



ETHICS AND ANTI-CORRUPTION COMMISSION

# Manual for the Establishment of Integrity Clubs in Institutions of Learning in Kenya



**INTEGRITY CLUB**

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# **Manual for the Establishment of Integrity Clubs in Institutions of Learning in Kenya**

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## FOREWORD

The Ethics and Anti-Corruption Commission is mandated to fight corruption and economic crimes. The Commission carries out this mandate through Law Enforcement, Prevention and Public Education. The Commission draws its education mandate under section 13 of the Ethics and Anti-Corruption Commission Act, 2011.

Since 2005, the Commission has developed responsive programmes mainstreaming good governance, anti-corruption, ethics and integrity in the public, private, and civil society sectors. It has provided strategic curricula and co-curricula interventions within the formal education sector. In this regard the Commission has collaborated with the Ministry of Education and its Semi Autonomous Governmental Agencies in capacity building and curriculum enrichment programmes. The Department of Education has trained Provincial Directors of Education, District Education Officers, Quality and Standards Assurance Officers, the Kenya National Association of Parents, a select number of Education Managers such as School Principals in addition to conducting conferences for university student leaders on governance and integrity.

Society expects educators to enable learners develop their cognitive, affective and psychomotor capacities to the fullest possible level. We must all be aware that bad governance, fraud and corruption are the greatest impediments to achieving the Millennium Development Goals (MDGs), Education for All (EFA), Kenya Vision 2030 and other national development targets. The World Bank Institute has singled out five key governance elements as Accountability, Transparency, Responsibility, Uniformity and Responsiveness. In the Human Rights Approach to Development state parties are under obligation to respect, protect, provide and fulfill the rights of citizens. Under this arrangement citizens are rights holders while those holding delegated position of power and authority are duty bearers. Authority assigned to a State Officer is public trust to be exercised in a manner that is consistent with the purposes of the Constitution which demonstrates respect for the people and promotes public confidence. In addition, such authority must promote public good, honour the Nation and dignify the office of the State Officer. Equally, such authority must be used to serve the people rather than rule over them. Bad governance can only be linked to failure of the state to implement programmes that adhere to the five elements. This state of affairs leads to misery among majority of citizens, largely the youth, who suffer indignity and moral deficits. This has led to a culture that glorifies vice.

Education is instrumental in bequeathing learners with a set of habits, values and virtues that ensure social cohesion, national survival and continuity. The main purpose of Integrity Clubs is to enable learners to pursue integrity and ethics as the foundations of their lives. These Clubs will give learners an opportunity to discuss moral dilemmas which they encounter in their



personal and communal lives. The clubs intend to give learners an opportunity to interact with moral issues in a structured manner. To this end, the Commission in collaboration with the Ministry of Education launched Integrity Clubs on 17th November, 2010 at the Kenya Institute of Education. The Ministry of Education, thereafter, issued a circular, herein attached to this Manual, directing all institutions of learning to establish Integrity Clubs.

I highly recommend this Manual for use in all institutions of learning as a means of curbing corruption and unethical conduct among young people and the society at large. Part One of this Manual contains a broad mix of Modules that provide the foundational understanding of the phenomenon of corruption and offers principles that must be embraced and lived for a sound society. Part Two of this Manual outlines the framework for the establishment of Integrity Clubs.

I urge teachers and all education stakeholders to establish Integrity Clubs in their respective schools, colleges and universities as directed by the Ministry of Education.



**Irene C. Keino, MBS**  
**Vice Chairperson**  
**Ethics and Anti-Corruption Commission**

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**Halakhe D. Waqo, ACI Arb**  
**Secretary / Chief Executive Officer**

## ACRONYMS AND ABBREVIATIONS

AUCPCC	African Union Convention on Preventing and Combating Corruption
CBOs	Community Based Organization
CEO	Chief Executive Officer
COK	Constitution of Kenya 2010
EACC	Ethics and Anti-Corruption Commission
ECDE	Early Childhood Development and Education
EFA	Education For All
IEC	Information Education and Communication
IIEP	International Institute of Educational Planning
KACC	Kenya Anti-Corruption Commission
KESSP	Kenya Education Sector Support Programme
MDGs	Millennium Development Goals
NGOs	Non-Governmental Organizations
SAGA	Semi-Autonomous Government Agency
TI	Transparency International
TV	Television
UN	United Nations
UNCAC	United Nations Convention against Corruption
UNESCO	United Nations Educational, Scientific and Cultural Organization
YMCA	Young Men Christian Association
YWCA	Young Women Christian Association



## INTRODUCTION

Children spend a large part of their time in schools which become the foundation for constructing meaning for living and a bridge to understanding the values of life. Consequently, teachers are expected to educate children to acquire knowledge and skills that would result in total development of a child's personality. This education should meet a child's cognitive, social, moral, spiritual, emotional and physical needs. This would assist to counter corruption, violence and crime that have increased in the society as evidenced by the numerous reports in the print and electronic media.

A society where the people are ethical due to the education that they have received is overall a healthy society. Cicero, a scholar, stated that, "within the character of the citizen lies the welfare of the nation". An education system should thus aim at not only equipping learners with academic knowledge but with skills, abilities and attitudes that enable the learner to make informed and responsible choices that promote zero tolerance to corruption. This is because the learners of today become tomorrow's leaders.

Many governments in the world recognize the importance that increased levels of education have on improving their economies, their citizens' quality of life, eliminating poverty, disease and ignorance. The Government of Kenya spends between 28% and 35% of its annual budget on education as it is the driver of socialization, change and development. On the other hand citizens have a right to information and increasingly will demand that their governments, educational service providers and managers must be held accountable in relation to the provision of education. Traditional society and educational practice encouraged learners to be obedient and uncritical in relation to their lived realities. Those that took initiative to question such realities were penalized. Consequently, such societies bred adult citizens who did not take responsibility and ownership of their societies.

In 2000 the Government of Kenya set up a Commission of Inquiry into the Education System of Kenya which produced the Koech Report. The Commission recommended Totally Integrated Quality Education and Training (TIQET). TIQET was meant to result in national unity, mutual social responsibility, accelerated industrial and technological development, lifelong learning and adaptation in response to changing circumstances. In seeking to achieve the Millennium Development Goal of achieving universal primary education by 2015, the Government of Kenya introduced Free Primary Education (FPE) in 2003. Various constraints have hampered the acquisition of a good education by a majority of citizens. Endemic corruption and lack of ethical values are some of these obstacles that hinder the achievement of a good education by a majority of Kenyans.

Corruption negatively impacts on quality, quantity, equity, and relevance of educational provision in relation to employment opportunities, life skills, positive attitude formation, and good citizenry. Corruption in the Education Sector is manifested in the following ways: school places being offered to children from certain communities or children of ‘well connected’ individuals, good grades obtained through bribes to teachers, exam questions sold in advance, teaching qualifications obtained fraudulently, school property used for commercial purposes, embezzlement of funds intended for teaching materials, teacher recruitment and postings influenced by bribes or sexual favours. Consequently corruption is a grave concern that requires concerted efforts to redress.

A good education system should foster empowerment, responsibility, and critical thinking among learners. Learners should be encouraged to become active participants in the learning process and indeed management of the institutions. This can effectively be achieved through the involvement of the youth in Civic Education.

Civic Education is a process whereby citizens learn to participate effectively in the democratic and developmental process of the country. It is an important means for capacity development of the members of society by empowering them for effective civic engagement. It is an essential component in strengthening a society’s ability to manage its own affairs and is complementary to capacity development on the individual and institutional levels. For a democracy to survive and flourish, a critical mass of its citizens must possess the skills, embody the values, and manifest the behaviours that accord with democracy. They must know enough about the basic features of a democratic political system to be able to access it when their interests are at stake, and they must believe in the importance of certain key democratic values, such as tolerance for divergent viewpoints and support for the rule of law. They must also be willing and able to participate in local and national politics, and they must believe that their participation is important to the continued viability of the democratic political system. As they participate in family and neighbourhood activities, join local organizations, move through the educational system, and are exposed to a free and independent media, the youth and citizens at large have the opportunity to absorb and practice the basic norms of a democratic culture.

Communication and access to information are also integral to Civic Education. At the core of Civic Education are the values and principles of transparency, participation, responsiveness, accountability, empowerment and equity.

Empowerment has different meanings in different socio-cultural and political contexts. Terms associated with empowerment include self-strength, control, self-power, self-reliance, own choice, life of dignity in accordance with one’s values, capability to fight for one’s rights, independence, own decision making, being free, awakening and capability. Empowerment is

of intrinsic value; it also has instrumental value. Empowerment is relevant at the individual and collective level, and can be economic, social, or political. The term can be used to characterize relations within households or between poor people and other actors at the global level.

In this particular discourse, the establishment of Integrity Clubs is an important form of empowerment. The setting up of such Clubs could coalesce into a national Integrity Movement that fosters ethical, responsible and caring young people modelling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools to instill in their students important, core ethical values such as caring, honesty, fairness, responsibility and respect for self and others; and citizenship.

Kenya's education system has placed much emphasis on the cognitive aspect of the curriculum. In this regard, much emphasis has been put on academic excellence at the expense of positive values and a proper character formation for the youth. Fostering values through the school curriculum still remains a great challenge. The system of accessing success is far too reliant on academic performance and hardly promotes the inculcation of values. The setting up of Integrity Clubs in Kenya's institutions of learning is a deliberate strategy by the Ethics and Anti-Corruption Commission, the Ministry of Education and other stakeholders to place values at the forefront of Kenya's education system. The learners enrolling in the Club will achieve many benefits using "out-of-class forums" where it is hoped that learning will be experiential, long-lasting and optimal.

**PART ONE**

**TRAINING NOTES FOR PATRONS AND CLUB MEMBERS**



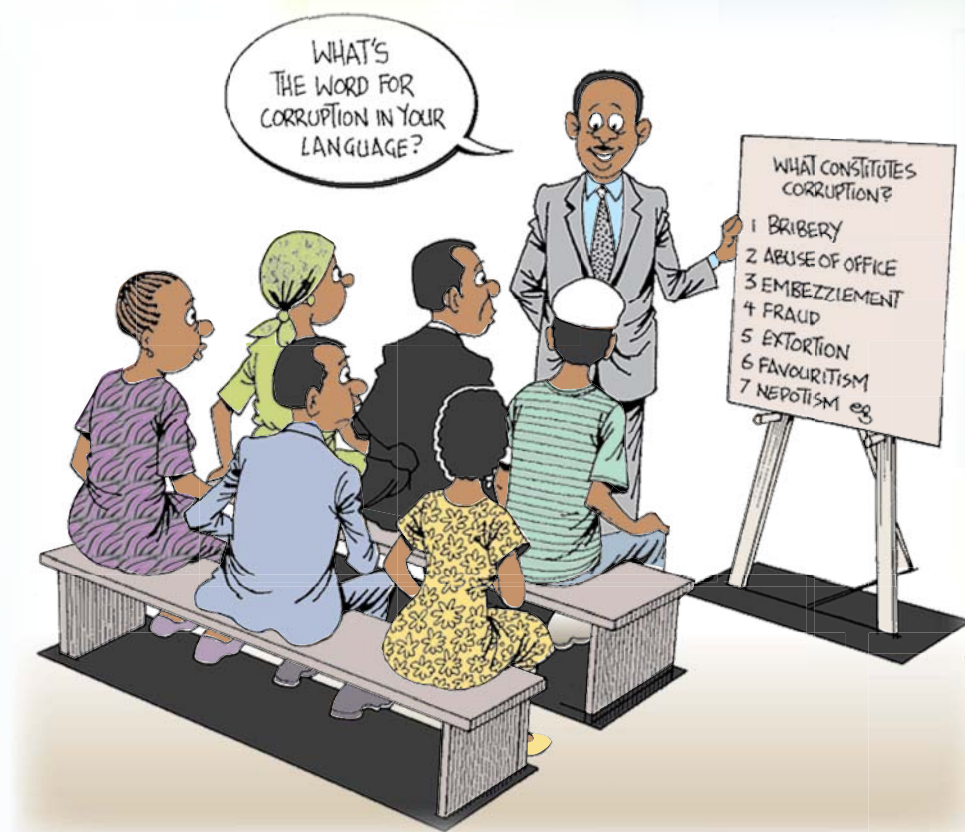
## MODULE I

# MEANING OF CORRUPTION

### Introduction

The phenomenon of corruption is not easy to define in very precise terms. The word 'corruption' is derived from Latin word 'corruptus' meaning to abuse or destroy. Numerous definitions have been offered by various scholars and institutions. The United Nations Development Programme and Transparency International define Corruption as the abuse or misuse of entrusted power, office, or resources (by either elected government officials or those in private sectors) for personal or private gain. Section 45 of the Anti-corruption and Economic Act provides the ingredients of conduct which constitute corruption including bribery, theft, embezzlement, fraud and evasion of payment of government revenue/taxes.

Corruption undermines young people's ability to work towards a brighter future. It denies them access to education, health care, economic opportunities, development as well as safe environments devoid of poverty and discrimination. For the war against corruption to be won, an anti-corruption culture has to be cultivated within the country's citizenry. This



will begin by sowing seeds of values, integrity, compliance to the law and intolerance to corruption in young people. Through anti-corruption education, the Commission seeks to engage the youth in enhancing their skills, knowledge and building their capacity to fight corruption and promote integrity. Where integrity lacks, corruption thrives. It is important

that learners understand the meaning of corruption, its causes and effects; appreciate the benefits of fighting corruption by shunning corruption and upholding integrity.

### **Definition of Corruption**

There are various definitions of the word corruption. Corruption can be defined as:

- The impairment of integrity, virtue or moral principles.
- Any conduct or behaviour where a person entrusted with public or private responsibility or authority violates it for personal gain or advantage of others close to him or her.
- An act of commission or omission resulting in personal gain at public expense.
- Dishonesty in matters of trust.

The Anti-Corruption and Economic Crimes Act, 2003, lists the following acts that constitute corruption:

- i. Abuse of office
- ii. Embezzlement of public funds
- iii. Misappropriation of public funds
- iv. Bribery
- v. Fraud
- vi. Breach of Trust
- vii. Dishonesty in matters of tax
- viii. Favouritism (tribalism, nepotism, cronyism etc)
- ix. Conflict of interest
- x. Bid rigging
- xi. Damage of public property
- xii. Engaging in a project without prior planning
- xiii. Failing to follow procurement and disposal rules

### **Manifestation of Corrupt and Unethical Practices in Institutions of Learning**

- o Strikes
- o Bullying
- o Cheating in examinations
- o Sexual harassment
- o Favouritism in bursary and scholarship allocation
- o Theft
- o Bribing student leaders for preferable treatment
- o Bribing school principals for admission
- o Bribing security men to sneak in and out of school
- o Bribing staff and security personnel to sneak contraband into the school community
- o Using public property for personal advantage



- o Conflict of interest (where personal interests interferes with the objectivity required)
- o Favouritism, nepotism, tribalism in hiring, promotion and training of staff
- o Bureaucracy for private gain (creating bottlenecks in the provision of service so as to create pressure and extort others to pay bribes).

### **Classification of Corruption**

Corruption can be classified into two main categories namely;

#### **a) Grand Corruption**

Grand corruption involves substantial amounts of money. It is usually perpetuated by high-level officials. Examples of grand corruption in Kenya include: The Goldenberg, Anglo Leasing and Free Primary Education Funds Scandal.

#### **b) Petty Corruption**

Petty corruption involves small amounts of money such as stealing of petty cash, bribing student leaders and school cooks or government officials.

It is important to note that both grand and petty corruption have grievous repercussions. Petty corruption gradually amounts to grand corruption. For example, a bribe of Ksh. 200 to a traffic officer to let go an unroadworthy vehicle, which thereafter kills its crew and other members of the public. How much is the cost of such deaths? In that incident, you will have lost fathers and mothers who are breadwinners, professionals, future leaders, among others. No amount of money can compensate the lives lost through road accidents.

### **Red Flags on Corrupt/Unethical Practices**

- Abuse of Office
- Conflict of Interest
- Bid Rigging
- Fraud
- Embezzlement
- Wrong Invoicing
- Theft and Pilfering
- Misuse and Misappropriation of Clients Resources
- False Certification
- Breach of Trust
- Tax Evasion
- Implementing Projects without Planning
- Poor Project Supervision
- Misuse of Discretionary Power
- Poor Documentation and Records Management

- Lax Accountability, Transparency and Responsive Mechanisms
- Failure to Adhere to Professional Standards

### **Effects of Corruption**

Some of the effects of corruption are:

- Increased poverty
- Economic decline
- Increased insecurity
- Exorbitant prices for services and goods
- Poor performance in schools
- Waste of funds through hiking costs of projects
- Poor infrastructure; i.e. poor state of roads
- Disregard for pillars and standards
- Reduced opportunities for employment

### **Effects of corruption on Education**

1. Denied access to education
2. High cost of education
3. Low quality of education
4. Lack of learning resources such as classrooms, books, desks and writing material
5. Absenteeism by teachers and school administrators
6. Lack of motivation by the students, teachers and the school community
7. Discourages donors funding the Education Sector
8. Exorbitant prices for services and goods in the Education Sector



## **Costs of Corruption on Government**

Corruption burdens government in the following ways:

1. It reduces the overall wealth in a country, since it can discourage businesses from operating in a corrupt setting.
2. It reduces the amount of money available to the government to offer goods and services such as payment for workers, books, medicine and computers.
3. It distorts the way the government uses its money. The result is that schools, health care facilities, roads, sewer systems, police service and other law enforcement services, and many other services that governments provide are worse than they would otherwise be.
4. It creates unfairness and allows those with money or connections to bend the law or government rules in their favour. They can pay off judges, for example, or divert scarce drinking water to their land. For these reasons, corruption harms the environment.
5. It reduces citizens' trust in the government.

## **Methods of Fighting Corruption**

Methods of fighting corruption vary from country to country and include the following:

1. Citizens taking personal initiatives to curb corruption.
2. Members of the public collectively demanding positive change from the government.
3. Citizens ensuring that only people of integrity are appointed to leadership positions.
4. Leaders upholding integrity and the rule of law in order to strengthen the fight against corruption.
5. Creation and empowerment of anti-corruption bodies and enforcement of laws by the government.

## **Benefits of fighting Corruption**

The following are some of the benefits of combating corruption in our country:

- Quality service from public officers
- Improved infrastructure
- Increased public confidence in government
- Equitable distribution of resources and opportunities
- Increase in foreign and local investment
- Regard for the rule of law
- Efficient and effective use of public funds
- Poverty reduction
- Economic empowerment

## **Role of an Individual in Fighting Corruption**

Below are some suggestions of what an individual could do to fight corruption:

1. Refuse to pay bribes
2. Send anti-corruption articles to the media or newsletters
3. Respect and protect public property
4. Avoid engaging in corruption
5. Report cases of corrupt practices to the Commission or other relevant bodies
6. Be a role model
7. Develop interest in national issues
8. Stigmatize ill-gotten wealth
9. Correct and reprimand bad behaviour
10. Name and shame corrupt people
11. Talk to everyone about the evils of corruption

### **Activities**

1. Debate: There is no difference between Petty and Grand Corruption.
2. List and discuss ways in which corruption manifests itself among students.

## MODULE II

# CORRUPTION AND CHILD RIGHTS

### Introduction

All human beings have rights. The United Nations Convention on the Rights of the Child identifies several of these rights. In addition, the Constitution of Kenya guarantees Rights of children and provides for enactment of laws that specify penalties and punishment against violators of such Rights. The purpose of recognizing and protecting child rights is to preserve the dignity of children.

### Definition of Terms

**Rights** - are entitlements which are important for the well being of human beings.

**Child** - is a person below 18 years of age according to the United Nations Convention on the Rights of the Child.

**Child Rights** - refer to entitlements of children to ensure their survival, development, protection and participation.

### Classification of Child Rights

#### 1. Survival Rights

Survival rights determine the day-to-day life of a child. They entail the right to life and basic needs such as food, shelter and clothing.

#### 2. Development Rights

Development rights relate to progressive growth of a child. These rights include:

- Right to Education
- Right to play and leisure
- Right of access to information
- Right to Social Security
- Right to parental love

#### 3. Protection Rights

Protection rights relate to care and responsibility towards children. Children should be protected from child trafficking, child prostitution, child discrimination, disasters, abuse, drug abuse, neglect, child labour and harmful cultural practices.

#### 4. Participation Rights

These refer to entitlements of children to active engagement in societal activities. Inclusion



of children in societal activities enables them to have holistic mental, social and spiritual development so that they may become useful members of society. Participation rights include:

- Right to expression
- Right to form views
- Right to thought, conscience and religion
- Right of association
- Right to participate in cultural and artistic activities.

### **Effect of Corruption on Child Rights**

Every person has a basic right to live in a corruption-free society. Corruption is a stumbling block to realization of human rights. In situations where corruption is practised, those who have power, means and connection could easily compromise justice. As a result, critics of injustice could get punished unlawfully and wrongfully. Corruption affects child rights in the following ways:

### **Survival Rights –**

Corruption affects rights to survival in the following ways:

- i. Procurement of substandard medicine thus denying children basic healthcare
- ii. Embezzlement or misappropriation of funds meant for education
- iii. Poor service delivery
- iv. Insecurity such as organized gangs and kidnappers threatening the survival of children
- v. Unfair treatment of the child
- vi. Denies children adequate food, shelter and clothing.

### **Development Rights-**

Corruption affects a child's development rights in the following ways:

- i. Corrupt individuals grab public land/fields meant for playground thus denying children of their right to play and leisure.
- ii. Erosion of morals and values in the society pollute and pervert the minds of children.
- iii. Corruption leads to secrecy and lack of transparency in management of public funds such as bursaries.
- iv. Corruption leads to favouritism in the distribution of resources among children favouring the rich and those who have means against the poor.

### **Protection Rights-**

Corruption violates the child's protection rights in the following ways:

- i. Corruption leads to increased poverty thus forcing children to work as labourers in order to supplement family income.
- ii. Corruption leads to impunity by corrupt wealthy people who pervert the justice



system encouraging social injustices such as child trafficking and drug addiction.

- iii. Corruption leads to unemployment and retrenchments that leads to parents neglecting or inadequately providing for their children.

### **Participation Rights-**

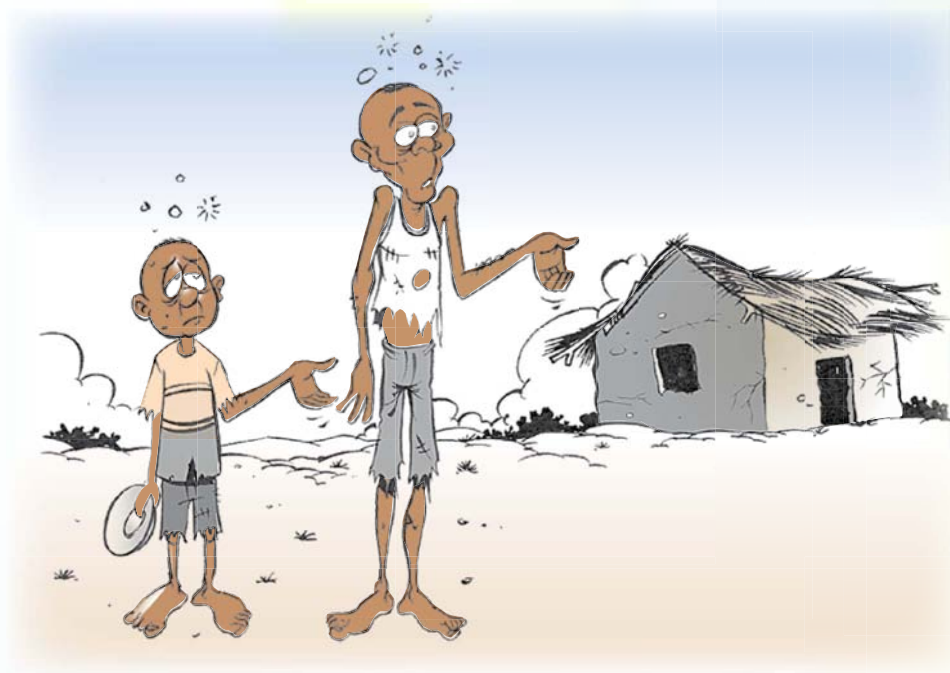
Corruption hinders participatory rights of a child in the following ways:

- i. The secretive nature of corruption denies children their right to information that could make them participate effectively in decision making.
- ii. Corruption promotes tribalism thus limiting the child's right to association
- iii. Corruption suppresses and denies children the opportunity to explore and maximise their talents.

### **Activities**

As a Kenyan Citizen, you have both rights and obligations.

- 1. Discuss your rights and obligations to your family, club and country.
- 2. Write a 2-page composition on how corruption affects your survival rights.
- 3. Develop a skit to demonstrate the effects of corruption on child rights.



### **1. Rights of Children: Article 53 Constitution of Kenya 2010**

- 2. *“Every child has a right to their childhood - a hopeful existence free of exploitation, violence, neglect and extreme poverty ...” (Convention on the Rights of the Child).*

## MODULE III GOVERNANCE

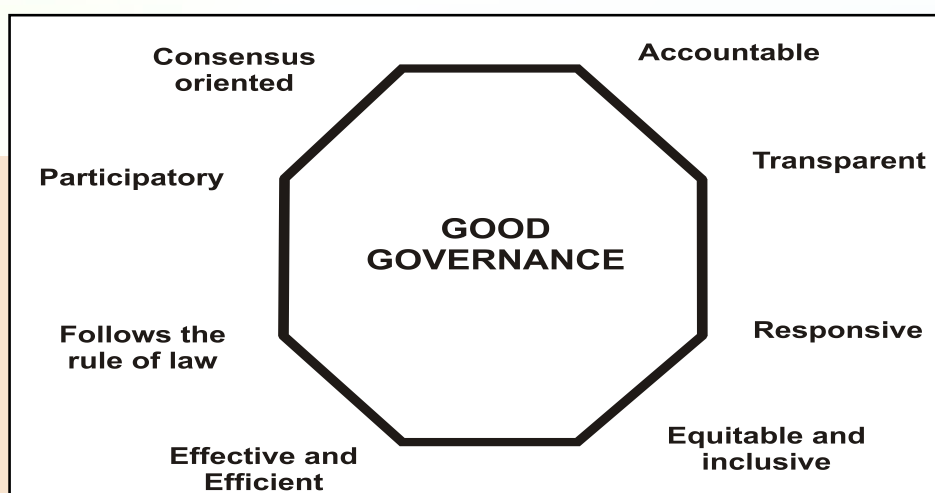
Governance is the process whereby public institutions conduct public affairs, manage public resources and guarantee the realization of human rights; it is the process and institutions by which authority in a country is exercised. It is also the process by which governments are selected, held accountable, monitored and replaced. The concept of governance presupposes a situation where a government will demonstrate its capacity to manage, formulate, implement, and enforce good policies and regulations. Although the term has been associated with public sector management, it is increasingly being used in the private sector as well in reference to corporate leadership and decision making processes.

### What is Good Governance?

Good governance entails the effective implementation of policies in a manner essentially free of abuse and corruption, and with due regard for the rule of law. The true test of “good” governance is the degree to which it delivers on the promise of human rights: civil, cultural, economic, political and social rights. Good Governance means competent management of resources and affairs in a manner that is open, transparent, accountable, equitable and responsive to people’s needs. Good Governance is an essential precondition for sustainable development. Poor governance stifles and impedes development. In countries where there is corruption, poor control of public funds, lack of accountability, abuse of human rights and excessive military influence, development inevitably suffers.

Good governance has 8 major characteristics:

- Participatory
- Consensus oriented
- Accountable
- Transparent
- Responsive
- Effective and efficient
- Equitable and inclusive; and
- Follows the rule of law.



## **Good Governance**

### **Participation**

- Participation by both men and women is a key cornerstone of good governance.
- Participation could be either direct or through legitimate intermediate institutions or representatives.
- It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making.
- Participation needs to be informed and organized.

### **Rule of law**

- Good governance requires fair legal frameworks that are enforced impartially.
- It also requires full protection of human rights, particularly those of minorities.
- Impartial enforcement of laws requires an independent judiciary and impartial and incorruptible law enforcement agencies such as the police service.

### **Transparency**

- Transparency means that decisions taken and implemented in a manner that is transparent and accessible.
- It also means that information is freely available and directly accessible to those who will be affected by such decisions taken and their enforcement.
- It also means that enough information is provided and that it is provided in easily understandable forms and media.

### **Responsiveness**

- Good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe.
- Responsiveness means that institutions and those who serve in them ensure that service is prompt and sensitive to the clients' needs.

### **Consensus oriented**

- There are several actors and as many view points in a given society.
- Good governance requires mediation of the different interests in society to reach a broad agreement in society on what is in the best interest of the whole community and how this can be achieved.
- It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development.
- This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

### **Equity and inclusiveness**

- A society's well being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society.
- This requires that all groups, but particularly the most vulnerable, have equal opportunities to improve or maintain their well being.

### **Effectiveness and efficiency**

- Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal.
- The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

### **Accountability**

- Accountability is a key requirement of good governance.
- Government institutions, the private sector and civil society must demonstrate to the public and their stakeholders that they are responsible for their actions.
- Who is accountable to whom varies depending on whether decisions or actions taken are internal or external to an organization or institution.
- In general an organization or an institution is accountable to those who will be affected by its decisions or actions.
- Accountability cannot be enforced without transparency and the rule of law.

### **Importance of good governance**

In the context of a school or an institution of learning good governance:

- Enhances the school's image
- Encourages parents to be committed to school programmes
- Reduces conflict of interest among various stakeholders
- Provides accountability and control systems
- Leads to achievement of school objectives
- Attracts funding for school projects
- Enables school to maintain its human resource

### **Youth for Good Governance**

Youth is defined by the United Nations as anyone between the ages of 18 and 35 years. Youth make up more than 50 per cent of the world's population, and are particularly vulnerable to poor governance and corruption. Their numbers are growing, but they are chasing fewer jobs and other opportunities. Their interests as a separate group are often not a priority in policy and decision making. Because of age and low profile, they run the risk of being the first to be excluded. At a broader level, poor governance is linked to lawlessness, political instability and violence. Good governance is essential for economic growth, which is important for

generating jobs and opportunities, which are in turn important for reducing poverty. These are all important factors in youth development.

### **Youth Involvement in Governance**

Young people have to be part of the solution. Change to any system requires change at the bottom and the top. It takes many small steps to reduce tolerance for status quo (the way things are) and move people to make changes in their daily lives, and to demand changes from their leaders. Youth represent their country's future. The following are some of the ways in which youth could contribute to good governance:

1. Advocacy: Speaking out in support of anti-corruption
2. Organizing nationwide campaigns against corruption: Youth Anti-Corruption Corps for Transparency and Accountability
3. Holding seminars for entrepreneurs and youth to meet and develop job opportunities
4. Creating a youth parliament simulation so that young people debate the country's current affairs
5. Convening meetings between youth and politicians to exchange ideas
6. Organizing a debate on the National Budget: Do young people's voice count in the National Budget?
7. Daring to form a political party: Youth Party – to propose reforms that affect youth
8. Creating School Councils and Student-Teacher Boards
9. Conducting Community Survey and publishing findings in local dailies
10. Publishing anti-corruption books for young children illustrating dangers of corruption through drawings and comics
11. Forging partnership with the media
12. Organizing competitions
13. Championing environmental conservation



## MODULE IV

# INTEGRITY- BASED LEADERSHIP

### Introduction

We look at leadership and integrity in the new Constitutional order. The Constitution of Kenya 2010 seeks to achieve a transformative and servant leadership based on integrity. Indeed, this kind of leadership is at the heart of the Constitution as evidenced under Chapter Six (6) of the Constitution. It calls for accountability and the rule of law at all times by everybody including the leaders. Leaders must demonstrate and promote transparency, accountability, respect for civil liberties and abhor corruption. They must provide the much needed political will in governance and promote broad-based and inclusive approaches to governance. In addition, they must lead by example by promoting sound values and morals in the political system and broader society, and develop and implement sound policies that address bad governance.

### Definition of Terms

**Leadership:** a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

**Integrity:** Doing the right thing at all times when no one is watching or is likely to know what you did. It is a sum of positive qualities or virtues such as honesty, trustworthiness, goodness, loyalty, truthfulness, courage, impartiality, firmness and steadfastness of principled behaviour.

### Basis of Good Leadership

1. Honourable character
2. Selfless service
3. Respect
4. Clear sense of direction – conveys a strong vision of the future
5. In the team members' eyes: everything you do that affects the team's objectives and their well being.

### Leadership and Integrity Act 2012

Chapter Six on Leadership and Integrity is the centre bolt of the Constitution and is one of the disqualifying grounds for appointment or election to public office. In an attempt to ensure proper leadership and integrity, the Chapter requires:

1. objectivity and impartiality in decision making;
2. accountability to the public;
3. integrity in public office as well as in private life;



4. discipline and commitment in service; and
5. promotion of public interest and declaration of conflict of interest.

Accordingly, public officers are required to promote public confidence in the integrity of their offices and avoid corruption, and be accountable to the public.

### **Responsibilities of Leadership**

Article 73 (1) of the Constitution states that authority assigned to a State Officer:

- a) Is a public trust to be exercised in a manner that –
  - Is consistent with the purposes and objects of this Constitution;
  - Demonstrates respect for the people;
  - Brings honour to the nation and dignity to the office; and promotes public confidence in the integrity of the office; and
- b) Vests in the State Officer the responsibility to serve the people , rather the power to rule them.

Article 73 (2) states that the guiding principles of leadership and integrity include:

- a) selection on the basis of personal integrity, competence and suitability, or election in free and fair elections;
- b) objectivity and impartiality in decision making, and in ensuring that decisions are not influenced by nepotism, favouritism, other improper motives or corrupt practices;
- c) selfless service based solely on the public interest demonstrated by
  - i. honesty in the execution of public duties ; and
  - ii. the declaration of any personal interest that may conflict with public duties;
- d) accountability to the public for decisions and actions; and
- e) discipline and commitment in service to the people.

### **Youth and Leadership**

Programmes continue to be developed to involve the youth, in activities that:

- Enable them to learn and grow
- Help them build relationships that strongly root them in the community.

In other words, the youth are being prepared for leadership.

### **Why integrity among youth?**

- Corruption poses a serious threat to all spheres of society
- Promoting integrity must always be a priority because:
  - It is a core value of any community
  - It is a key to maintaining public trust
  - Without a reputation for integrity, the quality of life in the community would be threatened

### **Questions One Should Always Ask Himself/Herself**

- Am I making the right choice?
- Am I ready for the consequences of my choice of action?
- Have I considered all options?
- Are my actions for the common good of all?
- Should I seek a different opinion?
- Would my choice of action offend anyone?
- Do I care if my actions are offensive?
- Am I giving the task at hand my best shot?



*“Selection of personnel should be “on basis of personal integrity, competence and suitability...”*

*Article 73 (2) (a) Constitution of Kenya 2010*

## MODULE V

### VALUES THAT DEPICT INTEGRITY

#### Introduction

Values are important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behaviour and attitude and serve as broad guidelines in all situations. Some common business values are fairness, innovation and community involvement. The Constitution of Kenya 2010 prescribes the National Values and Principles of Good Governance that bind all persons including youth, state organs, state officers and public officers.

- Article 10 (i) provides: -
  - The national values and principles of governance in this Article bind all State organs, State officers, public officers and all persons whenever any of them—
  - applies or interprets this Constitution;
  - enacts, applies or interprets any law; or
  - makes or implements public policy decisions;
- Article 10 (2) provides: -

The national values and principles of governance include—

- patriotism, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people;
- human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalised;
- good governance, integrity, transparency and accountability; and
- sustainable development.

#### National values: Their nature

- Bind all state organs, state officers, public officers and persons
- Guide the actions and behaviour of citizens
- Comprise the virtues, morals, ethics, beliefs, attitudes, conduct and practices desirable for the greater good of the people of Kenya.

#### National values: Their purpose

- Define our identity, who we are, what we believe in, what we stand for
- Direct the society towards common good/ public interest
- Ensure good governance founded on integrity, transparency and accountability;
- Ensure equal treatment of all citizens
- Promote upholding of human rights and human dignity
- Enhance the rule of law and democracy.

### **National values: Internalization and institutionalization strategies**

- Communication to all citizens and stakeholders
- Public education
- Stakeholder involvement
- Comprehensive public service orientation programs
- Deterrent laws, policies and codes of conduct
- Aligning the national values to individual's work and institutional strategic direction
- Recognition / reward programs to motivate positive behaviour
- Leading by example and providing role models to others
- Integrating the national values with key processes such as Performance Management Systems
- Infusing positive values in children
- Advocacy programmes to disseminate information of the national values
- Dedicating adequate resources to the promotion of values
- Political will
- Effective Monitoring and Evaluation of strategies.

Values are qualities that determine the actions of an individual. It is the responsibility of parents, teachers, religious leaders and the general society to impart and nurture values in individuals. Such values, when acquired and practiced consistently, make up a person of integrity. Values that depict integrity are discussed below:

### **1. ACCOUNTABILITY**

Accountability means taking responsibility for decisions and actions taken. It encompasses the obligation to report, explain, be answerable and suffer punishment in case of eventual misconduct.

#### **Characteristics of a person who is accountable**

- Makes logical or informed decisions
- Prompt in meeting deadlines
- Is organized and honest
- Careful and uses good judgment
- Liable and answerable for decisions made and actions taken
- Takes responsibility for success and failure of action taken
- Abides by laid down rules and regulations

#### **Characteristics of a person who is not accountable**

- Does not abide by laid down rules
- Does not take responsibility for actions taken
- Does not consult stakeholders when making decisions
- Is not cautious when making judgments
- Is imprudent
- Does not meet deadlines.

### **Benefits of accountability**

- Leads to self satisfaction
- Reduces anxiety
- Leads to personal growth in decision making
- Creates conducive working environment
- Minimizes corruption
- Develops upright character
- Minimizes gossip, mistrust and conflicts.

### **Activities**

- a. Club members to request school administration for a session to give a morning talk on assembly about advantages of accountability.
- b. Club members to write a journal/daily track on how they have been spending their pocket money.
- c. Club leaders to display the Club's records of accounts to the members.
- d. Club members to write on how they spend their time.

## **2. DILIGENCE**

Diligence refers to steady, earnest, and energetic application of effort. It is investing one's energy to complete assigned tasks. Diligence also means acting with great care and effort. For young people to grow up and become productive adults, they should demonstrate diligence in all their undertakings.

### **Characteristics of a diligent person**

A diligent person:

- Completes assignment given on time, accurately and neatly
- Does work without being reminded
- Works with minimum supervision
- Works for long hours without complaining
- Delivers quality service or quality work
- Follows instructions
- Keen and thorough in his/her work
- Keeps promises
- Is industrious
- Is persistent.

### **Characteristics of a person who lacks diligence**

A person who lacks diligence:

- Is lazy
- Does not follow instructions
- Quits before completing tasks



- Complains when given tasks
- Requires close supervision
- Gives insincere excuses for work not done.

#### **Activities**

- a. In groups, members to discuss occasions when they have failed to complete assignments on time.
- b. Members to reflect on reasons for their failure to complete assignments.
- c. Assign each group a task such as caring for flower gardens and monitor the performance of each group.
- d. Award marks at the end of the above exercise and recognize the best group during club meetings or school assembly.

### **3. SELF CONTROL**

Self control is the ability to manage one's behaviour without showing strong emotions. It is also referred to as self-governance. Self control entails keeping in check ones emotions, impulses and desires and, restraining ones actions, speech or thought.

#### **Characteristics of a self-controlled person**

- Exercises patience
- Is self disciplined
- Is modest
- Weighs options
- Is self-regulated
- Is self-driven
- Displays high sense of maturity
- Is tolerant.

#### **Characteristics of a person without self control**

- Demonstrates emotional out burst
- Is temperamental
- Causes chaos
- Stirs trouble for self and others.

#### **Benefits of self control**

- Enables one to maintain dignity
- Boosts interpersonal relations
- Helps one to win other people's trust
- Provides emotional stability
- Brings harmony.



### **Activities**

- a. Ask members to debate on the topic 'School strikes are caused by lack of self control'.
- b. In groups, ask members to discuss causes and effects of lack of self control.

## **4. RESPONSIBILITY**

Responsibility is the quality of an individual to perform tasks accurately, competently, efficiently and be answerable for his or her actions.

### **Characteristics of a responsible person**

- Utilizes his or her ability to accomplish tasks at hand
- Is committed to tasks given
- Actively plays his or her role
- Is answerable for actions taken
- Is sincere and genuine
- Is dependable
- Has regard for values
- Cares for other persons.

### **Benefits of being responsible**

- A responsible person can be trusted to perform tasks without supervision
- Being responsible increases one's self-esteem and self-worth
- A person who is responsible can be assigned greater tasks
- A responsible person earns praises and promotions
- A responsible person can be entrusted with leadership
- A person with a reputation of being responsible can serve as a role model to other people in the society.

### **Characteristics of an irresponsible person**

- Has disregard for values
- Breaks rules and regulations
- Does not perform assigned duties
- Is lazy
- Does not care about quality output
- Does not care about other people.

### **Importance of Being Responsible in the workplace**

- Promotes integrity and good governance
- Tasks are easily accomplished
- Reduces wastage of resources
- Leads to national development
- Enhances the fight against corruption
- Reduces unethical practices in the schools and community.

### **Examples of irresponsible behaviours in school**

- Vandalism of school property
- Bullying
- Truancy
- Stealing
- Drug abuse
- Laziness
- Not taking care of one's health
- Not taking care of others well being.

#### **Activities**

1. Members to organize cleanup activities in the school or surrounding community. Ensure that Club members return tools to their right place after use. In addition, ascertain that litter is disposed in the right manner and place.
2. Develop drama/role plays depicting responsible and irresponsible behaviours. Ensure that responsible character wins.
3. Research, develop and perform drama to depict responsible character.
4. Organize debate on responsible and irresponsible behaviour.

## **5. HARDWORK**

Hard work refers to putting utmost effort in a task and doing it efficiently with the aim of achieving maximum results.

### **Characteristics of a Hard Working Person**

A hard working person is:

- Focused towards achieving specific goals
- Perseveres and withstands any existing challenges
- Disciplined
- Always willing to undertake challenging tasks
- Diligent and pays careful attention when executing tasks
- Self driven.

### **Behaviour of a person who is not hard working**

- Cheats in examinations
- Depends on others for support
- Engages in criminal activities
- Engages in truancy
- Performs poorly in examinations
- Loses opportunities.

### **Importance of hard work**

- Better utilization of time
- Achievement of goals
- Character building
- Respect for rule of law
- Enhanced inner satisfaction
- Self dependence
- Improved performance
- Greater chances of achieving success
- Enhanced local and national development
- Ability to serve as role model to others
- Better quality of life.

### **Activities**

1. Members to prepare and present oral and written narratives on importance of hard work, such as fables or stories depicting a central character that avoids unethical shortcuts but works hard to achieve set goals. The actors must demonstrate the values and benefits of hard work to the audience.
2. Members to develop stickers and posters that contain information on hard work.
3. Members to practice hard work in their day to day engagements in order to be good role models.

## **6. FAIRNESS**

Fairness refers to the quality of treating people equally or in a reasonably acceptable manner. Lack of fairness leads to discrimination.

### **Characteristics of a fair person**

- Impartial and does not discriminate
- Mindful and thinks of how his or her actions will affect other people
- Observes the rule of law
- Uses honest methods in decision making
- Not stereotypical.

### **Characteristics of an unfair person**

- Discriminates against others
- Is dishonest
- Practices favouritism, nepotism and tribalism
- Denies others access to resources and opportunities
- Breeds apathy, disillusion and ultimately leads to disorder and lawlessness.

### **Importance of fairness**

Fairness leads to:

- Just society and harmonious living
- Equal opportunities and access to resources
- Good reputation
- National development.

#### **Activities**

1. Sports activities where Club members officiate and encourage players to play by the rule. Ensure that the players and officials observe the rules of the game.
2. Role play situations of ethical dilemmas where fairness is tested.
3. Conduct public speaking contests and ensure adjudicators or judges clearly stipulate and follow adjudicating parameters.
4. Organize debate where participants contest on fairness.

## **7. PATIENCE**

Patience means enduring and persevering challenging circumstances calmly as the situation is being addressed. It also refers to the ability to spend time doing a challenging task that requires a lot of attention and effort.

### **Characteristics of a patient person**

- Is composed
- Perseveres
- Has respect for others
- Tolerant and open minded to divergent views
- Has self control.

### **Characteristics of an impatient person**

An impatient person is:

- Violent
- Impulsive and makes wrong decisions
- Reckless
- Disrespectful to people and their property
- Anti-social and unable to maintain friends.

### **Importance of patience**

- Enables one to make rational decisions without being impulsive
- Helps to build good character
- One avoids unnecessary confrontations leading to an orderly society
- Achievement of goals
- Helps one to overcome negative feelings such as anger, worry etc
- Helps people to coexist harmoniously.

### Activities

1. Simulation games: Members to develop creative, challenging simulation game such as obstacle races or treasure hunt, with a sequence of clues with messages on patience. Goodies should be strategically placed but participants must go through a procedural tasking process which takes the participants through planning, executing, and evaluation before reaching the rewarding stages. Do not allow short cuts throughout the game.
2. Essay writing and contributing articles and cartoons on issues of patience to the school newsletter and the media.
3. Role play where on a 'what if' scenario in the school setting students are queuing for lunch in an orderly way. It is during exams and they are all in a hurry to prepare for the afternoon examination. Sparkie the villain in the role play cuts into the queue and some of the students protest violently showing their impatience and lack of calmness. Sparkie's role shows lack of respect and tolerance for others. Tuliza pleads with the impatient students to be calm thus showing the characteristics of patience. Sparkie is pushed to the end of the queue and served last showing the consequence of impatience. Identify characteristics of patience such as respect for others as displayed by those who followed the queue and tolerance as displayed by Tuliza in calming the group. In addition, identify characteristics of impatience such as, violence and impulsiveness.

## 8. JUSTICE

Justice refers to fair treatment of people. It also means treating people in an acceptable manner.

### Characteristics of a just person

A just person is:

- Impartial
- Considerate
- Reasonable
- Informed and knowledgeable
- Respectful
- Courageous
- Obeyes laws.

### Characteristics of an unjust person

- Practices impunity
- Disregards the rule of law



- Disorderly
- Distributes resources inequitably.

### **Importance of justice to a society**

Justice leads to:

- Enhanced national development
- Harmonious coexistence in society
- Equal distribution of resources
- Enhanced patriotism among the citizens
- Fairness in the community
- Respect for the rule of law
- Effectiveness in governance.

### **Activities**

1. Educational theatre targeting members of the community. Club members to simulate a scene on justice in the community. After the theatre, community members may give feedback on their key perceptions and interpretations on justice.
2. Simulation of court sessions: Club members to simulate a court session where two participants acting as judges give judgments whereas the audience gives views on how just the judgments are.
3. Club members to develop fliers, posters and other relevant and easily comprehensible materials on justice.
4. Club members to write articles on justice and have them published in the school newsletter.
5. Linkages and networking with institutions involved with issues of justice such as courts of law, policy making and human rights organizations.

## **9. PATRIOTISM**

Patriotism means love for and devotion to one's country. It also refers to the loyalty and honour that all citizens owe to their country or nation. A person who loves, supports and defends his or her country is referred to as a patriot.

### **Characteristics of a patriot**

- Loves and respects their country
- Respects school authority, parents and fellow pupils
- Volunteers in community service
- Observes the rule of law
- Sensitizes others on morals and values
- Serves the country with dedication
- Reports corruption cases to relevant authorities.

### **Characteristics of a non-patriot**

- Does not love their country
- Condone the spirit of mediocrity
- Fails to keep promises
- Fails to obey those in authority
- Speaks ill of his or her country
- Fails to participate in social, economic, cultural and political development of the country.

### **Factors that destroy patriotism in Kenya**

1. Greed
2. Corruption
3. Dishonesty
4. Weak social values
5. Ignorance
6. Tribalism
7. Nepotism
8. Injustice
9. Self centeredness
10. Silence and lack of action

### **Activities**

1. Members to organize a tree planting exercise.
2. Club members to mobilize other students and community to raise funds to assist the needy in the community.
3. Organize a clean-up exercise in the institution and neighborhood.
4. Members to compose songs and poems on the theme “Patriotism”

## MODULE VI CHARACTER

### Definition

Character is an assemblage of qualities that distinguish one individual from another. It constitutes an interlocked set of personal values which normally guide our conduct.

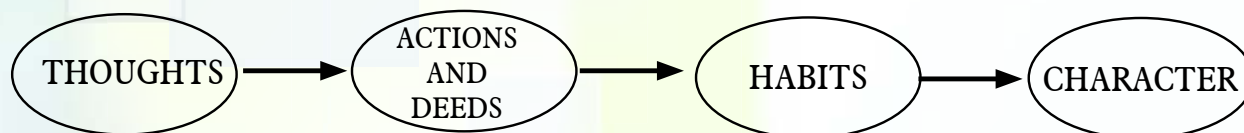
### Factors influencing character

It may be influenced by:

- Heredity
- Early childhood experience
- Modeling by older youth
- Peer influence
- General physical and social environment
- What is learnt in institutions and mass media.

### Steps of character formation

Character formation is initiated in the thoughts. The thoughts are transformed into actions and deeds which when repeated become habits. When habits become the way of life of a person, they form character. The process of forming a particular character in an individual can be schematically represented as follows:



### Importance of good character

- Promotes optimal personal growth
- Establishes an upright citizenry
- Support the common good
- Students who are self-disciplined or more religious, hard working, or value driven score higher on achievement tests
- Good character ought to be the more primary focus as it is a goal within reach of more children than is high academic achievement and can result in less alienation from the school.

*“To educate a person in mind and not in morals  
is to educate a menace in society”  
- Theodore Roosevelt*

## **Character**

Developing positive character traits among youth is vital in today's society. Character Education should be infused into the climate and daily routine of schools and colleges.

### **Character traits**

- i. Responsibility**  
Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.
- ii. Perseverance**  
Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.
- iii. Caring**  
Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.
- iv. Self-discipline**  
Demonstrating hard work controlling your emotions, words, actions, impulses and desires. Giving your best in all situations.
- v. Citizenship**  
Being law abiding and involved in service to school, community and country.
- vi. Honesty**  
Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.
- vii. Courage**  
Doing the right thing in face of difficulty and following your conscience instead of the crowd.
- viii. Fairness**  
Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.
- ix. Respect**  
Showing high regard for authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.
- x. Integrity**  
A firm adherence to a code of moral or artistic values. Being honest, trustworthy and incorruptible.
- xi. Patriotism**  
A love for and loyalty to one's country.

### **Character Education**

Character education is the deliberate effort to develop virtues that are good for the individual and for society; The objective goodness of virtues is based on the fact that

they:

- a. Affirm our human dignity
- b. Promote the well-being and happiness of the individual
- c. Serve the common good
- d. Define our rights and obligations;
- e. Meet the classical ethical tests of reversibility (Would you want to be treated this way?); and ;
- f. Universalizability (Would you want all persons to act this way in a similar situation?).

### **Factors that contribute to bad character**

The following factors contribute to bad character:

- Poor role models
- Negative peer pressure
- Negative influence of mass media influence
- Poor parenting
- Glorification of wealth and materialism
- Breakdown of societal moral values
- Poor enforcement of rules and regulations
- Adoption of culture of impunity
- Lack of personal direction and vision

### **Ways in which institutions build sound character in young people**

In using Youth programming to build a good character, there are a number of considerations to make. The methods to be applied will also depend on the type of programme envisaged, for example the core concepts and principles enshrined in our National Anthem.

- i) Ascribing to Higher Authority (ideal)
- ii) Nationhood
- iii) Justice
- iv) Unity
- v) Peace and Liberty
- vi) Productive, Gainful Endeavours
- vii) Commitment
- viii) Service
- ix) Integrity
- x) Gratitude/Thankfulness

The National Anthem could be used to develop an all encompassing programme dedicated to developing young people of good character who become responsible youth and caring citizens. Within each youth there is hope and the desire to help and show kindness to others. In planning such a Youth programme we should aim to nurture and cultivate the language of service. Giving back to the community must become a habitual way of life of the youth.



The Programming should instill in each youth a creative and productive spirit that nurtures in each one of them strength of character, a sense of community, and love for learning. In every step of their development they should never lose sight of the fact that Character Counts and embrace the six pillars of character, namely, Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. High standards of personal conduct, success in achieving goals, and teamwork are core values that must be upheld by the youth. Some of the approaches used include:

### **1. School Based Programs with Structured Character Education**

Integrity Clubs in institutions of learning seek to instill values of integrity, respect, responsibility, fairness, caring and citizenship in students. Interplay of family, school, religious and community influences the child's individual temperament, experiences and choice.

### **2. Social Learning through Modeling**

Good character can be developed through role modeling by parents, teachers, religious leaders, peers and other members of the society.

### **3. Direct Instruction**

Direct instruction provides opportunities for teaching and building good character. Direct instruction about why we have rules and the underlying values we hold helps the child to learn from consequences and discipline. Discipline strategies are important tools for strengthening good character. When correcting, always take the opportunity to explain why the child's behaviour is wrong and, based on a particular behaviour, choose a consequence that is appropriate to teach that value.

### **4. Story Telling**

Story telling entails giving narratives that convey lessons of virtue and ethics to children. Institutions may use stories from mass media and day-to-day experiences to reinforce good character.

### **5. Experiential Learning**

Experiential learning means learning through day-to-day personal experiences in life. People reinforce good character by practicing essential moral values.

#### **Activities**

1. Identify one bad character and describe how it affects you and how you intend to overcome it. Write your answers on a paper but do not include your name. Let the papers be collected and read out within the group.
2. Discuss benefits of good character to the individual, school and society.
3. Write a two-page composition on consequences of bad character.
4. Compose a song highlighting good character.

## **PART TWO**

### **FRAMEWORK FOR THE ESTABLISHMENT OF INTEGRITY CLUBS**

## MODULE VII INTEGRITY CLUBS

### Definition of a club

A club is an association of two or more people who are united by a common interest and goal. There are many clubs in our institutions of learning namely: Environmental Club, Sports Club, Debating Club, Academic Support Club, Young Farmers Club, Wildlife Club, Peace Club, Chill Club, among others. Integrity Club will therefore be an association of students whose goal is to inculcate and advocate for integrity and good governance in institutions of learning and society at large.

### Functions of a club

Clubs are formed for various reasons and to serve diverse functions. For instance, clubs:

1. Help to mobilize the members towards desired positive action and change of attitude.
2. Expose the members to existing information and trends.
3. Develop and enhance appropriate leadership qualities and decision making skills.
4. Provide non-conventional modes of passing crucial information and nurturing attitudes in a relaxed atmosphere.
5. Stimulate creative ways of addressing societal problems.
6. Create awareness and responsiveness to the prevailing societal challenges.
7. Present opportunities for members to share experiences.
8. Form networks of knowledge sharing and learning.
9. Provide conducive environment to address ethical dilemmas and other emerging issues such as integrity.
10. Motivate the members to be agents of transformation in their communities on issues of integrity, governance and anti- corruption.

### Meaning of Integrity

Integrity refers to doing the right thing. Integrity is about wholeness, completeness, congruence between what is believed, thought and done. It is about thoughts, words and actions being in sync. Integrity demonstrates a commitment to telling the truth, being honest, and displaying principled behaviour. People who do the right thing do not have to fear as the outcome of their actions is not likely to result in any negative consequences. However, in order for one to make the right decision or take a right action, one must have an internal mechanism or a “moral compass” to point to the right course of action one has to take.

Integrity is key to young people as they look to their future. Any career or practice requires integrity of its people. Indeed the media everyday narrates of how integrity is lacking in

many professions. Examples of such instances include a firm that was in the media in 2009 that was reported to have been duping clients by pretending their vehicles had been installed with devices that could allow their tracking in case of theft. Cases of negligence by doctors which have resulted in casualties have also been reported. Organisations have been reported to collapse because of lack of integrity; internationally the case of Enron, WorldCom and Parmalat are well known. Corruption thrives where people lack integrity.

Organisations that have people of integrity will endeavour to be transparent and accountable, effectively utilize resources at their disposal, uphold the rule of the law, and be fair and just in their dealings with other people. Integrity Clubs will work with the Ethics and Anti-Corruption Commission (EACC) to ensure that right values such as Courage, Honesty, Diligence, Patriotism, Respect and Responsibility are embraced by learners.

### **Establishment of Integrity Clubs**

An Integrity Club is an association of students whose goal is to inculcate and advocate for integrity and good governance in institutions of learning and society. Integrity Clubs will be initially piloted in select primary, secondary/high schools, polytechnics, colleges and universities. The Clubs will be eventually extended to other institutions of learning across the country. It is anticipated that other institutions of learning will demonstrate interest in these Clubs and initiate their formation. The Commission will seek partnership with Transparency International (TI)-Kenya and the Quality Assurance Directorate of the Ministry of Education, which is responsible for co-curricular activities in schools.

The Clubs will target in-school youth and will be instrumental in uniting youth in the promotion of ethics, integrity and good governance through debates, arts, culture and sports. The Clubs will be required to hold weekly meetings where they will plan outreach activities and discuss topical issues on governance. They will also be required to hold monthly activities within their institutions so as to reach out to the wider student population. Some of the in-school activities which the Clubs may engage in include reciting poems, developing branded metallic plates and identity badges, sensitization, cleaning, skits, integrity talk during assemblies, stories and anecdotes, discussions, quiz competitions, planting trees and flowers, composing songs on integrity, writing articles and posting them on notice boards and so on. Regular inter-institutional activities including information booths, sports, performing arts, debates and essay writing and art competitions will be held to facilitate information sharing.

The Commission will link Club members to organizations and individuals that can further mentor them by developing and shaping their leadership skills, in relation to responsive and responsible leadership that espouses integrity and accountability. Linkages will be made through internships, workplace attachments, career talks and student visits to institutions connected with governance issues.

## **Aims of Integrity Clubs**

Integrity Clubs aim at:

1. Promoting right attitudes and values that influence ethical behavior and good character among the youth.
2. Creating networks of knowledge sharing and learning on causes and effects of corruption and benefits of fighting corruption.
3. Actively involving the youth in activities that create synergy and focus towards a better society.
4. Encouraging the youth to demand accountability and concrete action from their governments in addressing issues of corruption.
5. Inspiring the youth to participate in community services.
6. Developing law abiding and development conscious citizens.
7. Sensitizing the youth on integrity, right character, good governance, rights and responsibilities of Kenyan citizens and effects of corruption.
8. Enlisting youth support and commitment in the fight against corruption.

## **Objectives of Integrity Clubs**

The objectives of setting up Integrity Clubs are:

1. Character building.
2. Enhancing learners' knowledge of ethics and integrity.
3. Empowering the youth to advocate for good governance as a means of combating corruption.
4. Promoting patriotism among the youth.
5. Promoting a culture of hard work, honesty and responsiveness in institutions of learning.
6. Encouraging the youth to be self directed, focused and responsible.

## **Expected Outcomes**

1. Attitude change among the youth and generational transformation in Kenya leading to a low incidence of corruption.
2. Increased number of youth actively participating in decision making, governance and anti-corruption processes.
3. Improved access to critical public services including health, education, water, bursary and development funds among youth.
4. Increased number of youth taking up positions of leadership and influence in society.
5. Improved knowledge of what corruption, governance and integrity entails.

## **Suggested Activities for Integrity Clubs**

1. Essay writing competitions by the youth. Excerpts of the presentations can be made into books to be distributed to the public - a one-off annual activity.



2. Inter-school, inter-colleges/university quizzes.
3. Radio/TV Programmes featuring student participants in a discussion forum.
4. Publish Adili Club newsletters or magazines.
5. Development of posters with short messages that can be posted at strategically places in the institution- bulletins.
6. Drama, visual art and puppet show for primary school pupils.
7. Development of other IEC materials such as book marks, and brochures, stickers and games.
8. Community work: tree planting, cleaning activities, visits to the charity homes.
9. Workshops and seminars for teachers.
10. Young People Against Corruption Festivals - Youth Anti-Corruption Corps.
11. Exchange/Study Tours and National Conventions.

### **Integrity Club Competitions**

The Ethics and Anti-Corruption Commission together with Ministry of Education and its Semi-Autonomous Government Agencies (SAGAs), TI-Kenya and other stakeholders will initiate competitions based on governance related themes among Club members. The competitions will include quizzes, essay, poems, art and letter-writing competitions. In letter writing competitions, the participants will be required to write to opinion leaders and individuals in positions of influence, expressing their ideas and solutions to governance issues. Forums will thereafter be organized to award the winners and give them an opportunity to interact and share ideas with leaders from the government, private and civil society sectors. Other competitions envisaged are youth debates, slogan development and poster designing . The Commission will ensure that the awards presented give the youth a greater opportunity to make a contribution as citizens of Kenya; give back to the community and, build and exercise their leadership skills.

## **STRUCTURE OF INTEGRITY CLUBS**

### **Introduction**

Integrity Clubs are anticipated to be established in all institutions of learning in Kenya. For purposes of coordination and management of activities and programmes of these Clubs, there is need for a well laid down structure. The hierarchical structure of Integrity Clubs shall consist of three levels, namely;

- National
- County
- School

### **Structure of Integrity Clubs at the National Level**

At the national level, Integrity Clubs will be coordinated and managed by a National Steering Committee which shall comprise the following:

- Coordinator - Senior Officer
- Assistant Coordinators - 2 officers
- 2 officials from the Ministry of Education
- 8 regional representatives
- 2 stakeholders
- Patron - EACC Secretary/Chief Executive

The National Steering Committee members shall elect a national chairperson, vice-chairman, secretary and treasurer.

### **Roles of the National Steering Committee**

- Developing policies and regulations for the Clubs.
- Organizing national activities for the Clubs.
- Providing oversight and evaluation of Integrity Clubs at the national level.
- Developing strategic networks, linkages and partnerships.

### **Role of the National Patron of Integrity Clubs**

The Secretary / Chief Executive Officer (CEO) of EACC or his or her representative shall be the National Patron of the Clubs. The National Patron shall serve as an advisor to the Integrity Clubs.

### **Roles of the National Coordinator**

The roles of the National Coordinator shall be to:

- Provide policy guidance in matters relating to integrity, ethics, and governance.
- Coordinate the programmes and activities of Integrity Clubs across the country.
- Organize and convene meetings of the National Committee.

- Create networks for the Integrity Clubs.
- Represent the Club at various forums.
- Represent the interest of the Club to the Commission.

### **Roles of the Chairperson**

- Chair National Committee meetings.
- Coordinate activities undertaken by Regional Representatives in consultation with the National Coordinator.
- Assign responsibilities to the committee members.
- Custodian and enforcement of the Club Constitution.
- Perform such other duties as may arise from time to time as may be required by the Clubs.

### **Roles of the Vice Chairperson**

- Deputize the Chair in matters of the Club.
- Assist in custody and enforcement of the Club Constitution.
- Assume the roles of the Chairperson in the absence of the Chairperson.
- Perform such other duties as may arise from time to time as may be required by the Clubs.

### **Roles of the Secretary**

- Take minutes of the National Committee meetings.
- Give status and progress reports of the Clubs.
- Maintain records and correspondence.
- Draw a calendar of events in conjunction with the National Committee members.
- Coordinate general communication.
- Receive Club agenda items from the members.
- Circulate Club agenda to members before any meeting.

### **Roles of the Vice Secretary**

- Deputizes the Secretary.
- Acts as Secretary in the absence of the appointed Secretary.

### **Roles of the Programs Officer:**

- In charge of all Club activities.
- In charge of membership recruitment and welfare.

### **Roles of the Treasurer**

- Preparation and presentation of the Club budget.

- Maintenance of proper Club financial records.
- Ensuring appropriate utilization and reporting on the use of funds.

### **Roles of Regional Representatives**

- Coordinate inter-Club activities at the regional level.
- Collaborate with Patrons of Integrity Clubs in their jurisdiction.
- Represent the region at the national level.

### **Roles of the County Integrity Club Coordinators**

- Coordination of inter-county Club activities with the help of Regional Coordinators within their jurisdiction.
- Represent the Clubs within a county at the regional level.

### **Roles of the School Club Leadership**

The Club leaders shall perform all such duties and functions as may from time to time be determined by the Club. These include:-

- Steer the Club toward the achievement of its objectives.
- Represent and defend the interests of the Club.
- Advocating for integrity and good governance.
- Mobilizing resources for Integrity Club initiatives.
- Drawing the Club calendar of events in conjunction with the Club members.
- Planning and implementing activities that promote integrity and good governance.
- Receiving agenda from members, discussing and taking action where appropriate.
- Addressing integrity issues through active participation in the Club activities.
- Encouraging the participation of Club members in all Club activities.
- Liaising and working in harmony with other Integrity Clubs, organizations, associations, and government agencies in matters regarding integrity and good governance.

## **ROLE OF STAKEHOLDERS**

### **Introduction**

A stakeholder is a person or a group that has interest in the success of a plan, system, program or organization e.g. a worker in a company or a parent of a child in a school. The success of the Integrity Club shall be reinforced by efforts and contributions of stakeholders. The stakeholders of Integrity Club include:

- i. The Ethics and Anti-Corruption Commission
- ii. Ministry of Education and its Semi Autonomous Government Agencies (SAGAs)
- iii. Managers of institutions of learning
- iv. Educational partners
- v. Sponsors
- vi. National Economic and Social Council
- vii. Parents
- viii. Community
- ix. Students
- x. Media

### **Roles of stakeholders**

#### **(i) The Ethics and Anti-Corruption Commission (EACC)**

- Training the Club patrons and other trainers.
- Sponsorship of some Club activities.
- Provision of integrity Information, Education and Communication materials.
- Co-ordination of Integrity Clubs at national level.
- Organizing Integrity Club Forums.
- Monitoring and evaluation.
- Advocacy.
- Research.
- Review of guidelines.
- Registration of Integrity Clubs.
- Liaison and international linkages.

#### **(ii) The Ministry of Education**

The Ministry of Education plays key roles in the successful implementation of Integrity Clubs in institutions of learning. These include:

- Providing implementation framework.
- Approval for establishment.
- Co-coordinating Integrity Clubs.
- Mainstreaming the curriculum in line with the ethics and integrity guidelines.



**(iii) Managers of Institutions of Learning**

- Officially recognize the existence of the club by appointing Club Patrons.
- Provide meeting rooms.
- Give support to club leaders and members.
- Sponsor Club activities.
- Monitor the performance of the Club at school level.

**(iv) Educational Partners**

- Provide financial and technical assistance such as capacity building and training.

**(v) Sponsors**

- Give recognition and acceptance.
- Provide financial support.
- Give moral guidance.
- Link the Club with other institutions.
- Advocate for the vision of the Club.

**(vi) National Economic and Social Council**

- Provide material, moral and technical support.
- Advocacy for integrity.

**(vii) Parents**

- Provide financial and material support.
- Provide moral support.

**(viii) Community**

- Provide collaboration and partnership with the Club.

**(ix) Students**

- Participate in the Club activities.
- Provide checks and balances.

**(x) Media**

- Provide publicity of Club activities.
- Research and publish articles on integrity.
- General advocacy.
- Provide moral support.

## **CONSTITUTION OF THE INTEGRITY CLUB**

### **Preamble**

We, the Integrity Club members-

1. Acknowledging the importance of integrity and good governance:
2. Respectful of ourselves, others and the rule of law:
3. Promoting patriotism in our schools and the community:
4. Responsible and accountable for our actions:
5. Courageous in the fight against corruption and other societal vices:
6. Guided by honesty in our thoughts and actions:
7. Committed to nurturing the well-being of individuals in the club and society:
8. Aware that the harmonious relationship between the Club members and the Community is of paramount importance:
9. Noting that every person should contribute to the promotion of integrity and good governance:
10. Committed to hard work in order to achieve the goals that we set for the common good of the club, the school, community and the society:
11. Adopt and give this Constitution to ourselves, the community and the society at large.

### **ARTICLE I**

#### **Supremacy of the Club Constitution**

- a. This Constitution is the supreme law of the Club and is binding to all the members.
- b. The Constitution shall guide operations and activities of the Club.
- c. Amendment of the Constitution shall only be approved and effected if it is supported by at least 75% of the members of the Club.

### **ARTICLE II**

#### **Interpretation and Enforcement of the Constitution**

- a. The Club leaders are the final authority within the Club for the interpretation of the Constitution. However, where there is disagreement among the Club leaders or between the leaders and the members, the Club's Patron shall have the final authority.
- b. The Club leaders are mandated to enforce this Constitution.
- c. The Club like other Clubs in the institution is answerable to the Head of the institution.

## **ARTICLE III**

### **The Club**

#### **(i) Name of the Club**

The name of the Club shall be Integrity Club.

#### **(ii) Core Values of the Club**

The Club's core values are:

- a. Courage
- b. Diligence
- c. Honesty
- d. Patriotism
- e. Respect
- f. Responsibility

#### **(iii) Vision of the Club**

To be a leading club nurturing holistic and pro-active ambassadors of integrity and good governance.

#### **(iv) Mission of the Club**

To develop, nurture and empower pro-active champions and ambassadors of integrity through education.

## **ARTICLE IV**

### **Aims and Objectives of the Club**

The aims and objectives of Integrity Clubs are outlined at the beginning of Module VII of this Manual.

## **ARTICLE V**

### **Membership**

#### **(i) General Principles of Membership**

- a. All learners in the institution are automatically eligible for membership to this Club,
- b. All members are entitled to vote, nominate candidates and be nominated for positions of leadership,
- c. Membership shall be by registration,
- d. Membership fee cannot be refunded or transferred.

#### **(ii) Disqualification from Membership**

One ceases to be a member if:-

- a. He/she does not pay the subscription fee, if applicable,
- b. He/She is absent for three consecutive Club's meetings without apology,
- c. He/She fails to participate actively towards the realization of Club's objectives,
- d. Found guilty of misconduct.

### **(iii) Responsibilities of a member**

Every member has a responsibility to:-

- a. Acquire basic understanding of the provision of this Constitution and promote its ideals and objectives,
- b. Respect, uphold and defend the Club Constitution,
- c. Advocate for integrity and good governance through upholding of Club values,
- d. Promote patriotism and good leadership,
- e. Vote and participate in Club activities,
- f. Register and renew membership.

## **ARTICLE VI**

### **Integrity Club Leadership**

#### **(i) Composition**

The executive section of the Club shall consist of:

- a. Patron
- b. Chairperson
- c. Vice chairperson
- d. Secretary
- e. Treasurer
- f. Programs Officer.

#### **(ii) Functions**

##### **(a) The Patron**

The Patron shall perform the following functions:-

- Link the Club with the school administration,
- Provide guidance and advice to the Club,
- Supervise activities of the Club,
- Represent the club at the county level,
- Ensure members of the club adhere to Clubs' core values,
- Submit Club's progress report to EACC,
- Provide information and education materials to Club members,
- Be a role model to Club members.

##### **(b) The Chairperson**

The Chairperson shall perform the following duties:-

- Chair all Club and Club leaders' meetings,
- Represent the interests of the Club at the institution's administration, and at any official functions where required,
- Steer the Club towards achieving its objectives,
- Sign all the documents binding to the Club with approval of all the Club leaders,

- Perform other duties as may from time to time be determined by the Club or the Executive.

#### **(c) The Vice Chairperson**

The Vice Chairperson shall perform the following duties:-

- In the absence of the Chairperson, the Vice Chairperson shall assume the duties of the Chairperson,
- Promote and oversee all activities for the members,
- Work hand in hand with the Chairperson in ensuring the Club is smoothly run,
- Perform all activities as may be delegated to him/her from time to time by the Chairperson.

#### **(d) The Secretary**

The Secretary shall perform the following duties:-

- Be the custodian of the Constitution,
- Take and keep detailed minutes of all the meetings,
- Receive items of agenda from members of the Club,
- Be the custodian of all records of the Club,
- Transact all general communication on behalf of the Club,
- Give progress reports to the Club members on all matters as may have been transacted by the leadership,
- Chair Communication committee meetings.

#### **(e) The Treasurer**

The Treasurer shall perform the following duties:-

- Ensure wise utilization of Club resources,
- Be the sole custodian of any cash available in the Club ,
- Sign all the letters that involve the use of finances or request of finance on behalf of the Club,
- Present a detailed financial report for the entire term/semester and also for the entire academic year,
- Execute the Club's proposed budgets in consultation with other Club leaders.

#### **(f) The Programmes Officer**

The Programmes Officer shall perform the following duties;

- Call for Club and Club leaders' meetings in proper consultation with other Club leaders
- Propose and organize the activities of the Club
- Mobilize resources
- Chair the Project Coordination and Resource Mobilization Committee
- Oversee the running of all other activities as delegated by the Chairperson.



## **ARTICLE VII**

### **Election Policies**

#### **(i) Qualification for candidature**

- a. Every registered member is eligible to vie for any post regardless of age, sex, race, or nationality.
- b. A candidate shall be an active participant in promoting integrity and good governance.
- c. A candidate shall be of good moral standing and unquestionable integrity promoting excellence in values, word and deed.

#### **(ii) Election procedures**

- a. An Electoral Committee shall be appointed by the Club members in conjunction with the institution's administration fourteen (14) days prior to the elections.
- b. The Chairperson of the committee will act as the Presiding Officer.
- c. The committee will be made up of a minimum of eight (8) members.
- d. Elections shall be conducted on the first term/semester of each academic year.
- e. The appointed committee shall announce the election date at least fourteen (14) days before the elections date.
- f. Voting shall be by secret ballot supervised by the Electoral Committee.
- g. Each member of the Club may vote for only one candidate to each office.
- h. Only registered and active members shall be allowed to vote.
- i. In case of a tie, a run-off shall determine the winner.
- j. Unopposed contestant shall win automatically.

#### **(iii) Terms of Office**

- a. The elected official shall hold office for a period of a one-year term from the date of handing over of previous office holders and may be re-elected for an additional term.
- b. A term of office shall be the period from the handing over to the handing over in the next year.
- c. Handing over shall be done within a period of one (1) week after the elections.
- d. In case of by-elections the elected official shall hold office until the handing over.

#### **(iv) By-Elections**

By-elections shall be conducted if a leader resigns or is in anyway unable to hold an office.

## **ARTICLE VIII**

### **Club Meetings**

The Club shall have four types of meetings. Notice and agenda of all the meetings shall be provided prior to the meeting. The meetings are:-

- i. The Annual General Meeting to approve Club budgets, elections and Annual Reports.
- ii. Special meeting convened to address emerging issues and shall be called by the leaders or the patron.

- iii. The leadership meeting to plan Club activities.
- iv. Regular Club meeting which shall be held on a weekly basis.

## **ARTICLE IX**

### **Funding**

#### **(i) Source of Club Funds**

The Club shall raise its finances through:

- a. Membership fees as determined by the Club members
- b. Partnerships
- c. Sponsorships
- d. Projects

#### **(ii) Management of Club Funds**

All Club finances shall be handled by the Treasurer who together with the Chairperson and the Secretary will be the signatories of the account held in the name of Integrity Club. The procedure for handling the Club's finances must be in line with the existing institutional financial management requirements. The treasurer must present financial records and reports on termly/semesterly basis to the Club's auditing committee for auditing.

## **ARTICLE X**

The Club like other Clubs in the institution is answerable to the Head of the Institution.

## **CODE OF CONDUCT**

### **Introduction**

A code of conduct refers to a set of rules outlining the expectations of a governing body or a particular body and its members. Institutions and organizations such as clubs employ codes of conduct to ensure that members act appropriately in regard to the governing body and to behave in a way that promotes the good of all.

### **Purpose of Integrity Club Code of Conduct**

The Integrity Club code of conduct will serve the following functions:

- i. Define acceptable behaviour of every Club member
- ii. Provide a bench-mark for members to use for self evaluation
- iii. Establish a framework for personal behaviour and responsibilities
- iv. Serve as Club identity by outlining expected behaviour to be adhered to by members
- v. Enhance members' personal maturity by promoting the practice of high moral standards
- vi. Maintain public confidence and trust in the integrity of Club members both individually and as a movement.

### **Personal Code of Conduct**

This refers to a set of rules guiding an individual's operations on a day-to-day basis. It also refers to rules and guidelines one establishes to guide his or her behaviour and decision-making. Personal rules help an individual to be accountable for his or her decisions and actions. They also help one to know when he or she is on the right course or not.

A personal code of conduct requires establishing a set of rules that will guide one's behaviour in any situation. The code of conduct one establishes for him/herself will be personal although the elements of the code will be shared by others. The standards one sets for oneself should be realistic.

### **Example of a personal code of conduct**

The following is a sample of a personal code of conduct:

1. To think, talk, dress and act in a manner befitting an ambassador of integrity.
2. To act with dignity and decency worthy of being emulated as a good role model in the society.
3. To devote myself towards achieving the mission, vision, values and objectives of the Integrity Club.
4. To have courage and stand for integrity at all times in all situations.
5. To respect self, others and the laws of the land.
6. To reject bribery in all its forms.
7. To utilize resources entrusted to me as per the laid down guidelines and not for personal gain.

### **Penalties for Breaching Integrity Club Code of Conduct**

The Integrity Club Code of Conduct aims at guiding members towards acceptable moral behaviour. In the event of any member breaching any of the provisions of the Code of Conduct, he or she will be subject to any or a combination of the following;

1. Two sets of verbal or written warning
2. Suspension from Club for a specified period of time
3. Reporting to the responsible authorities such as the Patron
4. Expulsion from membership of the club if a member has been given a hearing and is found guilty.

### **Guidelines for Developing Integrity Club Code of Conduct**

When developing Integrity Club Code of Conduct, the following should be taken into account: The Vision, Mission and Core Values of the Club, School rules and regulations and positive aspects of school traditions. The following steps describe the guidelines for developing the code of conduct:

#### **Step 1**

List all forms of behaviour you want your students to demonstrate throughout the year; for example: lining up quietly, completing tasks within specified period, starting work promptly, or, practicing an identified value.

#### **Step 2**

Group the forms of behaviour listed in Step 1 above under the following headings: Work Habits, Respect of Self and Others, Taking Care of Property, Contributions, Safety and Order. You will find that several skills can be placed under all categories. Don't be shy, write them where they apply!

#### **Step 3**

Write a statement for each of the five categories. Word the statement in a positive way so that it's a goal the students can work towards. For example: 'Take care of your property and the property of others'. The statements should be comprehensive enough to include all the skills but be specific to the category.

#### **Step 4**

Write out the statements of the Code of Conduct on chart paper and post them on the Club's notice board. Remember to review the Code of Conduct with the Club members before posting it and refer to it often to keep members' behaviour on track.

## **MONITORING AND EVALUATION OF INTEGRITY CLUBS**

The Ethics and Anti-Corruption Commission will monitor the efficiency and effectiveness of Integrity Club programmes and activities through monitoring and evaluation surveys. The Commission will ascertain change in level of knowledge, attitudes and practices of the Club members. This will be undertaken through school visits, county forums and Club Patrons' meetings. During these events, evaluation forms will be issued to participants with an aim of obtaining feedback on progress and challenges faced by the Clubs. The template for Monitoring and Evaluation in the institutions of implementation is shown below:

School	Membership	Meeting days	Activities	Achievements	Challenges	Way forward/ recommendations
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The information gathered during monitoring and evaluation will be useful in making recommendations and suggestions for improvement to ensure that Club programmes are responsive to the youth's information needs. The overall impact of the programme will be evaluated at the end of the Commission's Strategic Plan period.

### **Sustainability of Integrity Clubs**

Schools and universities will be required to adopt and embrace Integrity Clubs as part of the institutions' co-curricular activities. The EACC proposes to work closely with the Ministry of Education, TI-Kenya, media, development partners and other stakeholders in supporting these Clubs, to ensure long term sustainability. Club Patrons and leaders will receive capacity building training on resource mobilization to enable them seek further support from other organizations. They will also be encouraged to engage in income-generation activities such as video shows, sale of refreshments, and entertainment events amongst others. Profits received from such activities will be used to support their Club and outreach activities.



## APPENDIX



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION**

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 318581  
Fax No.: 254-2-214287  
E-mail: [ps@education.go.ke](mailto:ps@education.go.ke)  
When replying please quote

*Noted*  
*Admission*  
*ps*  
*10 Oct*  
*2011*

DIRECTOR QUALITY ASSURANCE  
& STANDARDS  
JOGOO HOUSE "B"  
HARAMBEE AVENUE  
P. O. BOX 30246  
**NAIROBI**

Ref: QAS/K/1/7(59)

Date: 22<sup>th</sup> August, 2011

ALL PDEs  
ALL DEOs  
ALL MEOS



**RE: ESTABLISHMENT OF INTEGRITY CLUBS IN LEARNING INSTITUTION**

The Kenya Anti Corruption Commission in its mandate of Educating against corruption and mainstreaming ethics and integrity in learning institutions has identified the establishment of Integrity Clubs as one of the key strategies of reaching out to the youth in school and out of school.

In partnership with the Ministry of Education the KACC has developed the Integrity Club Guidelines/Curriculum and also launched the Integrity Clubs on 17<sup>th</sup> November 2010. The Commission has also trained 60 integrity club patrons to spearhead the setting up of such clubs.

The purpose of this circular is to request you to advise all schools and colleges under your supervision to establish integrity clubs for the purpose of training our youth to be men and women of integrity.

  
**Enos O. Oyaya, OGW**

**DIRECTOR QUALITY ASSURANCE AND STANDARDS**

Copy to:- PS  
ES  
DBE  
DS&TE  
DACE  
DFOS  
Director KACC

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