Respondents were asked to highlight the possible forms of corruption under this process. 69.84% highlighted embezzlement as a form of corruption associated with procurement processes, followed by bribery (64.02%), fraud (57.67%), and nepotism (51.85%).

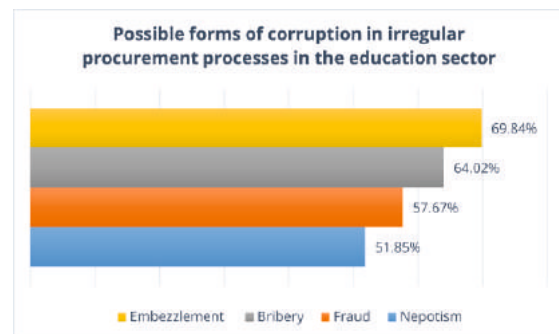


Figure 7: Possible forms of Corruption in irregular Procurement Processes in the Education Sector.

In the FGDs, respondents highlight corrupt practices that emanate in the awarding of tenders. Friends and relatives tend to be awarded these tenders unduly and this compromises the delivery of services. This is echoed in the sentiment below:

“ There is corruption when it comes to issues of tenders. Someone from the school who has a relative whom they think they should come and do the job they will call their relative and that relative will not be capable of doing that job. Even in our communities, we see it happening, where someone will look for their friend whom they think they would do the job like in the construction of roads and buildings. That work ends up being not done properly or completely as the person will not be capable of doing it all they will

highlighted corruption risk involves the transfer of staff (75.93%) followed by the recruitment of staff which is not based on merit (75.40%). Other risks identified in the research include women vulnerable to becoming victims of sextortion. The awarding of tenders or contracts is subject to scrutiny given that there is often a lack of accountability and integrity in such processes. It is also common in HTE institutions where several reports have emerged in relation to irregular procurement processes.

The awarding of tenders or contracts is subject to scrutiny given that there is often a lack of accountability and integrity in such processes. It is also common in HTE institutions where several reports have emerged in relation to irregular procurement processes.

Corruption risks associated with irregular procurement processes in the education sector

Respondents were asked to select (as many responses as they wished) from a list of suggested responses what corruption risks are associated with staff recruitment processes in the education sector. As Figure 8 below shows, 85.71% highlighted a lack of accountability of transparency, followed by the hindrance of the delivery of education services to vulnerable groups (76.72%) and the embezzlement of funds (66.40%).

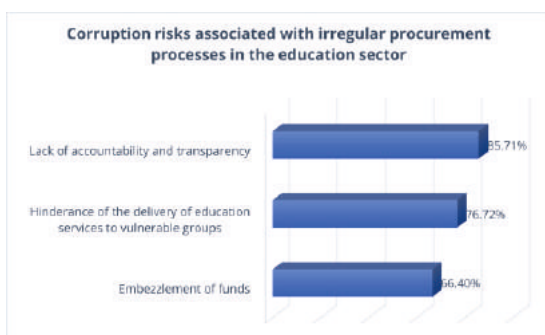


Figure 8: Corruption Risks associated with Irregular Procurement Processes in the Education Sector.

Respondents highlighted in a FGD how procurement irregularities within schools are largely propelled by school heads in collusion with some SDC members. In some cases, instead

of accepting affordable quotations, the same school authorities through corrupt activities resort to accepting expensive ones in order to get kickbacks. This is echoed in the following quote below:

“ What is common in procurement is that the school head or SDC member might know someone who works at a hardware shop, and they go and discuss with the shop owner that they will buy from them and they should be given their cut, they will not consider that it will be expensive as they will be purchasing from someone whom they are connected to. The school is supposed to look for a reasonable price to purchase what's needed but they end up buying from expensive shops since they will be benefiting

Respondent 2, FGD Mutare.

The response above highlights how procurement processes are being handled at the school level. There seems to be a culture of lack of transparency and accountability on the part of school authorities, including some individuals who are part of the School Development Committee (SDC) which is established by the parents to oversee the interests of the school. Some SDC individual members as noted by the respondents are enablers of corruption in schools due to their strong relationship with authorities. School heads may attempt to collude with other stakeholders and manipulate the outcome of procurement processes. This is highlighted in the following excerpt below:

“ Headmasters are not transparent on the use of school funds and procurement. The finance committee is the ones that determine service providers and suppliers. However, the Chairperson and the Headmaster

are the ones who connive during procurement because they are signatories, and they are not transparent to the rest of the committee. Tenders are sometimes not advertised they just decide who to contract without the procurement process.

Respondent 1, FGD Domboshava

The response above highlights the major shortfalls prevailing in relation to procurement processes within schools and the Heads were identified as the biggest culprits. Meanwhile, the Office of the Auditor General (OAG) highlighted that some of the major cases they have had to contend with which are not corruption related are issues pertaining to poor financial controls, corporate governance issues, and poor management of assets. This is highlighted by one respondent who said,

During my audits, I have not reported any specific cases of corruption other than issues of poor financial controls, corporate governance issues, and poor management of assets.

KII, Office of the Auditor General.

In light of the evidence of widespread procurement and financial irregularities, this suggests the Auditor General's Office's ability to report situations involving procurement and other financial wrongdoing. Reports in the media and on other platforms that show significant levels of corruption in procurement appear to have no connection with the authorities in charge of making sure that budgeting and procurement procedures are strictly followed throughout the nation in all sectors.

Priority Area Five: Misuse of Property/Assets

Property/assets within schools/the institutions can take the form of cars/vehicles, buildings, IT assets (printers, laptops and projectors etc.) and inventory (stationery, cleaning supplies, sports equipment and other consumables that need frequent restocking). Respondents in the research were asked to identify possible forms of corruption in the use of property/assets in the education sector. As highlighted in Figure 9 below, 70.90% of the respondents highlighted embezzlement, followed by bribery (63.23%) and fraud (62.34%)

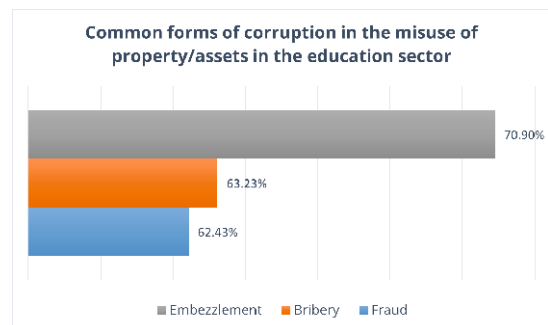


Figure 9: Common Forms of Corruption in the Misuse of Property/assets in the Education Sector.

Respondents during an FGD highlighted several corrupt practices in relation to the use of property/assets. Said one respondent,

Most schools have been turned into churches, and the rents paid are not accounted for by the headmaster.

Respondent 1, FGD Highfield.

This reveals how school premises are being used for rent-seeking activities by the Heads who in this case keep the money to themselves instead of giving it to the school. Another respondent said,

Headmasters make use of school vehicles such as cars or buses for their own business or to transport their own belongings.

Some headmasters even use school materials to build their own houses. Some schools' grounds are used for political rallies, with the school buses used to transport people to political gatherings.

Respondent 2, FGD Penhalonga.

These responses indicate the magnitude in which property/assets are misused by authorities within schools/HTE for own use and gain. The major properties identified by the respondents that are mostly used for corruption activities include cars and buildings.

Corruption Risks Associated with Misuse of Property/Assets in The Education Sector

Respondents were asked to select (as many responses as they wished) from a list of suggested answers on what corruption risks are associated with staff recruitment processes in the education sector. As represented in Figure 10 below, 84.39% of the respondents agreed with the statement that pursuance of non-educational objectives is a corruption risk associated with the misuse of property/assets in the education sector. This is followed by property/assets misuse by administrators, teachers and lecturers for their own benefit (79.89%). The assessment observed that in schools/HTE misuse of property/assets is usually done by those who hold administrative power such as school heads and staff holding senior positions in HTE institutions for personal use and gain.

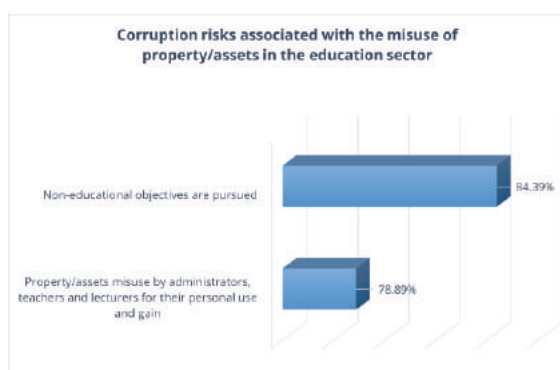


Figure 10: Corruption Risks Associated With the Misuse of Property/Assets in The Education Sector.

Priority Area Six: Extra Lessons/Supplementary Tutoring

Extra lessons/supplementary tutoring persist within Zimbabwe's education sector, despite the Government banning such practices. The practice can be attributed to the lack of clarity on the legal framework governing the practice, uneven adherence to Ministerial circulars banning it as well as prevailing socio-economic conditions. It is imperative to note that due to the low salaries received by teachers and lecturers, extra lessons and supplementary tutoring have become a way of earning extra cash. The popularity of such practices is often shrouded with corruption and unethical practices given the involvement of money; specifically disadvantaging segments from poor and vulnerable backgrounds.

Common Forms of Corruption in Extra Lessons/Supplementary Tutoring in the Education Sector

Respondents were asked to highlight the possible forms of corruption under the process of extra lessons/supplementary tutoring. As shown in Figure 11 below 72.22% of respondents cited sextortion in this regard. This usually affects women and girls with limited financial resources who end up victims of sextortion to access these extra lessons/supplementary tutoring. This includes women and girls who are taken advantage of by male teachers and lecturers. Other extreme cases have involved the raping of women and girls by teachers and lecturers. Among the respondents, 66.67% also identified bribery as another form of corruption in relation to extra lessons/supplementary tutoring.

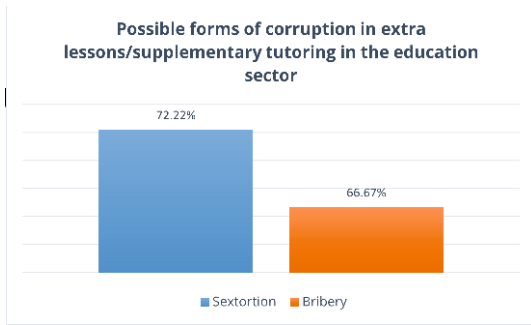


Figure 11: Possible forms of Corruption in Extra Lessons/supplementary Tutoring in the Education Sector.

One FGD participant highlighted:

Teachers have other means of seeking money from parents. Regardless of the school fees we are paying them they always want extra money, they put their own figures or certain fees and share among themselves. We are told that we should pay for extra money for our children as there is need for children to have extra lessons since children will not have received much lessons from morning up to knock off time, that's corruption and there is no school which is not doing that. Even if you don't want to pay for those extra lessons, you will end up doing so as your child will not receive better education by not attending extra lessons.

Respondent 3, FGD Lupane.

The response above shows that some teachers are no longer committed to their jobs and thus prioritise extra lessons over normal working hours where they are supposed to give their attention equally to all the pupils in a class. In relation to HTE institutions, another respondent noted,

Supplementary tutoring comes with a cost, and most students are forced to pay if one has a

challenge in that specific course and the lecturers are charging exorbitant fees for those tutorials.

Respondent 4, FGD Domboshava.

Students are greatly affected by supplementary tutoring due to financial difficulties. This is due to the exorbitant prices charged to access these tutorials. A consequence can be that women and girls become victims of sextortion (especially those from poor backgrounds) to benefit from these tutorials.

Corruption Risks Associated with Extra Lessons/Supplementary Tutoring in The Education Sector

Respondents were asked to highlight the possible forms of corruption under the process of extra lessons/supplementary tutoring. The most common issue as highlighted in Figure 12 below involved teachers and lecturers not being fully committed to their duties and instead demanding extra lessons or tutoring (74.07%) to supplement their poor monthly salaries. Respondents also identified the vulnerability of women and girls to becoming victims of sextortion (71.43%) as another risk factor.

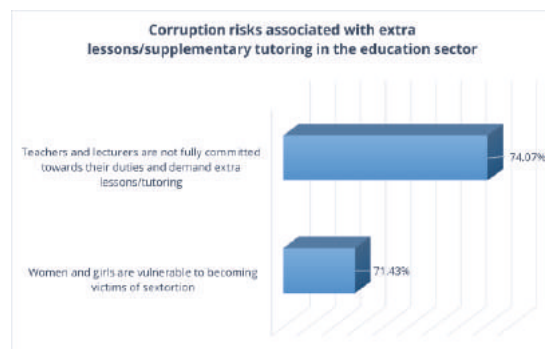


Figure 12: Corruption Risks associated with extra Lessons/supplementary Tutoring in the Education Sector.

Understanding How Women and Girls are Affected

The survey results revealed several issues which

were raised in relation to how women and girls are affected by education corruption in the six CRA priority areas. Table 3 below groups these impacts into different themes utilising a content analysis approach:

Table: How Women and Girls are Affected.

Priority Area	How Women and girls are affected
Admissions/enrolment	<ul style="list-style-type: none"> - Sextortion/sexual favours Exposed to abuse - They become more vulnerable - Denied access to education - Paying of bribes to access education - Low self esteem - Discrimination - Low number of enrolments - Contraction of STIs and HIV/AIDS
Examinations	<ul style="list-style-type: none"> - Sextortion/sexual favours - Poor academic performance - Prone to abuse - Increase in self-doubt - Loss of dignity - Denial of opportunities to rise according to abilities - Denied proper education - Reluctance to read and study - Misrepresentation of results - Lack of motivation to work hard - Loss of values - Mental health challenges - Rise in inequality
Staff recruitment	<ul style="list-style-type: none"> - Sextortion/sexual favours - Prone to abuse - Exposed to STIs and HIV/AIDS - Destruction of marriages/relationships and separation with families - Unfair transfers - Denied access to employment - Violation of their rights - Mental health issues - Low self-esteem/confidence - Denied source of income - Denied promotions and rewards - Risk of losing job
Procurement irregularities	<ul style="list-style-type: none"> - Disempowerment - Inequitable distribution of resources - Affects effective learning - Inequalities - Services denial - Failure to purchase goods and materials or equipment - Disadvantage in fully utilising their paid for resources - Cannot learn/study properly - Reluctance in attending school/classes/lectures - Failure to access essential services
Property/assets misuse	<ul style="list-style-type: none"> - Inequalities - No proper education delivery - Denied access to goods and services - Learning process is inconvenienced - Sextortion/sexual favours - Demotivated to attend school/classes/lectures - Safety risks
Extra lessons/supplementary tutoring	<ul style="list-style-type: none"> - Sextortion/sexual exploitation - Early marriages - Teenage pregnancies - Contraction of STIs and HIV/AIDS

The above information gathered through the open-ended questions largely corroborates information collected in the FGDs. Highlighting the type of impacts on women and girls, one respondent said,

“ Back-door abortions are happening at universities and STIs, and the spread of HIV and AIDs is rising there are articles about these issues that are happening at MSU. Girls are the most affected.

Respondent 3, FGD Gwanda

In some instances, women and girls are forced to drop out of school due to financial constraints and other reasons such as refusal to engage in sextortion, revealed by another respondent who said,

“ It leads to dropouts. If someone says I can give you a degree for free, all you have to do is give me

something. If it's something that you wouldn't do, or you are not comfortable doing which means I will end up dropping out.

Respondent 1, FGD Lupane.

Women and girls are adversely affected by corruption within the education sector which is an impediment to equal access to education for all which is enshrined the SDG 4.

How Other Groups at Risk of Discrimination Are Affected

The research also investigated how other groups at risk of discrimination such as people with disabilities, albinism, economically disadvantaged groups and LGBTIQIA+ groups were affected by corruption in the education sector. In the open-ended questions respondents identified the following effects which are grouped in Table 3.3 below according to themes utilising a content analysis approach:

Table 4: How Other Groups at risk of Discrimination Are Affected

Priority Area	How are groups at risk of discrimination affected ?
Admissions/enrolment	<ul style="list-style-type: none"> - Sextortion/sexual favours - Prone to abuse - Discrimination - Inequalities - Lack of trust in the education system - Exclusion - Failure to get admission/enrolment - Demand for bribery - Left behind in the majority of processes - Not well represented - Costs of acquiring education are high - Denied the right to education - Lack of representation in the education sector - They suffer rejection

Priority Area	How are groups at risk of discrimination affected?
Examinations	<ul style="list-style-type: none"> - Sextortion/sexual favours - Exclusion - Prone to abuse - Inequalities - Production of poor results/performance - Mental health challenges - Discrimination - Dropping out of school/studies - Stigma - Merit is given to non-deserving individuals at their expense - Denied the right to education - Talent and capabilities are undermined - Deferring of studies at HTE institutions - Rejection - Failure to write examinations
Staff recruitment	<ul style="list-style-type: none"> - Sextortion/sexual favours - Inequalities - Discrimination - Disempowerment - Prone to abuse - Unemployment - Failure to get opportunities - Segregation - Suppression of voices - Paying of bribes - Access to jobs is limited - Violation of their rights - Lack of motivation - Exposed to vulnerabilities
Procurement irregularities	<ul style="list-style-type: none"> - Disempowerment - Inequality - Discrimination - Shortage of resources - Effective learning is affected - Right to education is undermined - Infrastructure deficiency - Embezzlement of funds - Service denial - Mental health challenges - Education needs not met - Desired results are not achieved
Property/assets misuse	<ul style="list-style-type: none"> - Inequalities - Discrimination - Disempowerment - Underdeveloped disability friendly infrastructure and services - In transport issues they can no longer be mobile for activities e.g. sports - There are no proper facilities that cater for them - Denial of services - Lack of resources allocated to them - They do not have proper equipment to use - Learning process inconvenienced - Mobility becomes an issue - Demotivated to attend school/lectures - Reduces access to conducive learning environment

Over and above information gleaned from the survey questionnaire, one FGD participant said,

“ People with disability face discrimination [and] have to pay to be enrolled. Also, children living with illness like HIV/AIDS are exposed and they receive negative treatment from other children and teachers.

Respondent 1, FGD Epworth.
████████████████████

This indicates that discrimination plays a role in the occurrence of sextortion. This is echoed by one respondent who said,

“ People with disabilities are being discriminated against and abused. They are sexually abused, and it will be not known by who, this will be evident with pregnancy now showing, it will be difficult to get information from them especially if it is someone who has a speech impairment.

Respondent 2, FGD Penhalonga.
████████████████████

This suggests that PWDs often suffer in silence when it comes to the abuse, they experience under the hands of education officials in schools/HTE institutions. It is one of many examples uncovered by the research that groups at risk of discrimination are adversely affected by acts of corruption that take occur within schools/HTE institutions.

The Corruption Risk Assessment

Identification of Processes and Decision Points

Table 5 below describes the processes, key actors, and how the process was identified based on the six key priority areas in the research.

Table 5: Identification of Processes

Code	Process	Key actors in the process
1	Admissions/Enrolment	<ul style="list-style-type: none"> - Parents/guardians - Student/pupils - Admissions staff - Administrative staff - Politicians - School Heads - Teachers - School Development Committee Members
2	Examinations	<ul style="list-style-type: none"> - Zimbabwe School Examinations Council (ZIMSEC) - Examinations Departments (the institutions) - Higher Education Examinations Council (HEXCO) - Zimbabwe Council for Higher Education (ZIMCHE) - Parents/guardians - Teachers - Lecturers - Students/Pupils - External examiners
3	Staff Recruitment	<ul style="list-style-type: none"> - Parents/guardians - Politicians - Public Service Commission - Human Resources Departments - Staffing officers - Students - Senior management in the HTE institutions - College Lecturers Association of Zimbabwe (COLAZ) - Local staff association in HTE institutions
4	Procurement Processes	<ul style="list-style-type: none"> - Procurement departments in HTE institutions - Directors - School Heads - School Development Committees (SDCs) - Politicians - Suppliers/tenderers
5	Use of property/assets	<ul style="list-style-type: none"> - Transport and Logistics - Estates Department - Public works department - School Heads - School Development Committees (SDCs) - Teachers - Lecturers - Administrative staff - Political parties
6	Extra lessons/supplementary tutoring	<ul style="list-style-type: none"> - Parents/Guardians - Teachers - Lecturers - Students/pupils

Decision Points for Each Process

The figures below describe the key decision points for each process within the highlighted key priority areas in the CRA.

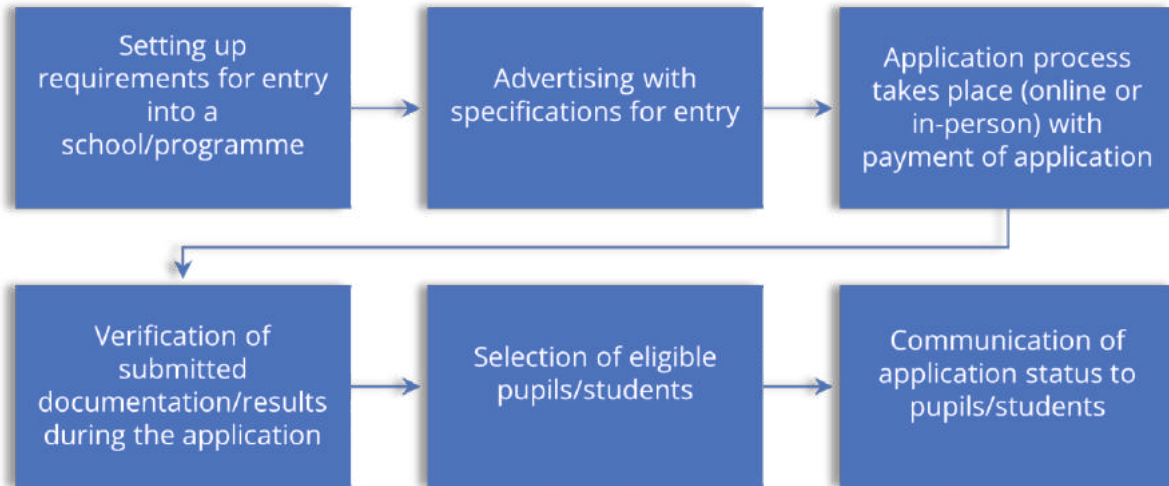


Figure 13: Process 1: Admissions/Enrolment.

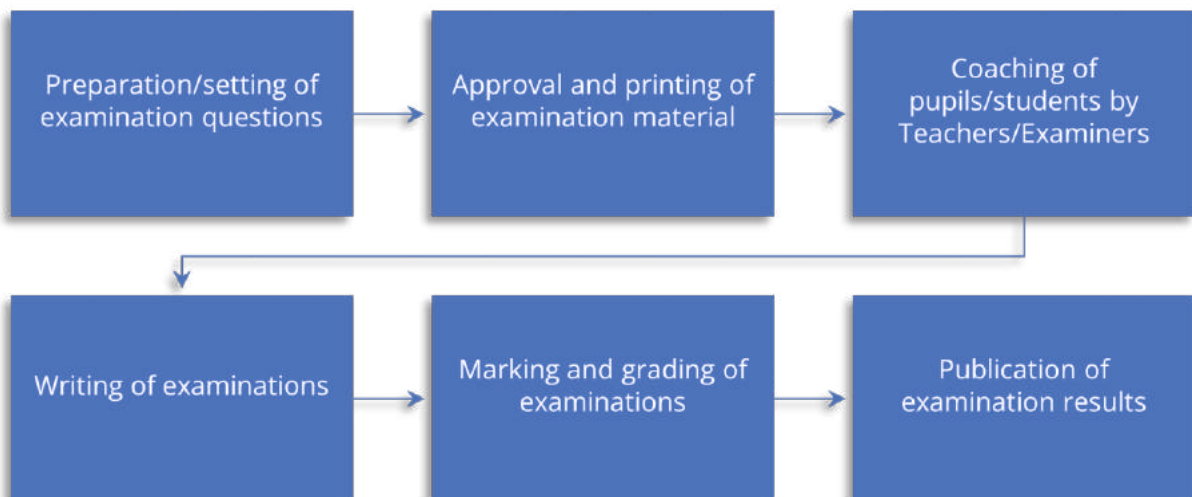


Figure 14: Process 2: Examinations.

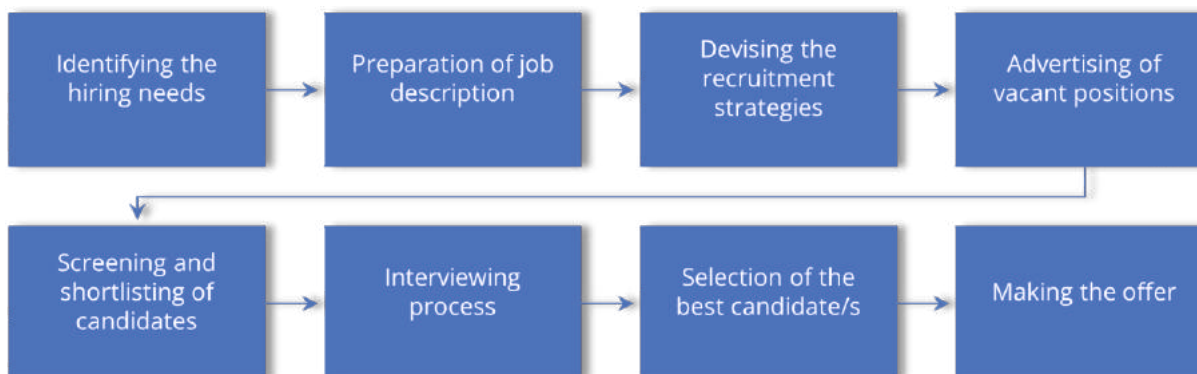


Figure 15: Process 3: Staff recruitment

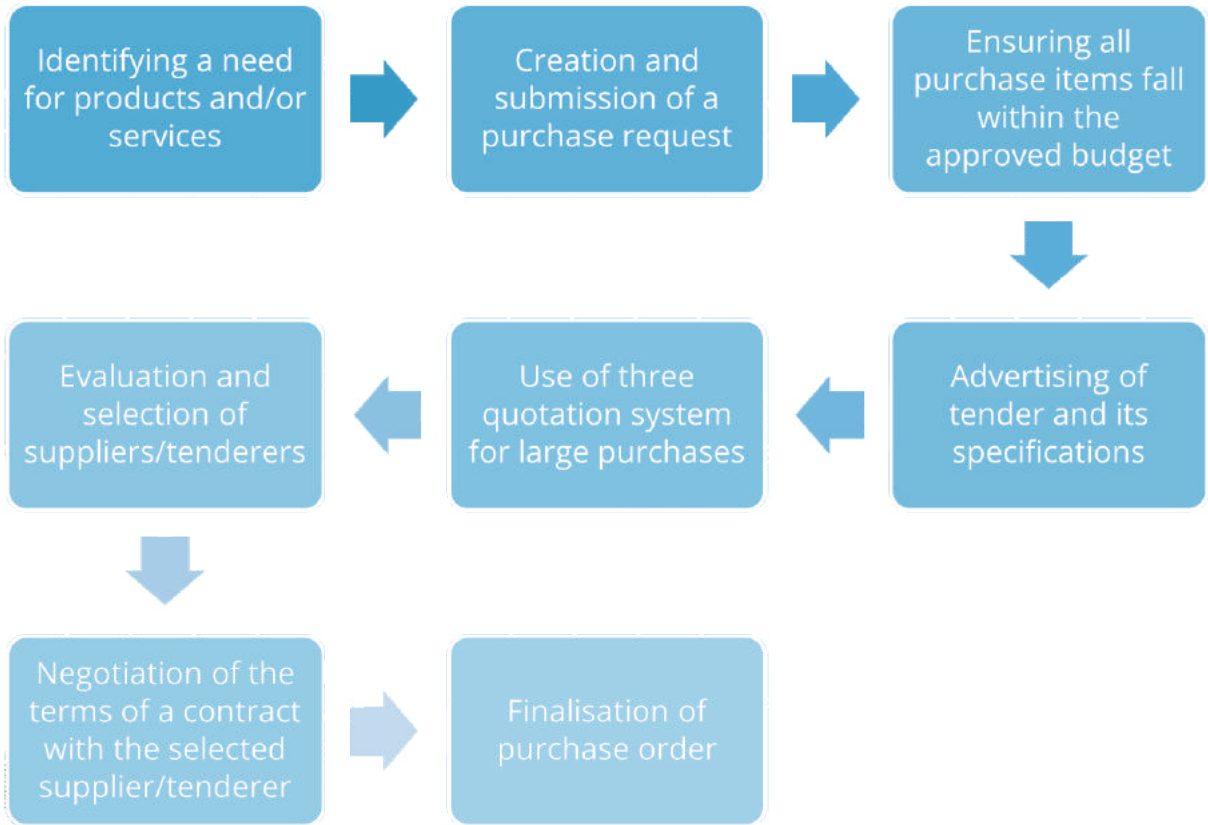


Figure 16: Process 4: Procurement.

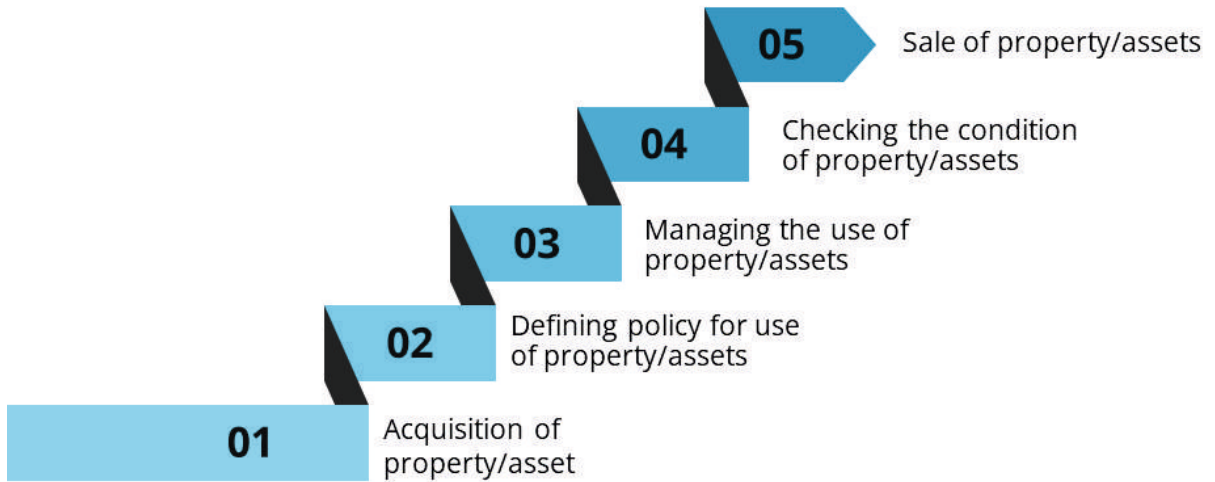


Figure 17: Process 5: Property/Asset Use.

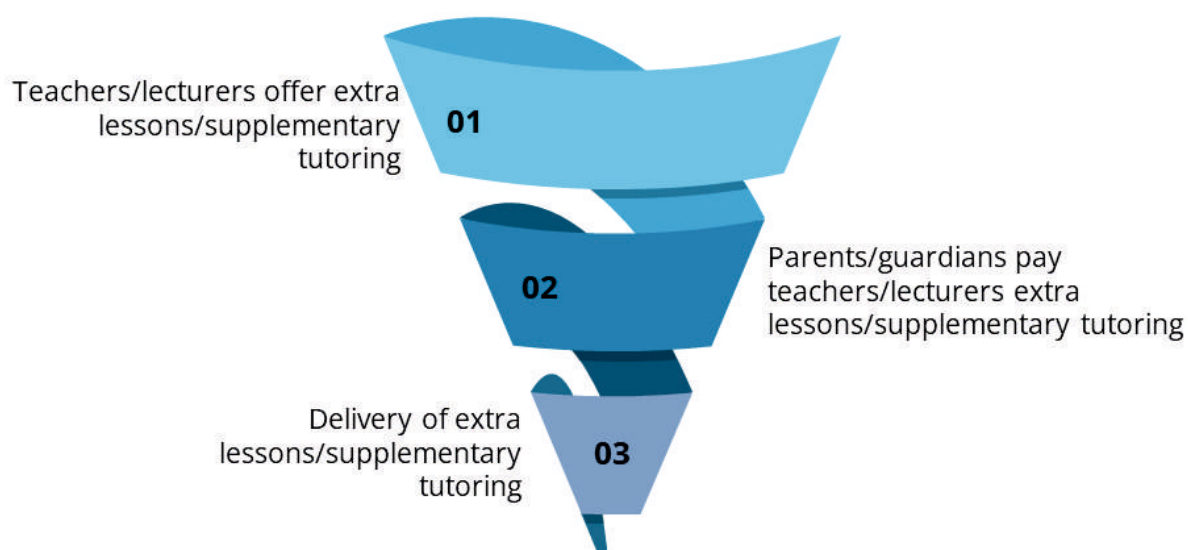


Figure 18: Process 6: Extra lessons/supplementary tutoring.

The research team relied on insights gained through the KIIs, the FGDs and the literature review in order to identify decision points making up the process and the potential deviations of decisions caused by corruption or other means.

Decision Points and Potential Deviated Decisions

Table 6: Decision Points and Potential Deviated Decisions.

Code	Decision point	Potential deviated decisions
1.1	Setting up requirements for entry into a school/HTE institution	<ul style="list-style-type: none"> - Manipulation of entry requirements - Exclusion of deserving students - Prioritisation of students with financial means - Payment of bribes to fabricate entry requirements - Women, girls, and groups discrimination (especially those who come from poor backgrounds) end up being excluded from these entry requirements due to inability to meet them and financial constraints.
1.2	Advertising with specifications for entry	<ul style="list-style-type: none"> - Advertising can only be accessed by a few due to limited distribution of the advertisements (e.g. exclusive channels and networks) - Short deadlines are inserted in the adverts - Entry specifications in the adverts exclude those who are eligible (e.g. fee requirements and other financial matters) - Specifications are not gender sensitive in the adverts and groups at risk of discrimination are not considered
1.3	Application process takes place (online or in-person) with payment of application fee (non - refundable)	<ul style="list-style-type: none"> - Application fees are hiked - Forms in in-person can be either deliberately lost or put aside with no paper trail - Records of applications received can be manipulated - Methods of application can be manipulated, including online by persons with access to the system
1.4	Verification of submitted documentation/results during the application process	<ul style="list-style-type: none"> - Manipulation of eligibility of students through unverified documents/results - Fabrication and subsequent verification of documents - Undeserving students qualify even with poor results

Code	Decision point	Potential deviated decisions
1.5	Selection of eligible pupils/students	<ul style="list-style-type: none"> - The process is compromised by favouritism and nepotism - Students who can afford fees are prioritised over those who are struggling financially - Students with familiar political surnames/political connections are given first preference - Women and girls (parents/guardians and students) are vulnerable to sextortion in the selection process to gain admission. Groups at risk of discrimination with no money for bribes are not selected.
1.6	Communication of application status to pupils/students	<ul style="list-style-type: none"> - The students who would have gotten places are either not informed or the process is delayed (students given priority are replaced by those provisionally accepted) - The challenge of responding within a short period of time - Withholding of information on application status - Groups at risk of discrimination who are in remote areas are not informed in time in relation to their application or drop out due to affordability issues. Women and girls from poor backgrounds also decline entry due to affordability challenges.
2.1	Preparation/setting of examination questions	<ul style="list-style-type: none"> - Deliberate poor design of the examinations to favour certain students - Topics not taught in class/lecture rooms are included in the examinations to solicit bribes - Those setting the exams have access to the material and solicit bribes in return for answers or exploit women and girls through sextortion.
2.2	Approval and printing of examination material	<ul style="list-style-type: none"> - People working in the printing process exploit their access to examination material to solicit bribes - Extra copies accessed by responsible people/authorities in the printing exercise - Stealing of examination material Poor monitoring mechanisms of examination printing
2.3	Coaching of pupils/students by teachers and examiners	<ul style="list-style-type: none"> - People who set examinations offer in exchange for extra fees supplementary up coaching students/pupils resulting in the teaching and revision of exam material - Selling of examination material by examiners
2.4	Writing of examinations	<ul style="list-style-type: none"> - Bringing in examination-related material into the examination room - Exchanging notes in the examination room - An examination invigilator allows students to cheat during the exam in exchange for payment or some other form of private gain
2.5	Marking and grading of examinations	<ul style="list-style-type: none"> - Fabrication of grades/marks - Favouritism in the allocation of marks - Manipulation of the marking guide - Women, girls, and groups at risk of discrimination unfairly receive lower results than others due to non-compliance in the payment of bribes or sextortion.
2.6	Publication of examination results	<ul style="list-style-type: none"> - Falsification of examination results - Manipulation of the examination system that publishes results
3.1	Identifying the hiring needs	<ul style="list-style-type: none"> - Hiring needs are customised to fit the profile of a favoured candidate (nepotism, favouritism) - Lack of an objective planning process
3.2	Preparation of job description	<ul style="list-style-type: none"> - Changing the job description to suit certain individuals Job descriptions are not sensitive to women and groups at risk of discrimination
3.3	Devising the recruitment strategies	<ul style="list-style-type: none"> - Policy and procedures on recruitment are made unclear - Selective recruitment strategies
3.4	Advertising of vacant positions	<ul style="list-style-type: none"> - Job vacancies are not made open through advertising to the public - Deadlines are shortened - Women and groups of discrimination do not have access to the application adverts

Code	Decision point	Potential deviated decisions
3.5	Screening and shortlisting of candidates	<ul style="list-style-type: none"> - Nepotism or favouritism in screening and shortlisting of candidates - Poor recruitment and misallocation of human resources - Education qualifications are not checked - Women and groups at risk of discrimination who have not paid bribes and do not have connections are not shortlisted for vacancies
3.6	Interviewing process	<ul style="list-style-type: none"> - Compromise of the interview process and/or methodology, for example asking unfair questions - Interview bias - Women and groups at risk of discrimination with no inside connections in the interview panel are not considered during the interview process.
3.7	Selection of the best candidate/s	<ul style="list-style-type: none"> - Political intervention in the selection process - Nepotism or favouritism influences the selection - Compromised integrity of the selectors - Sextortion is involved in the selection of female candidates - Women and groups at risk of discrimination with no strong networks, or connections and who have not paid any bribe are not considered in the selection.
3.8	Making the offer	<ul style="list-style-type: none"> - Deliberately late communication to selected best candidates - Terms of the offer are manipulated
4.1	Identifying a need for products and/or services	<ul style="list-style-type: none"> - Unneeded products and/or services are identified to benefit a favoured supplier - Poor coordination in the identification of products and services
4.2	Creation and submission of a purchase request	<ul style="list-style-type: none"> - Purchase request is manipulated - Non-compliance in the completion of a purchase requisition by responsible authorities in schools/HTE institutions
4.3	Ensuring all purchase items fall within the approved budget	<ul style="list-style-type: none"> - Inflated and overpriced items that fall outside the budget - Collusion to fix prices - Poorly managed budget processes - Lack of budget transparency
4.4	Use of three quotation system for large purchases	<ul style="list-style-type: none"> - The quotation with the highest amount is chosen - Manipulation of the quotation system for kickbacks - Quotation prices are overpriced and misrepresented
4.5	Advertising of tender and its specifications	<ul style="list-style-type: none"> - Early access to documents critical to the procurement - Tender vacancies are not made open through advertising to the public - Deadlines are shortened - Specification in terms of required documentation is unfairly beyond the reach of others
4.6	Evaluation and selection of suppliers/tenderers	<ul style="list-style-type: none"> - Selection of suppliers/tenderers is not objective - Compromised integrity of the selectors - Interference by political actors - Bribery of selectors - Irregular procurement can lead to misallocation of resources causing burdens that vulnerable groups often find more difficult to shoulder.
4.7	Negotiation of the terms of a contract with the selected supplier/tenderer	<ul style="list-style-type: none"> - Terms are manipulated to favour a supplier/tenderer - Certain specifications such as deadlines/timelines are changed in the contract - Terms of payment are changed
4.8	Finalisation of purchase order	<ul style="list-style-type: none"> - Employees in schools/HTE institutions raise purchase orders after receiving invoices - Suppliers submitting false, inflated, or duplicated invoices
5.1	Acquisition of property/asset	<ul style="list-style-type: none"> - Falsified information in the acquisition of property/asset - Property/assets acquired are based on the needs of individuals with higher positions than schools/HTE institutions
5.2	Defining policy for use of property/assets	<ul style="list-style-type: none"> - Lack of enforcement of policies results in the appropriation of assets and property for private use - A lack of a comprehensive policy leads to falsified information on the condition of the property and assets compromising its usability - Buildings and cars are not used to the benefit of women, girls, and groups at risk of discrimination due to the lack of enforcement of policies on properties/assets

Code	Decision point	Potential deviated decisions
5.3	Managing the use of property/assets	<ul style="list-style-type: none"> - Mismanagement of property/assets is influenced by lack of accountability - Personalisation of property/assets by school/HTE authorities - Lack of effective and efficient management of property/assets - Regular inspections are not done - Women, girls, and groups at risk of discrimination do not have available property/assets for use due to mismanagement
5.4	Checking the condition of property/assets	<ul style="list-style-type: none"> - Falsified information on the condition of the property/assets - Irregular check-ups on the condition of the property and assets - The conditions of property/assets are not checked regularly to cater to the needs of women, girls, and groups at risk of discrimination
5.5	Sale of property/assets	<ul style="list-style-type: none"> - Property/assets are sold off to influential individuals in schools/HTE for low figures - Manipulation of procurement processes for the benefit of authorities in schools/HTE Institutions - No clear policies on the sale of property/assets in the schools/HTE institutions - Abuse of power by individuals holding high positions to benefit from the sale of property/assets
6.1	Teachers/lecturers offer extra lessons/supplementary tutoring	<ul style="list-style-type: none"> - Teachers/lecturers are not committed to teaching during class hours - Creation of low-quality learning environments - Absenteeism of teachers/lecturers in class - Teachers/lecturers offering lessons/supplementary tutoring to augment their poor salaries
6.2	Parents/guardians pays teachers or lecturers extra lessons/supplementary tutoring	<ul style="list-style-type: none"> - Parents pay for extra lessons/supplementary tutoring using either cash or kind. - Parents who are poor are not able to pay for extra lessons/supplementary tutoring - Women resort to paying for these extra lessons/supplementary tutoring through sextortion
6.3	Delivery of extra lessons/supplementary tutoring	<ul style="list-style-type: none"> - Teachers/lecturers deliver these extra lessons/supplementary tutoring to those who would have paid - Classrooms/lecture rooms are used for these extra lessons/supplementary with or without the knowledge of the responsible authorities - Girls/women are vulnerable to sextortion and abuse especially if the extra lessons/supplementary tutoring is conducted outside the school/HTE institutions (e.g. home, hall)

Considering the various corruption risks identified for the decision point, a risk score is calculated for each decision point. The risk score is calculated as a combination of two scores: the likelihood and impact of the corruption risk(s) occurring. These scores are calculated on a 1-5 scale (where 1 represents very low and 5 represents very high). The likelihood score is calculated based on the available evidence that indicates how frequently corruption risks manifest at the decision point. The impact score is calculated based on a mixture of available evidence and hypothesizing as to what would be the severity of the impact on the access to education (especially for women, girls, and groups at risk of discrimination), were corruption risks to manifest at this decision point. The risk scores (an average of likelihood and impact scores)

were decided by the research team using the data gathered from the survey questionnaire, FGDs, KIIs, and literature review.

Risk Mapping

Table 7: Risk Mapping

Code	Decision point	Likelihood score	Justification	Impact score	Justification	Risk score
1	Admissions/Enrolment	5	Due to the high demand for education, schools/HTE institutions are overwhelmed with admissions/enrolment resulting in corruption taking place given that places are limited.	5	Denial of entry/admission into a school/HE institution is an infringement of basic human rights with particular consequences on the future of women, girls , and groups at risk of discrimination.	5
1.1	Setting up requirements for entry into a school/programme	3	Available evidence suggests corruption during the admission process is more likely to occur later in the process than at this stage.	5	Corruption at this decision point could mean entry specifications are not sensitive to the needs of women, girls , and groups at risk of discrimination	4
1.2	Advertising with specifications for entry	3	The data points to the existence of some cases of manipulation of specifications for the entry	4	Admissions/enrolment become accessible to a few due to the manipulation of specifications for entry meaning that women, girls , and groups at risk of discrimination are denied access to education	3.5
1.3	Application process takes place (online or in-person) with payment of application fee (non -refundable)	2	Data suggests that the likelihood of corruption taking place in the application process is quite low given that this process is made accessible to everyone	4	Application processes that have unduly high application fees can discourage applications from vulnerable groups less able to pay these fees.	3
1.4	Verification of submitted documentation/results during the application process	3	Data suggests that the lack of implementation of a credible verification process during the application process creates space for corruption risks .	5	Biased verification processes can lead to the exclusion of women, girls , and groups at risk of discrimination from accessing places in schools or HTE institutions.	4
1.5	Selection of eligible pupils/students	4	Eligibility criteria and selection of students/learners are often biased towards those who have connections and any type of relationship with the selectors as evidenced through data.	5	There is a risk that women, girls , and groups at risk of discrimination are not chosen based on not having any connections, paying bribes , and engaging in sextortion.	4.5

Code	Decision point	Likelihood score	Justification	Impact score	Justification	Risk score
1.6	Communication of application status to pupils/students	2	Data shows that during this process corruption is not likely to take place given that this stage involves communication involving the awarding of places to already selected students/learners.	3	Communication of application is the last stage in the admissions/enrolment process and there is minimal corruption that takes place.	2.5
2	Examinations	4	Data shows leakages and cheating in the examination process are usually influenced by individuals and groups who have connections and money to buy their way out of passing different schooling and academic stages.	4	Corruption in examination processes may advantage some at the expense of others, meaning marginalised groups may fall behind in their education.	4
2.1	Preparation/setting of examination questions	4	Evidence suggests that examiners often prepare their questions for easier answering and completion of the examination process by certain individuals and groups.	4	Examinations may be prepared for those who have paid bribes and engaged in other acts of corruption leaving out those who cannot afford to pay.	4
2.2	Approval and printing of examination material	2	Data shows that there is a low likelihood of corruption taking place during the approval and printing of examination material.	3	There is little interference that takes precedence in the process of approval and printing of examination material.	2.5
2.3	Coaching of pupils/students by Teachers/Examiners	2	Corruption is unlikely to take place during the coaching of pupils/students by Teachers/Examiners	4	Failure to access coaching in preparation for examinations prevents learners from performing well.	3
2.4	Writing of examinations	3	Evidence shows that invigilators do not properly monitor the writing of examinations leading to cheating and copying.	4	Women and groups at risk of discrimination who would not have paid bribes or engaged in sexual favours may be discriminated against in the examination writing process.	3.5
2.5	Marking and grading of examinations	4	Data suggests that the marking and grading of examinations are biased towards students/learners who would have paid bribes.	4	Low marks or poor marks may be given to those unable to pay solicited bribes.	4
2.6	Publication of examination results	2	Data shows that it is unlikely for corruption to take place during the publication of examination results.	2	Publication of marks may be delayed and, in some instances, those who would not have paid their fees are not able to access them.	2

Code	Decision point	Likelihood score	Justification	Impact score	Justification	Risk score
3.1	Identifying the hiring needs	3	Evidence suggests many roles are invented to be filled by a favourite candidate.	3	The hiring needs may be manipulated to discriminate against women and groups at risk of discrimination.	3
3.2	Preparation of job description	3	Data suggests that job descriptions are tailor-made to suit the interests of certain individuals	4	Women and groups at risk of discrimination may be deliberately excluded from meeting the criteria of job descriptions to apply and get recruited.	3.5
3.3	Devising the recruitment strategies	3	Evidence suggests that recruitment strategies are manipulated and biased towards familiar individuals who are earmarked to fill in the available vacancies.	3	Recruitment strategies may be manipulated to the detriment of qualified women and members of groups at risk of discrimination.	3
3.4	Advertising of vacant positions	2	Data shows that there is a low likelihood of corruption taking place during the advertising of vacant positions	3	Adverts may not be sufficiently distributed and accessible to marginalised groups, especially if they are not shared on public platforms.	2.5
3.5	Screening and shortlisting of candidates	4	Evidence suggests that screen shortlisting is likely to be done without any objectivity and merit due to the corrupt tendencies of selectors	5	Selectors who practice nepotism or favouritism may discriminate against the selection of women and groups at risk of discrimination who are not known to them,	4.5
3.6	Interviewing process	4	Evidence shows that the interview process is manipulated and biased towards certain individuals with interview questions and lines of questioning likely familiar to such candidates.	4	The interviewing process may not be objective and can be subject to manipulation, leaving undeserving persons to perform better at the expense of others .	4
3.7	Selection of the best candidate/s	4	Data shows that the selection of the best candidates is often influenced by several factors ranging from nepotism, bribery , and sextortion.	4	Selection is biased towards candidates with connections (after paying bribes and either through nepotism or sextortion) and this often discriminates against women and groups at risk of discrimination.	4
3.8	Making the offer	2	Data shows that there is a low likelihood of corruption taking place during the stage of making the offer to the best candidates.	2	The hiring team may unjustly add unfair conditions to offers given to women and individuals belonging to groups at risk of discrimination.	2

Code	Decision point	Likelihood score	Justification	Impact score	Justification	Risk score
4	Procurement processes	5	Evidence suggests that there are irregular procurement processes and expenditures taking place resulting in the poor delivery of education services.	5	Irregular procurement processes can lead to a limitation in available resources which evidence suggests can make it harder for women, girls , and groups at risk of discrimination to access such resources.	5
4.1	Identifying a need for products and/or services	3	There is a likelihood of corruption if the identified needs and/or services are not biased towards the attainment of educational objectives	4	The identification of a need may be prejudiced in favour of one supplier, which can lead to unnecessary purchases meaning less is available for already under - resourced needs.	3.5
4.2	Creation and submission of a purchase request	3	Purchase requests are manipulated and inflated to benefit the interests of certain individuals and groups	3	The benefits that rightly belong to women, girls , and groups at risk of discrimination may be secured by individuals and related parties	3
4.3	Ensuring all purchase items fall within the approved budget	2	Data shows that there is a low likelihood of corruption taking place when ensuring that all purchase items fall within the approved budget.	3	Formal requirements and procedures due to conflict of interest are bypassed by individuals and related groups to purchase items that fall beyond the approved budget. This can discriminate against women, girls , and groups at risk of discrimination who are not considered in the process in relation to their needs.	2.5
4.4	Use of three quotation system for big purchases	3	Data shows that the quotation with the biggest figure is chosen over the other two quotations during this process.	3	Prices for goods and services are overpriced and inflated by bidders due to internal influence by individuals and officials in schools/HTE institutions. This can mean that women, girls , and groups at risk of discrimination are disadvantaged through this process.	3
4.5	Advertising of tender and its specifications	4	The advertising process is accessible to a limited group of people and marred with manipulations and specifications to benefit certain service providers	4	Adverts may not be sufficiently distributed and accessible to marginalised groups, especially if they are not shared on public platforms.	4
4.6	Evaluation and selection of suppliers/tenderers	5	Available evidence suggests the evaluation process is frequently manipulated due to bribery and kickback schemes. a	5	Service providers who pay bribes are awarded tenders at the expense of competent tenderers. This can mean that the delivery of education services is compromised and detrimental to groups at risk of discrimination such as women, girls , and PWDs.	5

Code	Decision point	Likelihood score	Justification	Impact score	Justification	Risk score
4.7	Negotiation of the terms of a contract with the selected supplier/tenderer	3	Data shows that the contract negotiations between the selected supplier/tenderers are often biased towards the interests of individuals in schools/HTE institutions who would have solicited bribes instead of delivering educational services	3	The supplier/tenderer relationship may not be properly managed to ensure compliance during this process meaning that services and products meant for women, girls, and groups at risk of discrimination are not delivered.	3
4.8	Finalisation of purchase order	2	Evidence suggests that there is a low likelihood of corruption taking place during the finalisation of the purchase order	2	Failure to manage costs in the purchase order can lead to wasted resources to the detriment of marginalised groups.	2
5	Property/assets use	5	Data shows that property/assets use is benefitting authorities in schools/HTE institutions at the detriment of students/learners	54	The misuse of school or university property/assets can mean they are less available for women, girls, and groups at risk of discrimination who are meant to benefit from the process	4.5
5.1	Acquisition of property/asset	4	The process, if the acquisition of property/assets is manipulated with the interests of school/HTE authorities, is prioritised over those of students/learners.	4	Mismanagement of the development of a property/asset register is a sign of a lack of transparency and accountability with certain individuals and related parties benefitting at the expense of women, girls, and groups at risk of discrimination	4
5.2	Defining policy for use of property/assets	3	Existing policies do not enforce audits pertaining to the tracking of the usability of property, giving an opportunity for corruption.	3	Poor enforcement of policies on the use of property/assets has resulted in the personalisation of school/HTE institutions' buildings, cars, and other property by authorities while disadvantaging women, girls, and groups at risk of discrimination.	3
5.3	Managing the use of property/assets	4	Evidence suggests that there is rampant mismanagement of property/assets for personal gain by authorities in schools/HTE institutions with no check and balance systems in place	5	Individuals and related parties in charge of ensuring the availability of property/assets for use may not perform this duty effectively and efficiently which can be detrimental to the obtainment of educational objectives by women, girls, and groups at risk of discrimination	4.5
5.4	Checking the condition of property/assets	4	Evidence suggests that there are no regular check-ups/monitoring processes on the condition of property/assets.	4	Lack of monitoring on the condition of property/assets means that women, girls, and groups at risk of discrimination are not able to access them due to poor conditions largely propelled by overuse and lack of maintenance by certain individuals	4

Code	Decision point	Likelihood score	Justification	Impact score	Justification	Risk score
5.5	Sale of property/assets	3	There are no proper systems in place for the management of the inventory and this process becomes susceptible to manipulation through the sale of property/assets	5	There is no adherence to existing policies on the sale of property/assets resulting in manipulation and under-pricing of cars and other assets to benefit individuals with authority in schools/HTE institutions.	3.5
6	Extra lessons/supplementary tutoring	5	Data shows that extra lessons/supplementary tutoring are persistently taking place due to poor remunerations/salaries received by teachers/lecturers	5	Access to education and quality of teaching and learning are compromised due to extra lessons/supplementary tutoring.	5
6.1	Teachers/lecturers offer extra lessons/supplementary tutoring	3	To augment their poor salaries, teachers/lecturers offer extra lessons/supplementary tutoring as an alternative option to supplement their incomes	3	Teachers and lecturers are not committed to their duties in class because of extra lessons/supplementary tutoring, meaning there can be poorer learning outcomes for marginalised groups.	3
6.2	Parents/guardians pay teachers/lecturers extra lessons/supplementary tutoring	5	Parents resort to paying for extra lessons/supplementary tutoring for their children to get quality education either in kind or cash.	5	Due to poor delivery of education during normal working hours by teachers/lecturers parents/guardians are left with no alternative except to pay for extra lessons/supplementary tutoring using different means and ways	5
6.3	Delivery of extra lessons/supplementary tutoring	4	Delivery of extra lessons/supplementary tutoring is done without the knowledge of school/HTE institutions' authorities.	4	Women, girls , and groups at risk of discrimination resort to alternative ways such as sex and bribery to pay for extra lessons/supplementary tutoring	4



Heat Maps

HEAT MAPS FOR DECISION POINTS

The decision points have been mapped onto the heat map below.

Priority Area One: Admissions/Enrolment

The figure below illustrates the risk mapping of the decision points in the admissions/enrolment processes.

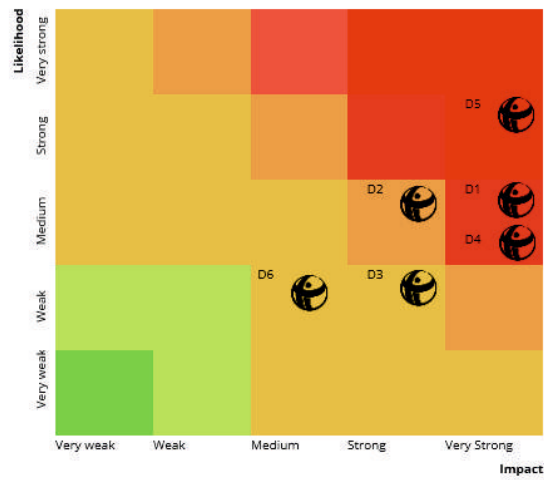


Figure 19: Admissions/Enrolment Heat Map.

Priority Area Two: Examinations

The figure below illustrates the risk mapping of the decision points in the examination processes.

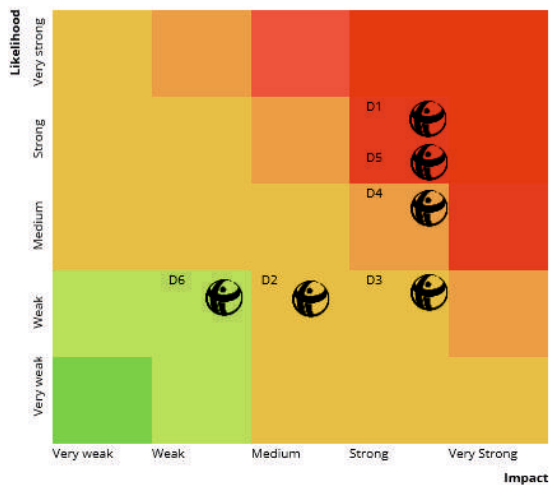


Figure 20: Examinations Heat Map.

Priority Area Three: Staff Recruitment

The figure below illustrates the risk mapping of the decision points in the staff recruitment processes.

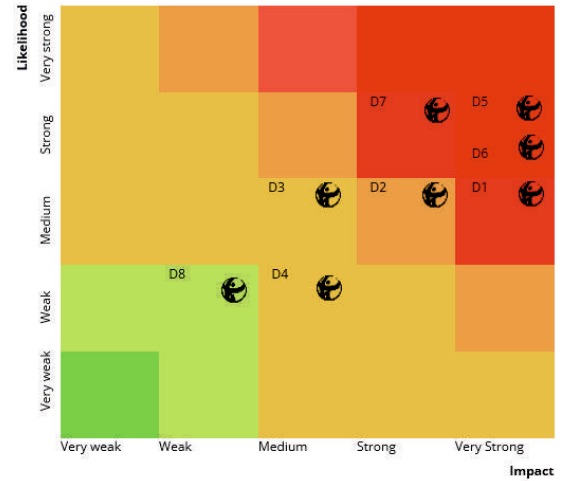


Figure 21: Staff Recruitment Heat Map.

Priority Area Four: Procurement

The figure below illustrates the risk mapping of the decision points in the procurement processes.

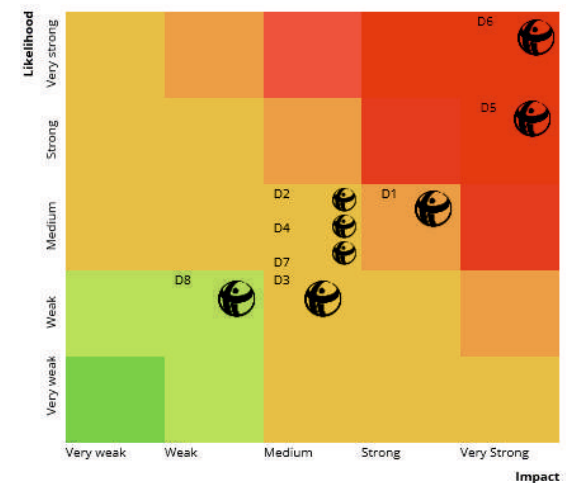


Figure 22: Procurement Heat Map.

Priority Area Five: Use Of Property/Assets

The figure below illustrates the risk mapping of the decision points in the property/assets processes.

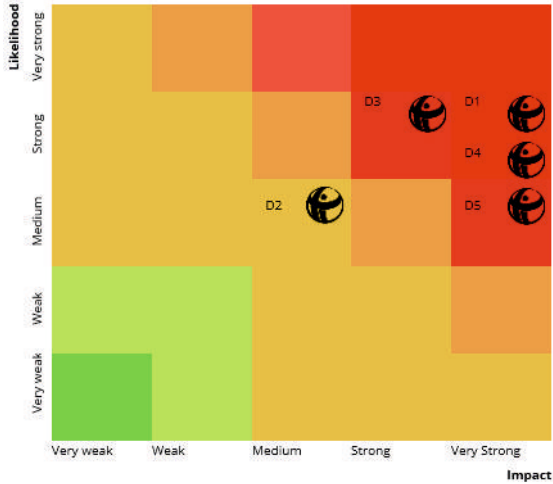


Figure 23: Use of Property/Assets Heat Map.

Priority Area Six: Extra Lessons/Supplementary Tutoring

The figure below illustrates the risk mapping of the decision points in the extra lesson/supplementary tutoring processes.

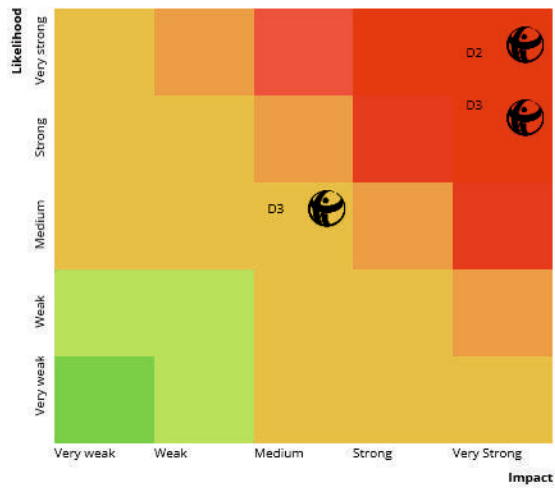


Figure 24: Extra Lessons/Supplementary Tutoring Heat Map.

RECOMMENDATIONS



Risk Mitigation Strategies

Table 8: Risk Mitigation Strategies

Order of risk mitigation strategies acc. to prioritisation	Decision point	Risk score	Mitigation strategy	How the mitigation strategy was identified
1.1	Setting up requirements for entry into a school/programme	4	Setting up entry requirements should be done transparently based on objective criteria such as student-teacher ratios and principles of inclusion and equitable access to education.	It was identified through the inconsistencies in setting up entry requirements amongst schools/HTE institutions in rural, peri - urban, and urban setups as indicated by the respondents.
1.2	Advertising with specifications for entry	3.5	Monitoring activities should be done to ensure that adverts are within the reach of everyone and done in the public space. Moreover, the specifications for places should be inclusive.	Respondents in the research indicated that adverts are often not well distributed and other groups such as women, girls, and groups at risk of discrimination who come from poor backgrounds are not able to access these adverts.
1.3	Application process takes place (online or in-person) with payment of application fee (non - refundable)	3	There should be a paper trail and recording of all applications to ensure that no one is left out for unjust reasons and a system should be developed for anonymous applicants. Moreover, application fees should be made affordable.	Respondents in the research indicated that groups from poor backgrounds are often not able to afford the application fees.
1.4	Verification of submitted documentation/results during the application process	4	The verification process should be done fairly and transparently to reduce unfounded assumptions on the part of those who verify such documents. Therefore, a digital verification process with little human interference should be adopted.	Verification processes are vulnerable to manipulation such as the fabrication of documents.
1.5	Selection of eligible pupils/students	4.5	The selection process should put digital systems and mechanisms in place as part of the audit process to deal with bias and unfairness in the selection process. There is also a need to criminalise sextortion and raise awareness, particularly in the admissions/enrolment processes.	The research team concluded that the lack of a digitalised system facilitates bias and unfairness in the selection process
1.6	Communication of application status to pupils/students	2.5	Communication should be done transparently with records easily accessible for purposes of cross - checking.	Respondents in the research indicated that prospective applicants like women, girls, and groups at risk of discrimination do not receive any communication or feedback in relation to their application status

Order of risk mitigation strategies acc. to prioritisation	Decision point	Risk score	Mitigation strategy	How the mitigation strategy was identified
2.1	Preparation/setting of examination questions	4	Constant monitoring should be done in the preparation of examination questions through review from external examiners and strengthening of examination processes in schools/HTE institutions.	The examination process benefits those who can pay bribes, engage in sextortion, and have connections while disadvantaging women, girls, and groups at risk of discrimination who have no means of accessing them
2.2	Approval and printing of examination material	2.5	The examination material and the process should undergo a thorough scrutiny and cross-checking exercise to prevent any leakages and stealing of examination material. There should be an inventory check of the examination papers and forms of restricted access.	Printing of examination material is vulnerable to leakages and cheating.
2.3	Coaching of pupils/students by Teachers/Lecturers	3	Government and relevant stakeholders within education should put an end to examiners coaching students through extra lessons/supplementary tutoring on the actual examination material to be written through more investigations into these kinds of offenses.	Coaching by external examiners leads to the revision of examination material leaving out groups who have no money and means to pay for extra lessons/supplementary tutoring
2.4	Writing of examinations	3.5	Students/pupils should be thoroughly checked before writing examinations and heavy punishments should be given to those found cheating and copying from others. Invigilators should be sought outside the school/HTE institution to ensure a credible and fair examination process	Examination processes are highly susceptible to malpractices.
2.5	Marking and grading of examinations	4	Cross-checking of examination scripts should be done by external examiners/markers to ensure the authenticity of the examination process and fairness in the awarding of grades.	Favouritism and unethical practices can affect the awarding and grading of marks in the examination process. Women, girls, and groups at risk of discrimination are awarded poor marks due to non-compliance to pay bribes or engage in sexual favours
2.6	Publication of examination results	2	Cyber security measures should be adopted to protect the results of students from manipulation.	Publication of examinations is vulnerable to manipulation and delays greatly affecting women, girls, and groups at risk of discrimination from accessing their results
3.1	Identifying the hiring needs	3	The identification of hiring needs should be based on objective criteria such as teacher/student ratio and principles of inclusion.	Hiring needs are manipulated to suit the criteria of certain individuals

Order of risk mitigation strategies acc. to prioritisation	Decision point	Risk score	Mitigation strategy	How the mitigation strategy was identified
3.3	Devising the recruitment strategies	3	Training should be held for recruiters to make them understand the processes and duties associated with devising fair and inclusive recruitment strategies	Recruitment strategies are not competitive merit-based and thus groups with no connections and networks are greatly affected
3.4	Advertising of vacant positions	2.5	Positions/vacancies should be advertised in the public domain and a transparent manner. Monitoring to ensure that adverts are prepared and broadcast on time with everyone allowed to apply.	Adverts are not made accessible to everyone making it difficult for other groups to make applications
3.5	Screening and shortlisting of candidates	4.5	Transparent procedures should be enforced in the screening and shortlisting of candidates (pre-employment and vetting processes). This should also be accompanied by integrity training on the part of selectors and a fixed set of selection criteria that should be adhered to.	The selection and shortlisting of candidates can be based on bribes and those with no money stand no chance of getting the job
3.6	Interviewing process	4	Unbiased parties should be involved in the interview process which should align with the codes of ethics.	The premise of the interview process is not objective highly compromising the chances of women and groups at risk of discrimination from being considered
3.7	Selection of the best candidate/s	4	Independent and unbiased selectors should be sought in the selection process to eliminate interference by internal interested parties	Selection of candidates is often based on connections and networks accompanied by red tape.
3.8	Making the offer	2	Transparent written offers including pay packages and internal control systems should be adopted during the process of making the offer to a prospective employee	Offers are either miscommunicated or have the terms and conditions of employment altered to the disadvantage of women and groups at risk of discrimination
4.1	Identifying a need for products and/or services	3.5	Participatory mechanisms through SDC or other community solutions should be adopted in the identification of products and/or services	Products and/or services needs are not gender sensitive and considerate of the needs of women, girls, and groups at risk of discrimination
4.2	Creation and submission of a purchase request	3	A four-eye system for every purchase request should be adopted to enhance transparency.	The research identified this gap through a review of current policies.
4.3	Ensuring all purchase items fall within the approved budget	2.5	Participatory and transparent budgetary processes need to be put in place as control mechanisms	Budgetary processes do not prioritise the needs of women, girls, and groups at risk of discrimination

Order of risk mitigation strategies acc. to prioritisation	Decision point	Risk score	Mitigation strategy	How the mitigation strategy was identified
4.5	Advertising of tender and its specifications	4	Facilitation of access to public tenders and the increase in outreach and competition can be done through the adoption of e-procurement	Adverts of tenders are not made in the public domain and are highly characterised by underhand dealing rendering proper delivery of education services
4.6	Evaluation and selection of suppliers/tenderers	5	The digitalisation of procurement processes needs to be adopted to strengthen internal controls and detection of integrity breaches	Paying bribes and other acts of corruption largely influence the selection process of tenderers.
4.7	Negotiation of the terms of a contract with the selected supplier/tenderer	3	The facilitation of transparent and integrity mechanisms needs to be prioritised	Lack of transparency compromises the contract negotiation processes
4.8	Finalisation of purchase order	2	Ethical culture accompanied by routine check-ups must be established	Purchase orders are vulnerable to manipulation with detrimental consequences on services delivered to women, girls, and groups at risk of discrimination
5.1.	Acquisition of property/asset	4	Acquisition of property should be accompanied by a digitalised register to increase transparency and accountability	Lack of transparency in the registers is a stumbling block in ascertaining the acquisition of property/assets
5.2	Defining policy for use of property/assets	3	Enforcement and promulgation of policies defining the use of property/assets should be adopted	There are no proper enforcement policies and mechanisms in place to define the use of property/assets
5.3	Managing the use of property/assets	4.5	Effective and efficient management processes such as registers and listing calendars should be put in place as a control mechanism to ensure the use of property/assets	The absence of proper control mechanisms through effective management processes is an inhibiting factor in properly tracking the availability of property/assets
5.4	Checking the condition of property/assets	4	Monitoring mechanisms must be put in place to validate the condition of property/assets	There are no regular check-ups of the conditions of property/assets
5.5	Sale of property/assets	3.5	A strengthened inventory management system should be adopted to curtail the random selling of property/assets	The inventory can be manipulated making it difficult to continuously track the availability of property/assets for use and accessibility
6.1	Teachers/lecturers offer extra lessons/supplementary tutoring	3	Constant monitoring and effective evaluations must be done to address the offering of extra lessons/supplementary tutoring by teachers/lecturers	Teachers and lecturers are often not committed to their jobs which compromises effective teaching and learning
6.2	Parents/guardians pay teachers/lecturers extra lessons/supplementary tutoring	5	Parents and guardians should be conscientised about the illegality of extra lessons and legal frameworks should be put in place to stop the surge of extra lessons/supplementary tutoring	Women, girls, and groups at risk of discrimination who come from poor backgrounds are not able to attend extra lessons/supplementary tutoring resulting in the denial of quality education

MONITORING & EVALUATION

CRA is a sustainable exercise and should not be treated as a one-off. This is because the findings it produces can become dated. Therefore, continual monitoring of and engagement with the CRA is crucial for ensuring its sustainability. The identified risks as well as risk mitigation strategies in the research can be monitored and evaluated through the following ways:

- **Public expenditure tracking surveys:** This system will allow the tracking of funds from the donor (e.g. government, private sector, individuals, and other relevant stakeholders) all the way down to the intended recipients (e.g. schools/HTE institutions, students/pupils, etc.)
- **Physical audits of procurement processes:** Regular physical audits should be done in schools/HTE institutions to ensure compliance, transparency, and accountability in relation to the spending of funds. Independent audit companies/firms should be engaged in this process as part of the outsourcing management and verification process.
- **Development of a training and capacity building management system manual on ethics:** These should be done with administrative and teaching staff in schools/HTE institutions to train them on ethics and integrity to ensure that there is compliance. This should be incorporated into the pre-service and in-service training of administrative staff, teachers, and lecturers.
- **Participatory budgeting processes:** This process of budgeting should be participatory in nature to enable every actor and stakeholder in the education sector to be given an opportunity to partake.
- **Adoption of ICT-run systems:** There is a need for the digitalisation of a majority of systems in schools/HTE institutions that include application processes, management of examinations, and procurement to allow constant monitoring using ICTS devices.

- **Free flow of information and the use of social media:** As part of the communication process, monitoring mechanisms can also be done through sharing information on various media platforms include social media. This can go a long way in ensuring the availability of information in the public domain. In addition, it can lead to the production of relevant information and ensure access for education stakeholders and the general society.

Lessons Learnt

Some of the lessons learnt in the research include the following:

- **Disaggregation of data for groups at risk of discrimination:** there is a need for data to be disaggregated in order to have a clear understanding of the unique problems affecting the different groups that are at risk of discrimination. This will clearly assist in identifying key priority areas for these groups instead of lumping them together.
- **Segmenting of data collection tools to better match the target audiences:** some of the respondents knew about one or two priority areas, making it difficult to complete the data collection process for the other key priority areas. Therefore, it is imperative to segment the data collection tools to better match the target audiences located in the rural, peri-urban, and urban areas.
- **Availability of procurement data:** There is a need for the availability of accurate statistical information that is made accessible to the public domain in relation to procurement information. At the present moment, the research could not be able to quantify the figures that are lost through corruption activities in the procurement processes in schools and HTE institutions.
- **Politicisation of the education sector:** the research team observed that there is high politicisation of the education sector in

- Zimbabwe which made it impossible to collect information from some individuals, stakeholders, and sectors. This was even made greater because the research coincided with the electoral cycle. Furthermore, there is a high level of mistrust when conducting research on and topic of this magnitude in the context of Zimbabwe. Therefore, there should be a lot of work that is done to conscientise all stakeholders about the research being done and the importance of their participation in the research process.

REFERENCES

- ARTUZ. 2018. ARTUZ Condemns Continued Abuse of Pupils and School Buses. Available online at <https://kubatana.net/2018/02/08/artuz-condemns-continued-abuse-pupils-school-buses/>. Accessed 13 September 2023.
- Bulawayo 24 News. 2011. 'Nepotism, corruption and centralised deployment of teachers worrying'. Available online at <https://bulawayo24.com/index-id-news-sc-national-byo-209053.html>. Accessed 1 August 2023. Published 16 September 2021.
- Chaminuka, L and Ndudzo, D. 2014. Asian Journal of Students and Staff Perceptions on Examination Malpractice and Fraud in Higher Education in Zimbabwe. Humanities and Social Sciences (AJHSS) Volume 2, Issue 2, 78-90.
- Chimhete, C. 2013. Corruption rife in school examinations. Available online at https://www.zimbabwesituation.com/news/zimsit_corruption-rife-in-school-examinations/. Accessed 12 September 2023. Published 13 October 2013 at the Zimbabwe Situation.
- Chingono, N. 2020. More than half of women in Zimbabwe have faced sextortion, finds survey. Available online at <https://www.theguardian.com/global-development/2020/feb/08/more-than-half-of-women-in-zimbabwe-have-faced-sextortion-finds-survey>. Accessed 1 August 2023. Published 8 February 2020.
- Chireshe, R. 2014. Academic dishonesty: Zimbabwe university lecturers' and students' views. South African Journal of Higher Education, Vol. 28 Issue 1, p 45-59.
- Dube, C. 2021. ZACC Moves To Arrest Teachers Doing Extra Lessons. Available online at <https://savannanews.com/zacc-moves-to-arrest-teachers-doing-extra-lessons/>. Accessed 13 September 2023.
- Dube, L. (2023). Culture, Law, and Discrimination Against Gay and Lesbian Learners in Zimbabwe. In: The Palgrave Handbook of Global Social Change. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-87624-1_151-1
- Dzenga, L. 2020. Just In: No church in schools for now: Government. Available online at <https://www.herald.co.zw/just-in-no-church-in-schools-for-now-govt/?fbclid=IwAR1Xwbn3orKXRehW0HmUrMq8DW4Bte1i21wyc-cxbTqjfKetvSi1Md6Wjvl>. Accessed 13 September 2023.
- Makaripe, T. 2022. Corruption rocks schools online enrolment platform. Available online at <https://www.newsday.co.zw/theindependent/slider/article/4137/corruption-rocks-schools-online-enrolment-platform>. Accessed 12 September 2023. Published 18 February 2022 at the Zimbabwe Independent.
- Mambo, E. 2014. State varsities, colleges in tender scams. Available online at https://www.zimbabwesituation.com/news/zimsit_state-varsities-colleges-in-tender-scams/. Accessed 13 September 2023. Published 21 March 2014 at the Zimbabwe Situation.
- Mangwanya, M and Muromo, L. 2023. Teachers defy ban on extra lessons. Available online at <https://www.newsday.co.zw/local-news/article/200010418/teachers-defy-ban-on-extra-lessons>. Accessed 13 September 2023. Published on 20 April 2023 on NewsDay.
- Manuel, C., Machakanja, P and Jeranyama, D. 2022. Inclusive Education, Rights of Persons with Disabilities and Policy: Mainstreaming PWDs at Africa University in Zimbabwe. Available online at <https://zimlilii.org/akn/zw/doc/paper/2022-12-01/inclusive-education-rights-of-persons-with-disabilities-and-policy-mainstreaming-pwds-at-africa-university-in-zimbabwe/eng@2022-12-01/source.pdf>. Accessed 3 February 2024.
- Mashanyare I, and Chinamasa, E. School Examinations leakage: Case of Zimbabwe Schools Examinations Council. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 19, Issue 4, Ver. I (Apr. 2014), PP 47-54.
- Munyoro, F. 2022. Enrolment scandal at Zimbabwe Ezekiel Guti University. Available online at <https://www.herald.co.zw/enrolment-scandal-at-zimbabwe-ezekiel-guti-university/#:~:text=SENIOR%20administrators%20at%20the%20Zimbabwe,the%20university%20to%20massive%20corruption>. Accessed 3 February 2024.
- Mushava, S. 2015. Corruption harms education sector. Available online at <https://www.herald.co.zw/corruption-harms-education-sector/>. Accessed 12 September 2023. Published 25 November 2015 at the Herald.
- Musonza, T. 2023. Government acts on extra lessons. Available online at <https://www.herald.co.zw/govt-acts-on-extra-lessons/>. Accessed 13 September 2023. Published on 28 February on The Herald.
- Ncube, L. 2016. Follow procurement procedures schools urged. Available online at <https://www.chronicle.co.zw/follow-procurement-procedures-schools-urged/>. Accessed 12 September 2023. Published 31 October 2016 at the Chronicle.

- Ndlovu, B. 2023. Corruption charges for Teachers demanding extra lessons fee. Available online at <https://www.sundaynews.co.zw/corruption-charges-for-teachers-demanding-extra-lessons-fee/>. Accessed 12 September 2023. Published 23 April 2023 at the Sunday News.
- Ndlovu, Z. 2023. 'Enact laws against discrimination of people with albinism'. Available online at <https://www.newsday.co.zw/local-news/article/200008539/enact-laws-against-discrimination-of-people-with-albinism>. Accessed 3 February 2024.
- Ndoro, T.E. 2023. No More Tolerating Teachers' Greed: Zimbabwe Anti-Corruption Commission Cracks Down on Extra Lessons. Available online at https://iHarare.com/no-more-tolerating-teachers-greed-zimbabwe-anti-corruption-commission-cracks-down-on-extra-lessons/#google_vignette. Accessed 13 September 2023. Published on 23 April 2023 on iHarare.
- Nemukuyu, D. 2015. Zimbabwe: DEO, HR Officer Suspended Over Teachers Scandal. Available online at <https://allafrica.com/stories/201510190229.html>. Accessed 1 August 2023. Published 17 October 2015.
- News Day. 2022. Graft, nepotism allegations rock GZU. Available online at <https://www.newsday.co.zw/local-news/article/4651/graft-nepotism-allegations-rock-gzu>. Accessed 1 August 2023. Published 18 April 2022
- Share, F. 2013. Zimbabwe: Massive Corruption Hits Education Sector. Available online at <https://allafrica.com/stories/201301100273.html>. Accessed 1 August 2023.
- The Herald. 2023. Education sector corruption should be addressed. Available online at <https://www.herald.co.zw/education-sector-corruption-should-be-addressed/>. Accessed 1 August 2023. 6 February 2023.
- Transparency International. 2011. [CRA: Topic Guide](#). Accessed 4 December 2023.
- Transparency International. 2017. Corruption in Education Services. Available online at <https://knowledgehub.transparency.org/assets/uploads/topic-guides/Topic-Guide-Corruption-in-Education.pdf>. Accessed 1 August 2023.
- Transparency International. 2020. [Breaking the Silence around Sextortion](#).
- Tshili, N. 2023. Schools sewing uniform corruption use black market rates for fees. Available online at <https://www.chronicle.co.zw/schools-sewing-uniform-corruption-use-black-market-rates-for-fees/>. Accessed 12 September 2023. Published 9 May 2023 at The Chronicle.
- UNESCO. 2023. Corruption and education: the gender dimension. Available online at <https://www.iiep.unesco.org/en/corruption-and-education-gender-dimension-14525>. Accessed 1 August 2023.
- UNICEF. 2017. The State of Accountability in the Education Sector of Zimbabwe. Country case study prepared for the 2017/8 Global Education Monitoring Report Accountability in education: Meeting our commitments. Available online at <https://unesdoc.unesco.org/ark:/48223/pf0000259553>. Accessed 1 August 2023.
- United Nations Human Rights Council (UNHRC). 2015. Final report of the Human Rights Council Advisory Committee on the issue of the negative impact of corruption on the enjoyment of human rights. 5 January. A/HRC/28/73. Available from www.refworld.org/docid/550fef884.html. Accessed 1 August 2023.
- Wouters, Jan, Cedric Ryngaert and Ann Sofie Cloots (2013). The Fight Against Corruption in International Law. Leuven Centre for Global Governance Studies Working Paper, no. 94. Leuven, Belgium: Katholieke Universiteit Leuven. Available from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2274775&rec=1&srcabs=2274653&alg=1&pos=2. Accessed 1 August 2023.
- ZimLive. 2022. Minister slams 'black' teachers for CALA cheating. Available online at <https://www.zimlive.com/minister-slams-black-teachers-for-cala-cheating/>. Accessed 1 August 2023. 12 June 2022.

ANNEXES

© 2014 by Phyllis K. Cole and Jagoda Brkljavić

DATA GATHERING TOOLS

Survey Questionnaire - CRA of the education sector in Zimbabwe

You have been included in this survey to elicit your views on your perceptions of CRA in the education sector in Zimbabwe. The objective of this survey is to generate empirical evidence to identify the functions and positions most prone to corruption risk in the education sector through a comprehensive analysis of activities and to develop effective prevention measures to minimise corruption risks. Given that the majority of corruption crimes in the education sector in Zimbabwe remain undetected, it is therefore prudent and imperative to conduct a CRA as a holistic preventive method in the fight against corruption in this sector.

For this survey, education corruption is defined as ***“the systemic use of one’s position of influence or authority in the provision of educational goods and services, for private or material gain”*** (adapted from Hallak and Poisson, 2002 in Radović-Marković2022).

Section 1: Socio-demographic Information			
NO	Questions and filters	Coding categories	Skip to
Q100	To which gender identity do you most identify?	Male Female Other.....	
Q101	What is your highest level of education completed?	Primary Secondary Diploma Tertiary (Degree) Masters Doctoral	
Q102	What is your age?	18-30 31-40 41-50 51-60 61+	
Q03	Which province are you currently based in?	Bulawayo Harare Manicaland Mashonaland Central Mashonaland East Mashonaland West Matabeleland North Matabeleland South Midlands Masvingo	
Q4	Which location are you currently based in?	Rural Peri Urban Urban	

<p>Q5</p>	<p>Which of the following categories best describes you? (circle the appropriate response)</p>	<ol style="list-style-type: none"> 1. Policymaker (i.e., elected MP or member of Cabinet) 2. Employee or representative of a Government Ministry, Department, Agency, Commission, Regulatory or Advisory Council 3. Employee or representative of a primary and secondary schools and Zimbabwean higher education and tertiary institution (HTE) 4. Student/Learner enrolled in a primary, secondary and Zimbabwean higher and tertiary education institution 5. Employee or representative of an Employers/Business Membership Organisation (BMO) 6. Employee or representative of a local civil society organisation (CSO), nongovernmental organisation (NGO), Consumer Group, Think Tank or Trade Union 7. Employee/representative of a Teachers Union/Lecturers' Associations in HTE institutions 8. Employee or representative of an Embassy, Charitable/philanthropic institution, Scholarship, Development partner or Multilateral agency supporting primary, secondary, higher and tertiary education institutions 9. Employee or representative of a Media institution 10. Member of the general public/parent/guardian of a learner/student at a primary, secondary, higher and tertiary education institution 	
Section 2: Overall perception or knowledge of corruption in the education sector			
<p>Q200</p>	<p>Compared with 3 years ago, do you think that the overall level of corruption in the education sector has increased or decreased? (Please mark one answer only)</p>	<ol style="list-style-type: none"> 1. Increased 2. Remained stable 3. Decreased 	
<p>Q201</p>	<p>What are the major drivers (internal and external) of corruption in the education sector? Internal or institutional drivers b) Systemic or external drivers</p>	<ol style="list-style-type: none"> 1. Volatile economic situation 2. Political patronage 3. Weak accountability and transparency measures 4. Poor procurement and audit processes 5. Failure of the enforcement of legal and institutional frameworks 6. Other (specify)..... <ol style="list-style-type: none"> 1. Lack of enforcement of procedures and regulations 2. Lack of, monitoring, accountability and transparency mechanisms for the education personnel 3. Lack of (or limited) participation of teaching staff, lecturers, students, parents 	

Q202	a) Which forms of corruption are mostly common within the education sector in Zimbabwe? (Choose the top 3)	1. Bribery 2. Nepotism 3. Sextortion 4. Favouritism 5. Absenteeism 6. Embezzlement 7. Political manipulation 8. Procurement irregularities 9. Other (specify).....	
Q203	In your view, what are the major impacts of these forms of corruption in the education sector?	
Q204	What possible mitigation strategies can be implemented to curb and reduce corruption in the education sector?	
Q206	Which of the following organisations/institutions do you think should deal with corruption in the education sector? (Choose all that apply)	1. Zimbabwe Anti -Corruption Commission (ZACC) 2. Police 3. Judicial system 4. National Prosecuting Authority 5. CSOs 6. Academic staff associations and teachers unions 7. Procurement Regulatory Authority of Zimbabwe (PRAZ) 8. Zimbabwe Gender Commission 9. Office of the Auditor General (OAG) 10. Parliament of Zimbabwe 11. Ministry of Primary and Secondary Education 12. Ministry of Higher and Tertiary Education, Science and Technology Development 13. Other (Please specify).....	
Section 3: Admission or enrolment			
Q301	Please identify the possible forms of corruption that exist in admission or enrolment processes in the education sector?	1. Bribery 2. Nepotism 3. Favouritism 4. Sexual favours 5. Other (please specify)	
Q302	Which corruption risks are associated with admission or enrolment processes in the education sector? (Choose all that apply)	1. Administration staff, lecturers and teachers are paid bribes to enroll pupils and students 2. Parents/guardians pay bribes in order for their children to get offers in schools/tertiary institutions. 3. Undeserving and underqualified students are given places after paying bribes 4. Women and Girls are susceptible to indulge in sexual corruption to be admitted or enrolled 5. Other (please specify).....	

Q303	At a scale of 1 to 5 , what is the likelihood of corruption occurring when a pupil/student is being admitted or enrolled in a school/HTE institution?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q304	At a scale of 1 to 5, what is the likelihood that administration staff, lecturers and teachers are paid bribes (monetary or non-monetary) to enroll pupils and student?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q305	At a scale of 1 to 5, what is the likelihood that parents/guardians pay bribes in order for their children to be admitted in schools/tertiary institutions?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q306	At a scale of 1 to 5, what is the likelihood that women and girls are susceptible to corruption during their admission and enrollment?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q307	a) What are the impacts of admissions or enrolment corruption on the education sector in Zimbabwe? b) What is the level of impact of these forms of corruption using a scale of 1 (very low impact) to 5 (very high impact)	The impacts are as follows: 1..... 2..... 3..... Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q308	What is the level of impact when administration staff, lecturers and teachers are paid bribes to enroll pupils and student?	. Low impact 2..... 3..... 4..... 5. High Impact	
Q309	What is the level of impact when parents/guardians pay bribes in order for their children to get offers in schools/tertiary institutions?	. Low impact 2..... 3..... 4..... 5. High Impact	
Q310	What is the level of impact when women and girls are susceptible to indulge in sexual corruption to be admitted or enrolled?	. Low impact 2..... 3..... 4..... 5. High Impact	
Q311	How are women affected by admissions or enrolment corruption in Zimbabwe?	Women are affected in the following ways: 1..... 2..... 3.....	
Q312	How are other vulnerable groups (e.g. people with disabilities, economically disadvantaged groups) affected by corruption in the education sector in Zimbabwe?	Other vulnerable groups are affected in the following ways: 1..... 2..... 3.....	
Q313	What mitigation strategies can be developed by the Ministry of Primary and Secondary Education, Ministry of Higher	The possible mitigation strategies that can be developed include the following: 1.....	

Section 4: Examination leakages and cheating			
Q401	Identify the possible forms of corruption that exist in examination processes in the education sector?	1. Fraud 2. Bribery 3. Cheating 4. Collusion 5. Plagiarism 6. Other (please specify)	
Q402	What corruption risks are associated with examination processes in the education sector? (Choose all that apply)	1. Examination systems are not strengthened enough 2. Bribes are paid to education administrators, teachers and lecturers 3. Women and girls are susceptible to indulge in sexual corruption 4. Other (please specify)	
Q403	At a scale of 1 to 5 , what is the likelihood of corruption when a pupil/student is writing examinations in a school/HTE institution?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q404	At a scale of 1 to 5, what is the likelihood of corruption when examination systems are not strengthened enough?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q405	At a scale of 1 to 5, what is the likelihood of corruption when bribes are paid to education administrators, teachers and lecturers during examinations?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q406	At a scale of 1 to 5, what is the likelihood of corruption when women and girls are susceptible to indulge in sexual corruption during examinations?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q407	a) What are the impacts of examination corruption on the education sector in Zimbabwe? b) What is the expected level of impact of these forms of corruption using a scale of 1 (low impact) to 5 (high impact)	The impacts are as follows: 1..... 2..... 3..... Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q408	What is the expected level of impact when examination systems are not strengthened enough?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q409	What is the expected level of impact when bribes are paid to education administrators, teachers and lecturers during examinations?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4.....	

Q410	In your view what is the level of impact of examination leakages on women and girls?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q411	How are women/ girls affected by examinations corruption in Zimbabwe?	Women are affected in the following ways: 1..... 2..... 3.....	
Q412	How are other vulnerable groups (e.g. people with disabilities, economically disadvantaged groups) affected by examinations corruption in the education sector in Zimbabwe?	Other vulnerable groups are affected in the following ways: 1..... 2..... 3.....	
Q413	What mitigation strategies can be developed by the Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Anti -corruption agencies in dealing with examinations corruption in the education sector?	The possible mitigation strategies that can be developed include the following: 1..... 2..... 3..... 4.....	
Section 5: Staff Recruitment			
Q501	Identify the possible forms of corruption that exist in staff recruitment processes in the education sector?	1. Bribery 2. Nepotism 3. Favouritism 4. Fraud 5. Other (please specify).....	
Q502	What corruption risks are associated with staff recruitment processes in the education sector? (Choose all that apply)	1. Staff recruitment is not based on merit 2. Women are susceptible to sextortion 3. Transfer of staff 4. Promotion of staff 5. Appointment of unqualified personnel 6. Other (please specify).....	
Q503	At a scale of 1 to 5 , what is the likelihood of corruption when a staff is being recruited in a school/HTE institution?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q504	At a scale of 1 to 5, what is the likelihood of corruption when staff recruitment is not based on merit?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q505	At a scale of 1 to 5, what is the likelihood of corruption when women are susceptible to sextortion during staff recruitment?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q506	At a scale of 1 to 5, what is the likelihood of corruption during the promotion (recruitment) of staff with the education sector?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	

Q507	At a scale of 1 to 5, what is the likelihood of corruption when there is appointment/ recruitment of unqualified personnel?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q508	a) What are the impacts of corruption in staff recruitment within the education sector in Zimbabwe? b) What is the expected level of impact of these forms of corruption using a scale of 1 (low impact) to 5 (high impact)	The impacts are as follows: 1..... 2..... 3..... Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q509	What is the expected level of impact when staff recruitment is not based on merit?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q510	What is the expected level of impact when women are susceptible to corruption during staff recruitment?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q511	What is the expected level of impact during the transfer of staff?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q512	What is the expected level of impact during the promotion of staff?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q513	What is the expected level of impact in the appointment of unqualified personnel?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q514	How are women/ girls affected by staff recruitment corruption in the education sector in Zimbabwe?	Women are affected in the following ways: 1..... 2..... 3.....	
Q515	How are other vulnerable groups (e.g. people with disabilities, economically disadvantaged groups) affected by staff recruitment corruption in the education sector?	Other vulnerable groups are affected in the following ways: 1..... 2..... 3.....	

Section 6: Irregular procurement processes			
Q601	Identify the possible forms of corruption that exist in irregular procurement processes in the education sector?	1. Bribery 2. Embezzlement 3. Nepotism 4. Fraud 5. Other (please specify)	
Q602	Which corruption risks are associated with irregular procurement processes in the education sector? (Choose all that apply)	1. Lack of accountability and transparency 2. Hindrance of the delivery of education services to vulnerable groups 3. Confidentiality principles and ad hoc decision-making without a proper paper trail 4. Embezzlement of funds 5. Other (please specify)	
Q603	On a scale of 1 to 5 , what is the likelihood of corruption in procurement processes in a school/HTE institution?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q604	On a scale of 1 -5, what is the likelihood that girls and young women are affected by irregular procurement corruption in the education sector in Zimbabwe?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q605	What is the impact of corruption in procurement processes in a school/HTE institution?	1. Low..... 2..... 3..... 4..... 5. High.....	
Q606	How are women/ girls affected by irregular procurement corruption in the education sector in Zimbabwe?	
Q607	What is the expected level of impact when women/ girls are affected by irregular procurement corruption in the education sector in Zimbabwe?	1. Low..... 2..... 3..... 4..... 5. High.....	
Q608	How are other vulnerable groups (e.g. people with disabilities, economically disadvantaged groups) affected by irregular procurement corruption in the education sector in Zimbabwe?	Other vulnerable groups are affected in the following ways: 1..... 2..... 3.....	
Q609	What mitigation strategies can be developed by the Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Anti -corruption agencies in dealing with irregular procurement corruption in the education sector in Zimbabwe?	The possible mitigation strategies that can be developed include the following: 1..... 2..... 3..... 4.....	

Section 7: Misuse of property/assets			
Q701	Identify the possible forms of corruption that exist in the misuse of property/assets in the education sector?	1. Bribery 2. Embezzlement 3. Fraud 4. Other (please specify).....	
Q702	Which corruption risks are associated with misuse of property/assets in the education sector? (Choose all that apply)	1. Property/assets misuse by administrators, teachers and lecturers for their personal use and gain 2. Non-educational objectives are pursued 3. Other (please specify).....	
Q703	On a scale of 1 to 5 , what is the likelihood of corruption in the use of property/assets in a school/HTE institution?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q704	On a scale of 1 to 5 , what is the likelihood of corruption in property/assets misuse by administrators, teachers and lecturers for their personal use and gain?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q705	At a scale of 1 to 5 , what is the likelihood of corruption if non-educational objectives are pursued?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....	
Q706	a) What are the impacts of the misuse of property/assets corruption on the education sector in Zimbabwe? b) What is the expected level of impact of these forms of corruption using a scale of 1 (low impact) to 5 (high impact)	The impacts are as follows: 1..... 2..... 3..... Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q707	What is the expected level of impact when property/assets is misused by administrators, teachers and lecturers for their personal use and gain?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q708	What is the expected level of impact when non-educational objectives are pursued?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact	
Q709	How are women affected by misuse of property/assets corruption in the education sector in Zimbabwe?	Women are affected in the following ways: 1..... 2..... 3.....	
Q710	How are other vulnerable groups (e.g. people with disabilities, economically disadvantaged groups) affected by misuse of property/assets corruption in the education sector?	Other vulnerable groups are affected in the following ways: 1..... 2..... 3.....	

Section 8: Extra lessons/supplementary tutoring		
Q801	Identify the possible forms of corruption in extra lessons/supplementary tutoring in the education sector?	1. Bribery 2. Sexual favours 3. Other (please specify)
Q802	What corruption risks are associated with extra lessons/supplementary tutoring in the education sector? (Choose all that apply)	1. Teachers and lecturers are not fully committed towards their duties and demand bribes 2. Women and girls are susceptible to indulge in sexual corruption 3. Other (please specify).....
Q803	At a scale of 1 to 5 , what is the likelihood of corruption in extra lessons/supplementary tutoring in a school/HTE institution?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....
Q804	At a scale of 1 to 5 , what is the likelihood of corruption when women are providing extra lessons/supplementary tutoring?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....
Q805	At a scale of 1 to 5 , what is the likelihood of corruption when women and girls are receiving extra lessons/supplementary tutoring?	The likelihood scale is: 1..... 2..... 3..... 4..... 5.....
Q806	a) What are the impacts of extra lessons/supplementary tutoring on the education sector in Zimbabwe? b) What is the expected level of impact of these forms of corruption using a scale of 1 (low impact) to 5 (high impact)	The impacts are as follows: 1..... 2..... 3..... Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact
Q807	What is the level of impact when women are providing extra lessons/supplementary tutoring?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact
Q808	What is the level of impact when women and girls are receiving extra lessons/supplementary tutoring?	Please indicate the level the level of impact using the following scales: 1. Low impact 2..... 3..... 4..... 5. High Impact
Q809	How are women and girls affected by extra lessons or supplementary tutoring corruption?	Women and girls are affected in the following ways: 1..... 2..... 3.....
Q810	How are other vulnerable groups (e.g. people with disabilities, economically	Other vulnerable groups are affected in the following ways:

Interview Guide-CRA in the education sector in Zimbabwe

1. To what extent do you believe corruption is a problem in the education sector in Zimbabwe? (*Probe: small extent, large extent*)
2. Compared with 5 years ago, do you think that the overall level of corruption in the education sector has increased, remained stable or decreased?
3. Identify the possible forms of corruption that exist in the education sector amongst the following? (*Probe: admission/enrolment, examinations, staff recruitment, procurement processes, property/assets, extra lessons/supplementary tutoring*)
4. What is the likelihood of corruption taking place amongst the following, rate on a scale of 1 to 5? (*Probe: admission/enrolment, examinations, staff recruitment, procurement processes, property/assets, extra lessons/supplementary tutoring*)
5. In your opinion, who and what are the major drivers of the above mentioned corruption practices in the education sector? (*Probe: Internal and external factors*)
6. What are the possible major impacts of corruption on the education sector? What is the expected effect on the foreseen result? (*Probe: low impact, high impact*)
7. How are women affected by the following corruption practices in the education sector? (*Probe: admission/enrolment, examinations, staff recruitment, procurement processes, property/assets, extra lessons/supplementary tutoring*)
8. How are vulnerable groups such as people with disabilities, people from poor backgrounds, girls and youths to mention a few affected by the following corruption practices in the education sector? (*Probe: admission/enrolment, examinations, staff recruitment, procurement processes, property/assets, extra lessons/supplementary tutoring*)
9. What control measures exist in dealing with corruption in the education sector?
10. What mitigation strategies can be developed by the Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Anti-Corruption Agencies in addressing corruption in the education sector?
11. In your opinion, what do you think is the current risk score of corruption in the education sector in Zimbabwe? (*Probe: Rate between 1 (low risk)-5 (high risk)*)

About Transparency International Zimbabwe (TI Z)

Transparency International Zimbabwe (TI Z) is a non-profit, non-partisan systems-oriented local chapter of the international movement against corruption. Its broad mandate is to fight corruption and related vices through networks of integrity in line with the Global Strategy. TI Z believes corruption can only be sufficiently tackled by all citizens including people at the grassroots level.

Vision

A Zimbabwean society free from all forms of corruption and practices.




Mission

We exist to be knowledge-driven and evidence-based anti-corruption civil society organisation that practices and promotes transparency, accountability, and integrity in all sectors to achieve good governance.

Contact Details

96 Central Avenue
P.O. Box Cy 434, Causeway Harare, Zimbabwe
Tel: +263 242 793 246/7, +263 78 209 1460
VOIP Calls: 08677004072

www.tizim.org

-  TIZIM_info
-  TIZim_info
-  transparencyintzim