



YOUTH AND CORRUPTION IN JAMAICA



A Report Commissioned by the Office of the Contractor General

The Perception of and Views on Corruption among Jamaica Youth

**A Report Commissioned by
the Office of the Contractor General**

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LIST OF ACRONYMS

CAFFE	Citizen Action for Free and Fair Elections
CAPRI	The Caribbean Policy Research Institute
CARICOM	The Caribbean Community
CDA	Child Development Agency
CISOCA	Centre for the Investigation of Sexual Offences and Child Abuse
CPI	Corruption Perception Index
DFID	Department for International Development, United Kingdom
OCG	Office of the Contractor General
OCA	Office of the Children's Advocate
INDECOM	The Independent Commission of Investigations
JIS	Jamaica Information Service
LAPOP	Latin American Public Opinion Poll
MOCA	Major Organised Crime and Corruption Agency
NIA	National Integrity Action
PIOJ	Planning Institute of Jamaica
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
UWI	University of the West Indies

1.0 EXECUTIVE SUMMARY

- The research is an exploratory study of the perception of and the views on corruption among Jamaican youth. Data for the study were collected during the period November 17, 2016 and December 2, 2016 through the administration of a paper-based survey. Questionnaires were self-administered to students at their respective schools.
- The report captures the views of 1,262 young people, 46.1% males and 53.9% females; 52.5% are between the ages of 10 and 15, 48.5% are 16-19 years and 58.2% reside in the more urbanized parishes of Kingston, St. Andrew, St. Catherine, Clarendon, and St. James. Most were enrolled at high school (65.7%).
- The majority of the young people interviewed described themselves as “A” and “B” average students, 26.8% and 41% respectively. Most (69.4%) are comfortable with their family’s income and 66.7% consider themselves well off.
- Most students (61.6%) are actively engaged in extra- or co-curricula activities; 46.6% participates in some form for sporting activity and 30.5% are attached to a service club.
- Young people generally take a legalistic approach to the issue of corruption as most see corruption as activities that are in contravention with the laws of the land. The understanding of integrity involves standards and values of morality.
- Jamaican youth have a strong understanding of those who are deemed to be people of integrity and are generally unwilling to relax those standards.
- Conceptually, there was a noticeable knowledge gap in terms of practical knowledge of the programmes and laws that address corruption in the country. This although the youth had a clear understanding of what corruption and integrity meant. This was even more evident when they were asked to identify the agencies involved in building integrity and fighting anti-corruption.
- The survey confirms that young people are strongly influenced by the adults in their immediate environment - family and school. The family is an important socialization agent in ensuring that young people are made aware of the consequences of corruption and that they possess the self-confidence and strength necessary to oppose it. This expectation was consistently echoed throughout the responses. Improving the integrity of adults will also shape the behaviour of young people.
- Jamaican youth were not well aware of the laws relating to corruption, as reflected in the 31.5% who reported that they had no information, 34.9% who had very little information, 26.4% who had some information and 7.2% with “a lot of information”.
- In terms of the information they currently receive on anti-corruption and integrity, almost 46% are satisfied with the information received and even a greater number (47.3%) think that it has helped them to play a role in building integrity. A total of 342 (38.8%) believed that the information they received was inadequate and 34% said it had insufficiently equipped them to fight corruption.

- Young people are willing to participate in the fight against corruption. A total of 14% reported corrupt activities in the past and 55.7% would be willing to make a report if such an incident should occur. For those who were less inclined to make a report, 13.1% would make a report depending on the case and 17% were generally unwilling to make a report.
- Some of the major findings in this analysis are similar to that of the Asian study conducted by Transparency International in 2014. One of the recommendations of that study that makes it suitable for comparison is the inclusion of ethics education programmes and projects within the curriculum at all levels of the education system from primary school to the university level.
- It is therefore recommended that an educational programme be launched, advancing the central message that integrity begins at home because this is the strongest point of engagement. The school is also a point of intervention.
- From the literature reviewed and the findings presented, there are already initiatives in the community that promote ethics education in youth clubs, for example. The OCG could establish partnerships with these organisations to ensure a more effective delivery of the education focused on corruption and integrity.
- Building youth leaders is also important. The youth clubs and the student councils were identified as effective; therefore, great emphasis should be placed on strengthening these channels.
- Jamaica has been proposing a process of youth mainstreaming for some time and this is one area where such education could be incorporated. The OCG and the NIA have been implementing youth-focused programmes, and so, both organisations should assess avenues for strengthening them, for example, by having youth representation on planning committees.
- With proper education, youths will be able to identify what behaviours are corrupt and should be able to identify attitudes and behaviours that are harmful to the society.
- Although there was conceptual knowledge, there was little practical understanding of the systemic provisions to fight corruption and build integrity including the means/possibilities via the laws. Greater awareness can be placed on informing youths about the Whistle Blowing Legislation, for example.
- Lessons learnt from building these systems and programmes suggest that there is systematic monitoring and evaluation to ensure that the outcomes of the initiative are being met. At whatever levels the interventions are implemented, an attendant programme should be established to monitor and evaluate them.

2.0 Introduction



“ The perceptions of bribe likelihood, power and corruption, willingness to look the other way, as well as the social acceptance to be a participant in acts of corruption are telling and steps must be taken to, at least, provide positive influence for the youths. ”



Internationally, there have been concerns about corruption because it is a major threat to national development. The United Nations, the Department for International Development, and Transparency International are among the agencies working in several countries, through national governments and civil society to give focused attention to this problem. These efforts include assisting governments to enact and implement programmes and policies to strengthen responses to corruption. The will to fight corruption in many societies is weak and although many have promulgated new policies, predominantly in response to greater public scrutiny over government expenditure, these new tools and operational standards remain poorly enforced (UNDP, 2014).

As the countries of the Caribbean move towards improving their governance structures, greater attention has been placed on solving issues such as corruption, crime, and violence. Corruption, in particular, is a major problem because of the enormous economic and social consequences (Harriott, Lewis, & Zechmeister, 2014). These include the erosion of the trust between the citizens and the government, apathy towards the political system, significant loss in government revenue, and governmental inefficiencies.

Jamaicans regard corruption as a major problem that feeds other challenges within the society such as economic hardship. This is greater than the austerity measures currently being undertaken with the International Monetary Fund and the economic mis-

management by successive governments (Munroe, 2016). Political corruption is perceived to be high in the country. The Latin American Public Opinion Poll (LAPOP), Jamaica found that majority of Jamaicans (78.1%) believe that corruption is “somewhat or very common” among government officials (Harriott et al., 2014). There is also public disenchantment with how successive governments have handled the issue of corruption in Jamaica.

The Office of the Contractor General is an Independent Commission of the Parliament of Jamaica established in 1986 to ensure transparency in the government procurement process. The function of the Contractor General is to monitor the award and implementation of government contracts with a view to ensure that such contracts are awarded impartially and on merit...” (The Contractor General Act, Section 4). Since his appointment in 2013, the current Contractor General, Mr Dirk Harrison, has been presenting corruption as having the potential to interfere with the country’s capacity to obtain its full potential. He has also implored all Jamaicans to work to have the country attain its national development objectives as stated in the Vision 2030 National Development Plan, which sees Jamaica as the “place of choice to live, work, raise families, and do business” (Planning Institute of Jamaica, 2009).

Jamaica has been ranking poorly on the Corruption Perception Index (CPI). The country placed 69th on the last ranking, which, according to Munroe (2016)¹, shows improvement as this is a move upwards of 16 places from 85th of 175 countries in

Cited in the Jamaica Observer Thursday January 28th, 2016. Jamaica Moves up on the Corruption Perception Index by Javene Skyers

2014 to 69th place among 168 countries. Prior to that, the scores between 2012 and 2014 have been consistent at 41. The CPI, developed by Transparency International, scores participating countries based on their “perceived level of public sector corruption on a scale between 0 (highly corrupt) to 100 (very clean)” (Transparency International, 2016).

The perceptions of bribe likelihood, power and corruption, willingness to look the other way, as well as the social acceptance to be a participant in acts of corruption are telling and steps must be taken to, at least, provide positive influence for the youths. As in any other society the youth are the future and if the trajectory is not changed for some of the youths in the future, the perpetual cycle of corruption will continue, as the normalization will become too deeply entrenched. Measures of corruption perception are essentially policy tools. Their role is to guide effective policy formation and review.

Engaging youth for development is not a new approach. In 2015 the United Nations Development Group engaged one million youth in adding their voices to the Post-2015 agenda. In this analysis, corruption was identified by many youth in several countries as negatively affecting the development process (UNDG, 2015). The CARICOM Commission on Youth Development (2010) also sought the opinion of young people on the problems the Caribbean is faced with; they listed poor leadership and corrupt politicians as hindrances to Caribbean development.

The Global Anti-corruption Blog noted that:

Young people are often forgotten victims of corruption, left without an opportunity to

voice their concerns, to help make positive changes, or to enhance their skills and become active citizens for a better future. Yet young people can play an important role in the fight against corruption. They tend to be more open to wide-scale political transformation have less vested interest in maintaining status quo (Global Anticorruption Blog, 2015).

Youth mobilisation to fight corruption is also being supported by Transparency International. “With nearly a fifth of the world’s population between 15 and 24 years old, young people have the potential to stop corruption both as the citizens of today and as the leaders of tomorrow” (Transparency International, 2013). This requires that institutions, especially the schools, show greater integrity so that the values can be effectively transmitted.

The Jamaican youth population (15-29) represents 27.9% of the total population (Population and Housing Census, 2011). Over 55% of this cohort live in urban areas (414,533)². Policymakers have therefore recognised that national development must include youth-related issues and there are efforts through the Ministry of Education, Youth and Information to advance this agenda.

In a keynote address at a National Integrity Action Membership Induction Ceremony held at the Mona Visitor’s Lodge on November 9, 2015, Mr. Harrison noted that the engagement and participation of youth is central to the OCG’s advocacy programmes. He stated, “there is an instrumental value in young people’s engagement in the governance process due to the value they provide in improving policy and programme outcomes.”³

2. Information provided by STATIN

3. Harrison, 2015

The OCG sees youth participation as being significant in building an advocacy network. In the same speech referred to earlier, Mr Harrison stated that: “a functional democracy needs an informed citizenry and empowered media, participation in policymaking, a responsive state and governing processes that are open, transparent, and inclusive to all legitimate interest.” A strong democracy must strengthen civic voices and promote the interest of all its citizens (USAID, 2008). This includes the voice of the young people who are current and future stakeholders in the fight against corruption.

2.1 The Current Study

Corruption threatens any attempt to engender the development of the country and there is an urgent need to evaluate the effectiveness of existing anti-corruption strategies in Jamaica. The survey serves as a launching pad for policymakers and stakeholders to assess and examine how the targeted participants perceive corruption and what can be done to intervene and mitigate it going forward. The social implications, potential economic impact, and threat to national development are factors that make interventions essential. A society lives what it learns and the youths’ knowledge and awareness are shaped by societal factors. As corruption becomes routine, many factors conspire to make it complex and self-re-enforcing. A culture of corruption develops.

The survey was conducted to explore the status of youth integrity and perception of corruption in Jamaica. The objectives of the survey include, to:

1. Measure the perception of corruption among the youth as well as their views on corruption;

2. Determine the youth demographic, which is more vulnerable to accepting corruption as a social norm; and
3. Benchmark the views and perceptions of our youth in relation to corruption, prior to the initiation of an OCG intervention⁴.

The exploration of these questions contributes to a greater understanding of the thoughts and the social interaction of youth today. This is the next key step of any educational programme that not only aims to be successful in changing youth values, but also actually empowers youth to change society.

2.2 Methodology

This section specifies the research design used to conduct a study on “the perception of and views on corruption among primary and secondary school students in Jamaica.”

More specifically, the study utilised a quantitative approach to data gathering and analysis. This approach was selected on the basis that the technique allows and enhances the validity and reliability of the findings produced for the report.

The population or target group for this study was exclusively primary and secondary students between ages ten (10) and nineteen (19) across all parishes in Jamaica. Primary school students were limited to students who attend public institutions, namely primary schools, all-age schools and primary and junior high schools while secondary school students were restricted to students who are enrolled in public high schools.

⁴ The scope of work can be reviewed in Appendix 1

From an unknown population of primary and secondary students island wide,⁵ using a margin of error of approximately 3% with a 95% confidence level, a sample size of one thousand two hundred and sixty-two (n=1262) primary and secondary school students was used.

Data for the study were collected during the period November 17, 2016 and December 2, 2016 through the administration of a paper-based survey. Questionnaires were self-administered to students at their respective schools.

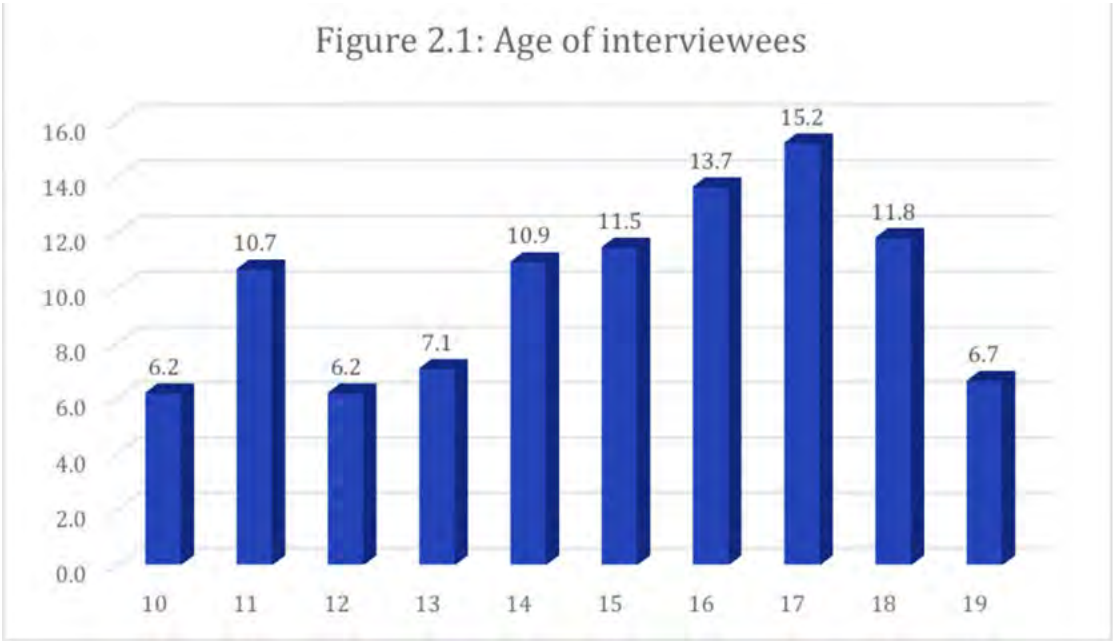
The multi-stage sampling design technique was used for the selection of participants for the study. At the initial phase, the quota sampling technique was employed followed by stratified random sampling. More precisely, in order to ensure represented island-wide coverage, parishes, school type, gender, age, and proficiency of students were key determi-

nants when selecting the sample. Appropriate ratios were established for each determinant. The Statistical Package for the Social Sciences (SPSS) was used to analyse the data.

2.3 Demographic Characteristics

The research captures the views of 1,262 students (between the ages of 10 and 19) across the country. Fifty-two percent are between the ages of 10 and 15 and 48.5% are 16-19 years old, see Figure 2.1. The gender distribution is similar to that at the national level, 46.1% are males and 53.9% females. Majority of the Jamaican youth live in urban areas, 58.2% of the participants reside in the more urbanised parishes of Kingston, St. Andrew, St Catherine, Clarendon, and St. James (see Table 2.1).

Fig 2.1: Age of Respondents



Data unavailable.

The majority (65.7%) of the youths engaged attend high school (see Figure 2.2). For those who were in primary school, most were in grade six, and of those

in high school, most were in grade 11 (see Figure 2.3). Most (39.2%) are from single parent/single member families and 29.9% are within nuclear families.

Table 2.1: Respondents by Parish

Parish	Frequency	Percentage
Kingston	220	17.4%
St. Andrew	174	13.4%
Portland	46	3.6%
St. Mary	45	3.6%
St. Ann	33	2.6%
Trelawny	30	2.4%
St. James	27	2.1%
Hanover	65	5.2%
Westmoreland	59	4.7%
St. Elizabeth	25	2.0%
Manchester	59	4.7%
Clarendon	108	8.6%
St. Catherine	292	23.1%
St. Thomas	42	3.3%
Undetermined	37	2.9%
Total	1,262	100%

Fig 2.2: Category of School

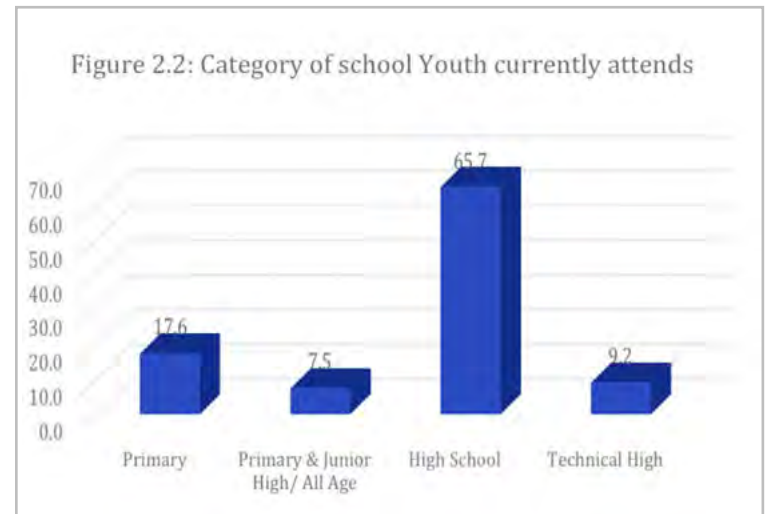
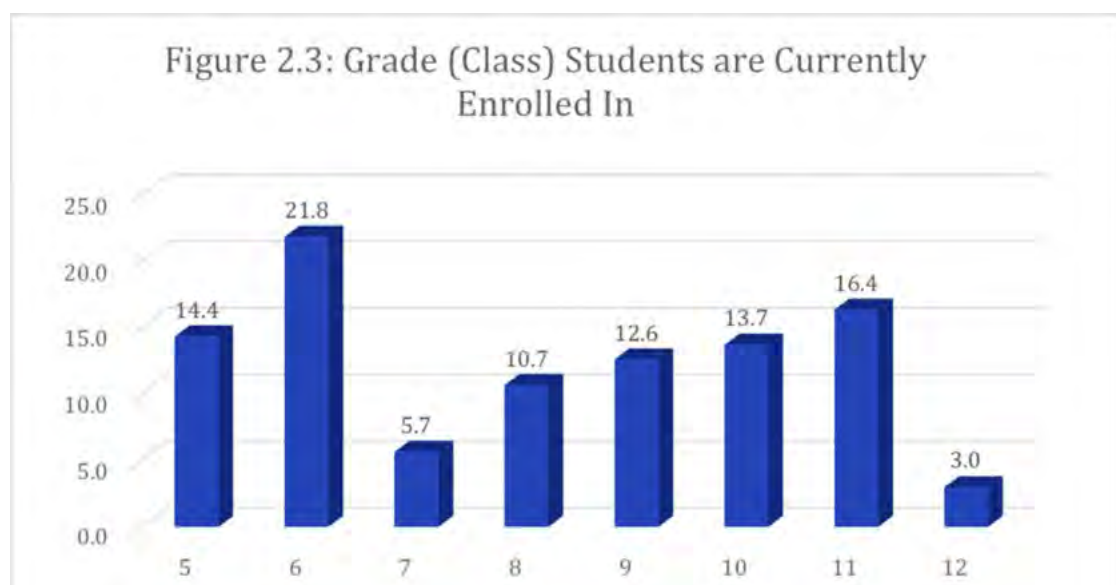


Fig 2.3



Most (41%)⁶ of the students describe themselves as “B” students (see Figure 2.4), 69.4% are comfortable with their family’s income and are satisfied with their current lifestyle. The students (66.7%) see themselves as generally “living well” and are “pretty happy”. Most (61.6%) are actively engaged in extra- or co-curricula activities; 46.6% are related to sporting activities and 30.5% are attached to a service club.

Most (43.8%) describe themselves as lower middle class (see Figure 2.5). The majority receive information from the radio or television which they watch every day or a few times per week (84%). Other sources include the Internet (80.6%), which they use every day or a few times per week; and 40.8% read the newspaper every day or a few times per week.

Fig 2.4

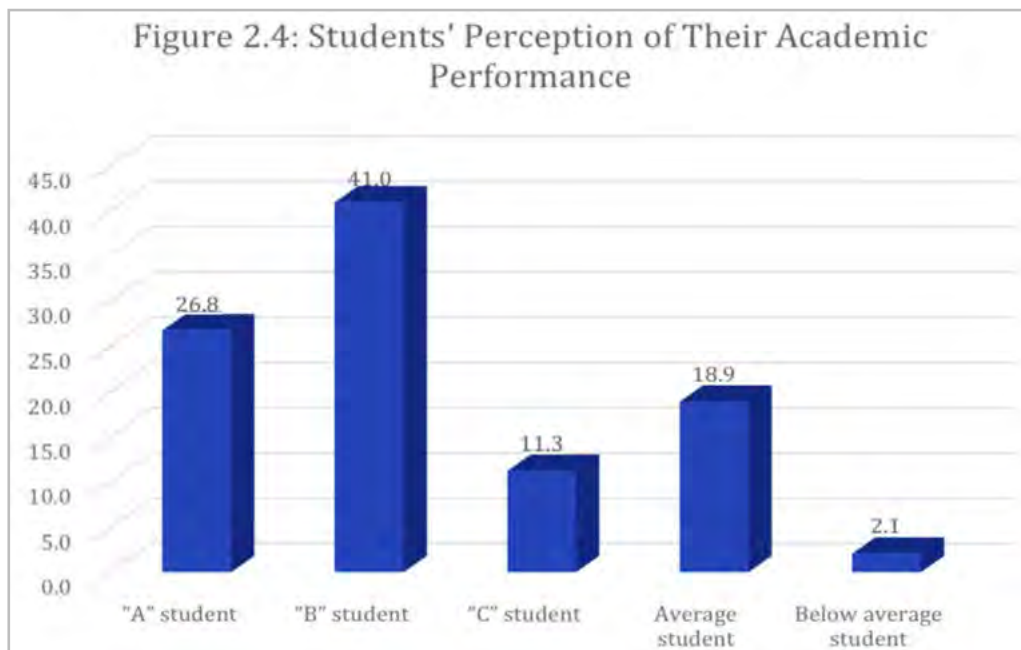
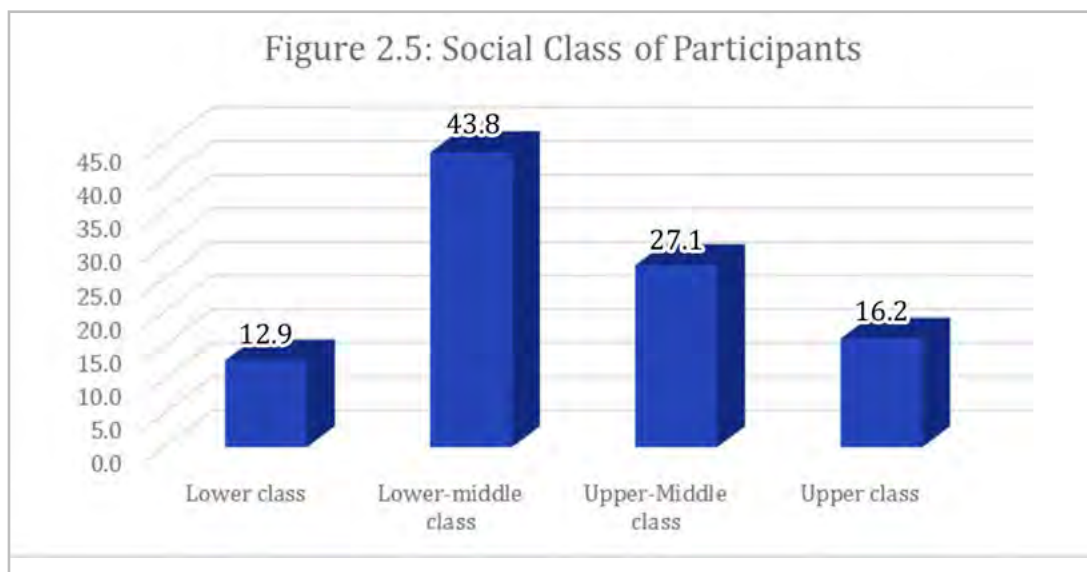


Fig 2.5



3.0 Key Findings



“ Inherent in the discussion is the appreciation that corruption affects the larger society and not only the persons directly involved. ”



This section reports on the results from the national survey and is organised in four main areas: the first focuses on the participants' understanding of the concepts of integrity and corruption, and the attitudes to same; the second examines the values and beliefs around corruption; the third looks at experiences with corruption and the final section reports the youth's knowledge of anti-corruption programmes and institutions. The findings were compared, where possible, with similar studies in other developing countries.

3.1 Concepts and Attitudes

The first measure on the survey instrument probed the respondents' understanding of the concepts of corruption and integrity. The ensuing discussion captures the major findings from that analysis.

3.1.1 Understanding of the Concept of Corruption

Jamaican youth generally take a legalistic approach to the issue of corruption. The inference was drawn as 41.3%⁷ saw corruption as activities that were in contravention of the laws of the land. (See Table 3.1) A closer look at that group of responses reveal that there is also an appreciation that corruption involves manipulation of legitimate power or influence for personal gain. Examples are highlighted below:

“persons having a legitimate business organisation to carry out illegal activities”

“breaking the law to suit yourself”

“doing something that is against a set of regulations”

Table 3.1: Understanding of the Concept of Corruption

Post Code	Frequency	Percentage
Illegal Activities	474	41.3
Dishonesty/lack of integrity	158	13.8
Unjust	43	3.7
Fraud	38	3.3
Bribery	25	2.2
Crime and violence	95	8.3
Abuse of power	29	2.5
Envy/bad mind	59	5.1
Negativity	42	3.7
Political corruption	25	2.2
Education (value of)	2	0.2
Don't Know	159	13.8
Missing	133	9.0
Total	1262	100

The second most popular group of responses (13.8%) focused on issues that were related to a lack of integrity, dishonesty, and behaviours generally viewed as being “bad”. These involve but are not limited to the breaking of confidentiality and nefarious actions. Inherent in the discussion is the appreciation that corruption affects the larger society and not only the persons directly involved.

Few than one in ten young people (8.3%) saw corruption as violence, such as domestic violence, “violence against students”, and “anything that creates violence”. Five percent thought it reflected the notion of “bad mind”, that is, behaviour involving an individual being envious of other people’s

achievements. Behaviours that negatively influenced the society, seen as unjust, immoral and outside of the normative frame of the society, fraudulent activities, and political corruption (including vote buying) were the also included in the understanding of corruption (see Table 3.1 for all observations).

In 2008, USAID conducted a study in Jamaica in which persons were similarly asked about their understanding of corruption. It was noted then, that Jamaicans tend to describe the concept in ways that implicated only the political system. In this analysis, corruption is expressed in much more complex ways. In addition to the preceding illustrations, 29 youths highlighted issues related to the abuse of power, by the police and other members of the society. These parameters move the understanding of corruption beyond political representatives to include criminal justice operatives, other government officials, and the regular citizen. Importantly too, the youth were able to understand the harmful effects of corruption on the entire social system.

One hundred and fifty-nine (159) young people were unable to formulate a definition of corruption. A significant number (55%) of the persons in this group were children below the age of 14. The majority were female (90 or 57%); 45% lived in Kingston and St Andrew and 60% described themselves as being “A” or “B” average students.

3.1.2 Understanding of the Concept of Integrity

The understanding of integrity general involves standards and values of morality. Almost 70% of Jamaican youth defined the concept as a quality or person variable that reflects the social norms that are considered morally sound. The youth saw in-

tegrity as: honesty, trustworthiness, and doing the right thing (25.2%); engaging in legal activities (11.1%); and being morally upright (8.7%). Other responses include having some form of standards and values; having a sound character; being ethical; showing leadership; and being transparent (see Table 3.2 for all observations).

A total of 388 of the respondents stated that they “did not know” how to explain the concept, “did not recall” what it meant or “did not understand” it. This was more than those who where unable to define corruption. It can therefore be extrapolated that the notion of corruption is clearer to the young people than that of integrity.

3.1.3 Attitudes to Integrity

The survey captures the youth perception of whether or not behaviours reflecting a lack of transparency, nepotism, and dishonesty are acceptable. The measure developed to test this presents a number of scenarios, each capturing a variety of

Table 3.2: Understanding of the Concept of Integrity

Post Codes	Frequency	Per cent
Honesty, trustworthiness and doing the right thing	297	25.2%
Legal activities	123	11.1%
Morality	110	8.7%
Standards and Values	91	7.2%
Sound Character	50	4.5%
Ethics	42	3.3%
Leadership	8	0.7%
Transparency	8	0.7%
Don't Know	388	30.7%
Total	1105	100%

these behaviours involving events within the school, family, community, and across public life⁸. The measure also facilitates an evaluation of the attitudes based on the persons involved, and the purpose or

justification. The scenarios as well as the frequencies are shown in Table 3.3.

The young people surveyed have strong moral be-

Table 3.3: Attitude to Integrity – Perception of Corrupt Behaviours Being Acceptable

Scenario	Acceptable	Not Acceptable
A person does something which might be illegal in order to make his/her family live better. Is this an acceptable behaviour?	19.3%	80.7%
A community leader does something which might be illegal but it enables your family to live better. Is this an acceptable behaviour?	17.9%	82.1%
A policeman requests money from a family member to get out of paying a traffic ticket. Is this an acceptable behaviour?	13.8%	86.2%
An employer gives a job to a family member or friend who is not qualified for the job. Is this an acceptable behaviour?	22.0%	78%
A family member or friend who pays (or gives a gift) to a government worker in order to speed up and facilitate the registration of a car or a motorbike. Is this an acceptable behaviour?	20.5%	79.5%
Someone who pays (or gives a gift to) a doctor or nurse in a hospital in order to receive more attention than the other persons and better treatment. Is this an acceptable behaviour?	23.6%	76.4%
The parent of a student gives a teacher money or a gift so that their child can get better grades. Is this an acceptable behaviour?	7.5%	92.5%
An unemployed person who steals electricity. Is this an acceptable behaviour?	15.1%	84.9%
A family member or friend who participates in lotto scamming. Is this an acceptable behaviour?	10.8%	89.2%
A family member or friend who pays a public official to get things done to avoid the hassle. Is this an acceptable behaviour?	20.4%	79.6%
A family member or friend who is squatting. Is this an acceptable behaviour?	25.3%	74.7%
A friend who gets into a school because of his/her parents' connections to the school principal. Is this an acceptable behaviour?	35.7%	64.3%
*Someone who does not report on your friend for cheating in an exam? Is this an acceptable behaviour? (Reverse coded)	40.3%	59.7%
A parent/guardian who pays money to the principal of a school in order for their child to get accepted into the school. Is this an acceptable behaviour? (Reverse coded)	28.0%	72%
*Someone who does not inform the police about a crime happening in your community. Is this an acceptable behaviour? (Reverse coded)	28.1%	71.9%
Someone who skips the line in order to get served first. Is this an acceptable behaviour?	14.3%	85.7%
Someone who takes \$1,000,000 to commit a criminal offence. Is this an acceptable behaviour?	20.0%	80%
*Someone who does not report another student for stealing in class. Is this an acceptable behaviour? (Reverse coded)	33.2%	66.8%
Someone who lies or cheats, ignores some laws, and abuses his/her position to be rich. Is this an acceptable behaviour?	9.9%	90.1%
Someone who illegally tries to increase his/her family income. Is this an acceptable behaviour?	11.4%	88.6%

*These statements were reverse coded to fit in with the general thrust of the listed behaviours, illegal or dishonest.

The scenarios are similar to those used in the Transparency International Studies conducted in Asia

liefs and a clear notion of what is right and wrong. The most acceptable behaviours of the given scenarios were those involving persons failing to report corrupt or dishonest behaviours to those in authority. In other words, the reporting of corruption whether in the school or community and was not seen as essential. A significant number of the young people surveyed (40.3%) believed that it is acceptable if someone does not report a friend who cheats on an exam. This could be capturing other interpersonal variables such as loyalty to friends, which at this age could cause some amount of dissonance. This same behaviour was therefore tested in two other scenarios: with someone, not associated with the person, and in reference to the criminal justice system. There was less approval for failing to report someone who steals in class and not reporting someone who does not report a crime to the police. One in every third youth (33.2%) thought it was acceptable if someone steals in class and this is not reported; and (28.1%) thought it was acceptable if the police are not informed of crimes happening at the community level⁹.

The issue of failure to report crimes and infringements are not new to the national conversation. In the 2006 Jamaica Crime and Victimisation Survey, offenders who are strangers were more likely to be reported than family members and acquaintances. The study further showed that those incidents which were more likely to be reported involved significant loss or hospitalization. Harriott et al. (2014) found that reporting rates are determined by the trust one has in the police. In that analysis, 25% of Jamaicans reported a total lack of trust in the police. In the school setting, the scenarios that reflected

nepotism were more acceptable than those that captured petty corruption. Almost 36% of the respondents thought it acceptable if “a friend gets into a school because of his/her parents’ connections to the school principal”. However, fewer youth (28%) thought it was acceptable if a parent or guardian pays money to the school principal for their child to be accepted to an institution. The most unacceptable (across the 20 scenarios given) was a parent giving a gift or money to a teacher in order for their child to get a better grade; 92.5% of those interviewed saw this as unacceptable. There was one other test of nepotism in the measure. The scenario given was: “an employer gives a job to a family member or friend who is not qualified for the job.” Just over one in every five young people (22%) interviewed saw this as an acceptable behaviour. The majority of the young people too, (85.7%), did not appreciate someone who “skips the line in order to get served”.

Focusing now on petty corruption, across all three measures approximately one in every five youths interviewed thought that these were acceptable behaviours. Twenty per cent (20%) thought it was acceptable for a family member or friend to pay a public official to access a service without the hassle; 20.5% of the youths thought it was acceptable if “a family member pays a government employee to speed up or facilitate them registering a motor car or bike”; and 23.6% thought that it is acceptable for someone to pay a medical professional in the hospital in order to access more attention and better treatment.

⁹ This issue of engagement with the police will be discussed in more detail later in the report.

In terms of illegal activities, 19.3% of the young people interviewed thought that it is acceptable behaviour if someone “might” do something illegal to make their family better. There was another scenario, without a justification, which asked if someone takes \$1,000,000 to commit a criminal offence if that is considered acceptable. Almost the same number of persons (20%) thought it was acceptable behaviour. Another related measure further showed the disapproval for illicit gains - 88.6% of respondents thought it unacceptable if someone tries to illegally “increase their family income”. More people also find it unacceptable if someone “lies or cheats, ignores the laws, and abuse their position” for personal enrichment.

Given our history of clientelism, it was important to have at least one measure that to assess the attitude to community leadership. The scenario given was: “a community leader does something which might be illegal but it enables your family to live better”. A total of, 17.9% of the youths found this to be acceptable. Lottery scamming has been a major concern, and in 2013 the Law Reform (Fraudulent Transaction) (Special Provision) Act was introduced more effectively address this problem. The youths interviewed generally saw this as an unacceptable behaviour; only 10.8% thought it was acceptable if a family member or friend should participate in this activity.

Over the years, the Jamaica Public Service¹⁰ has been concerned about revenue loss through theft. The survey asked if it is acceptable for an unemployed person to steal electricity, 15% thought that it was. Squatting is another problem that public policymakers have been trying to treat with, especially in urban centres. One in every four youth interviewed saw this as an acceptable behaviour.

Definition of a Person of Integrity

The survey sought to determine how young people thought someone of integrity behaves to further ascertain the standards that are used to conceptualise integrity. The study captured both the understanding of the concept of integrity and how these identified parameters might be relaxed to avoid some problematic situation. The young people were asked whether or not “someone who never cheats so that people can trust him/her” could be classified as having integrity; 91% or 1,135 of the respondents agreed with this. This position was confirmed when youths were asked if “someone who lies or cheats in order to get out of trouble is someone of integrity” and 9.6% or 121 said that person was. (See figure 3.1.) This measure therefore shows a strong understanding of those who are deemed to be people of integrity and the young people are generally unwilling to relax those standards to get out of a troubling situation.

The country's only supplier of electricity

Youths were also asked if someone who never breaks the law is someone of integrity, 91% or 1,130 agreed. When asked if someone who breaks the law in order to get out of trouble is seen as having integrity, 10% or 124 saw that person as having integrity (see Figure 3.2).

3.1.4 Harm Factor

The study probed whether or not the youths perceive that corruption is harmful to the society. The responses from the open-ended question suggest that this was the case. For this measure the young people were asked to consider the level of harm to:

Figure 3.1 Percentage of Youth Who Agree That a Person of Integrity Never Lies Nor Cheats

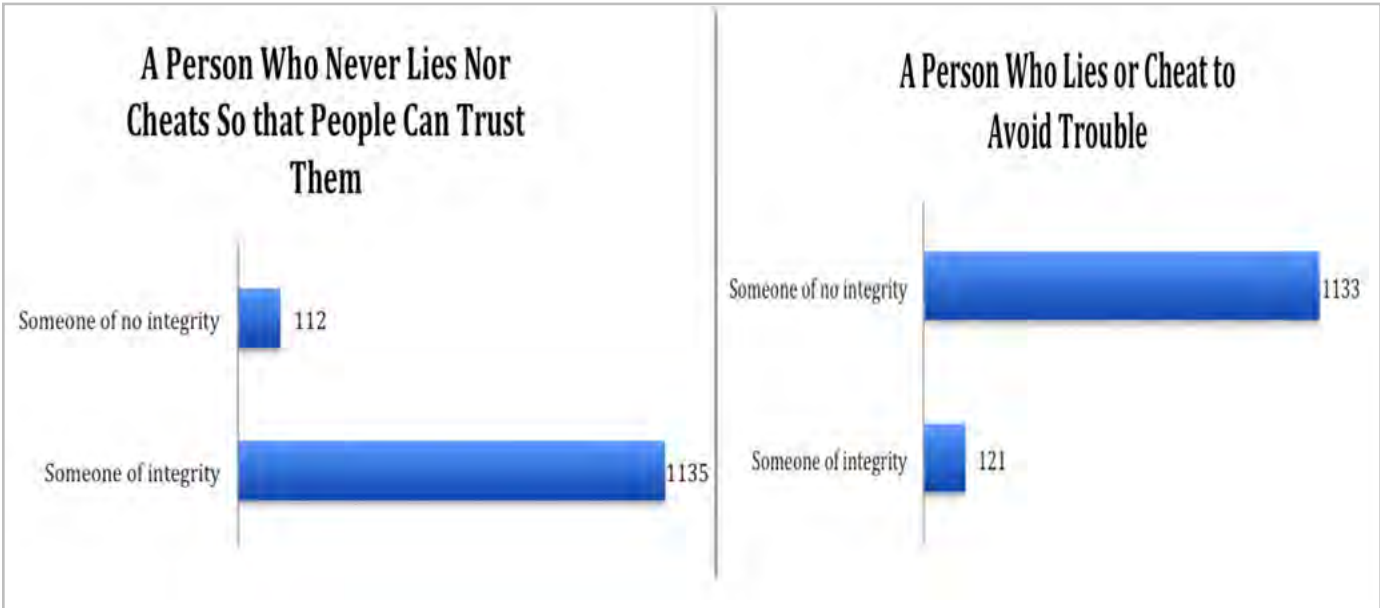
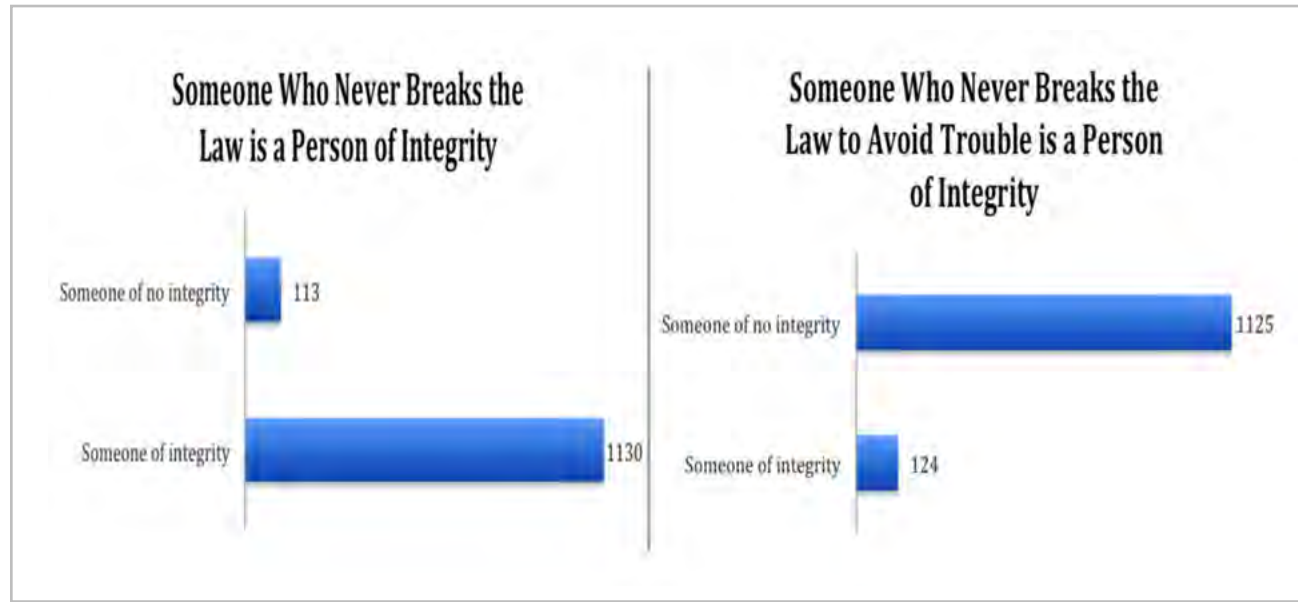


Figure 3.2 Percentage of Youth Who Agree That a Person of Integrity Never Breaks the Law



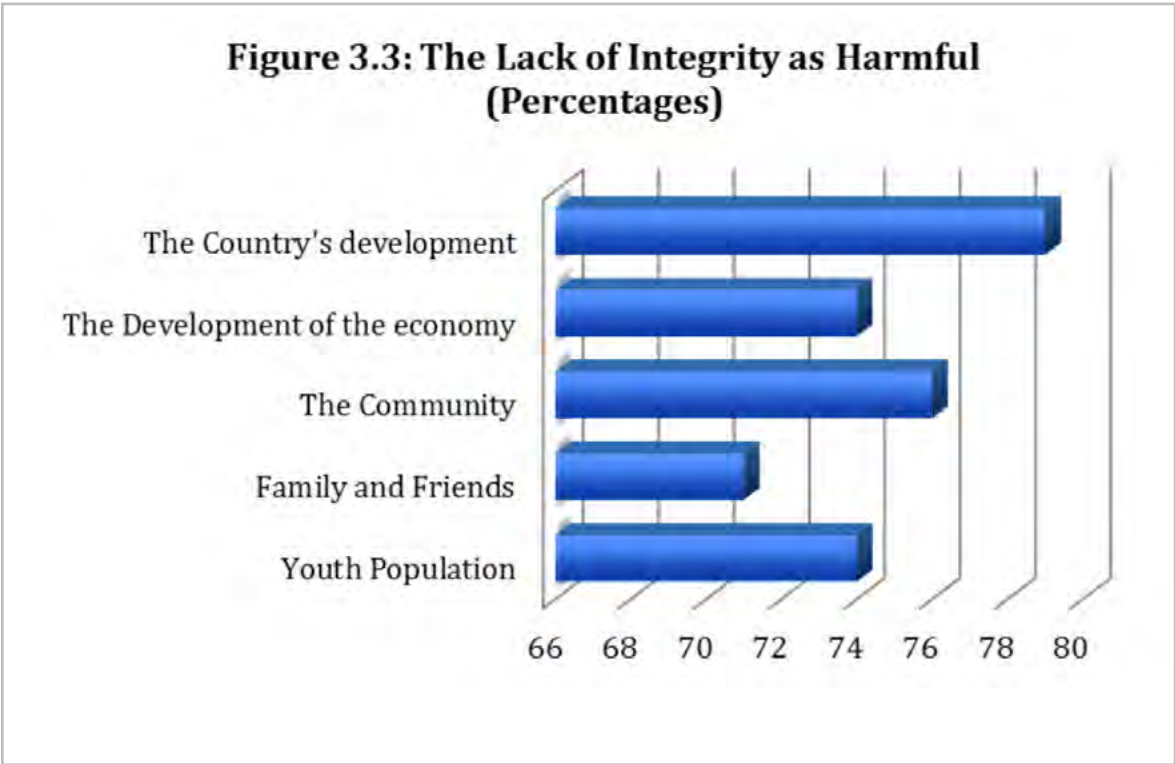
the general youth population; those close to them including family and friends; their community; the economy; and the country in general.

The most significant harm was thought to be towards the country's development (79%). This is in keeping with the findings of the LAPOP, 2014¹¹ study where the adult population thought that corruption was negatively impacting the public sector and general issues of governance. Therefore, the youth views, in this regard, are in alignment with what was

found within the adult population. The young people also thought that corruption was harmful to the community (76%) and in the development of business and the economy in general (74%).

The majority (74%) of the young people believed that the lack of integrity including corruption is harmful to the general youth population. The cross tabulation shows that there is no significant difference across gender lines. Corruption is seen as harmful to family and friends (71%).

Figure 3.4



Harriott et. al, 2014

3.2 Values and Beliefs

The theft of electricity was discussed in section 3.1.3 where the findings showed that 15% of the youth thought it was acceptable behaviour if someone who is unemployed steals electricity. This current measure asked if the unemployed person who steals electricity should not be prosecuted for that illegal behaviour. As seen in Figure 3.4 below, 50% of youths disagreed, that is, they believed these persons should be prosecuted; 33% thought they should not be and 16% held a neutral position.

As regards lottery scamming, 10.8% of the persons interviewed said they viewed this particular behaviour as acceptable. The survey also probes whether this behaviour was seen as bringing harm to the Jamaican society. The majority of the youths interviewed (70.8%) thought lottery scamming was in fact harmful to the Jamaican society. Concern is raised, however, for the 288 or 23.2% who found this behaviour harmless, see Figure 3.5.

Figure 3.4

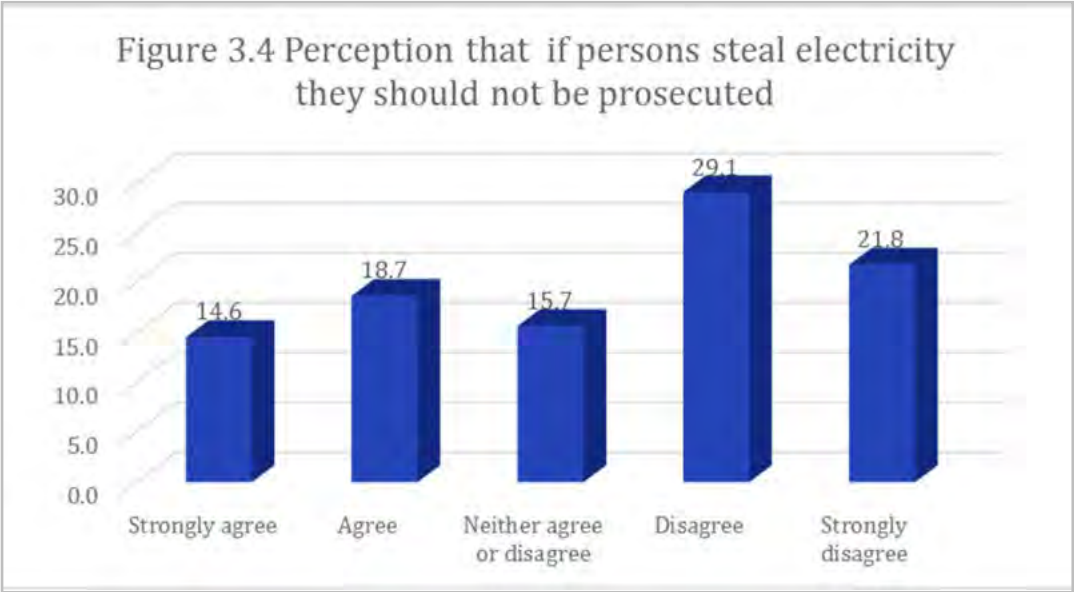
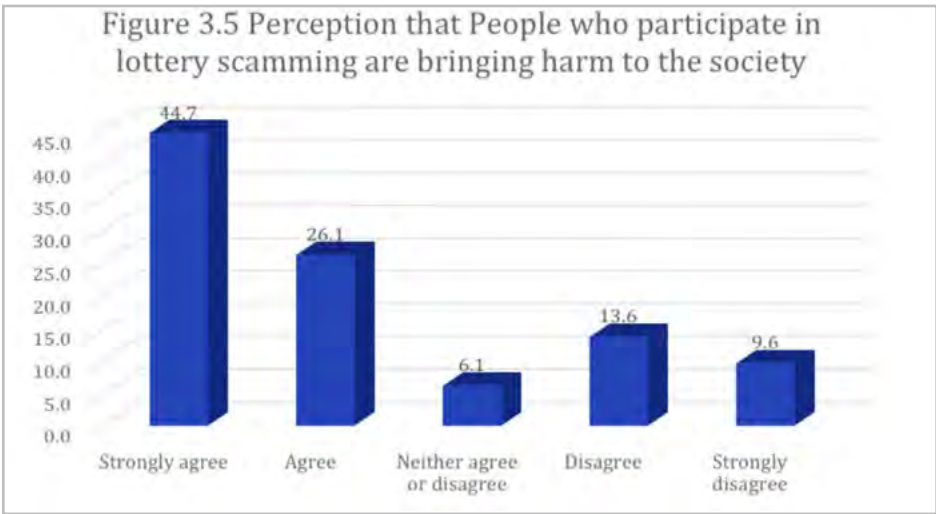


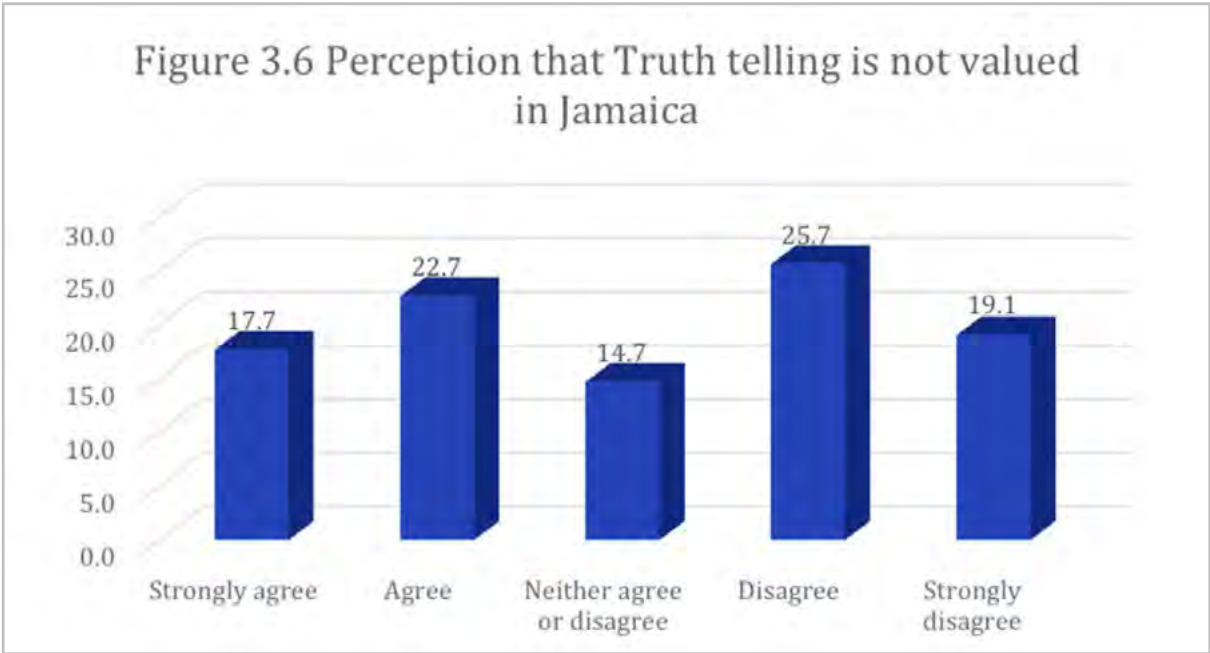
Figure 3.5



Truth telling is seen as an essential part of any democratic system. Mechanisms to facilitate this have been evident within the Jamaican society. The Jamaica Truth and Justice Action Group has called for a truth commission to be established to deal with some of the issues the country has faced and to foster a new era of peace (McCalpin, 2011). Calls for truth and transparency have facilitated the establishment of a number of commissions of inquiry

convened to uncover the truth behind several atrocities that have caused public discord. The Tivoli Gardens Commission of Enquiry is an example of this. A significant number of the young people interviewed (44.8%) thought that truth telling is in fact valued in Jamaica, 40.5% thought it was not and 14.7% held a neutral position (see Figure 3.6).

Figure 3.6



As stated in the introduction political corruption is seen as a developmental problem as it erodes confidence in the democratic processes and trust in the elected officials. The survey captured the youth’s opinions about paying bribes to public officials in order to access services or goods hassle free. One in every four youths interviewed thought it necessary to pay bribes to their MP to avoid a hassle; 23% thought paying a bribe to their local councillor and 33% to a government employee, see Figure 3.7.

Earlier it was noted that almost one in every third person interviewed thought it acceptable if crimes at the community level are not reported to the police. Youths were asked if “people who give the police information about criminals are doing a good thing”; 85.5% thought they were. Therefore, in terms of value orientation, young people see it as important to give information to the police and generally saw it as unacceptable if crimes are not reported (see Figure 3.8 for all observations).

Figure 3.7

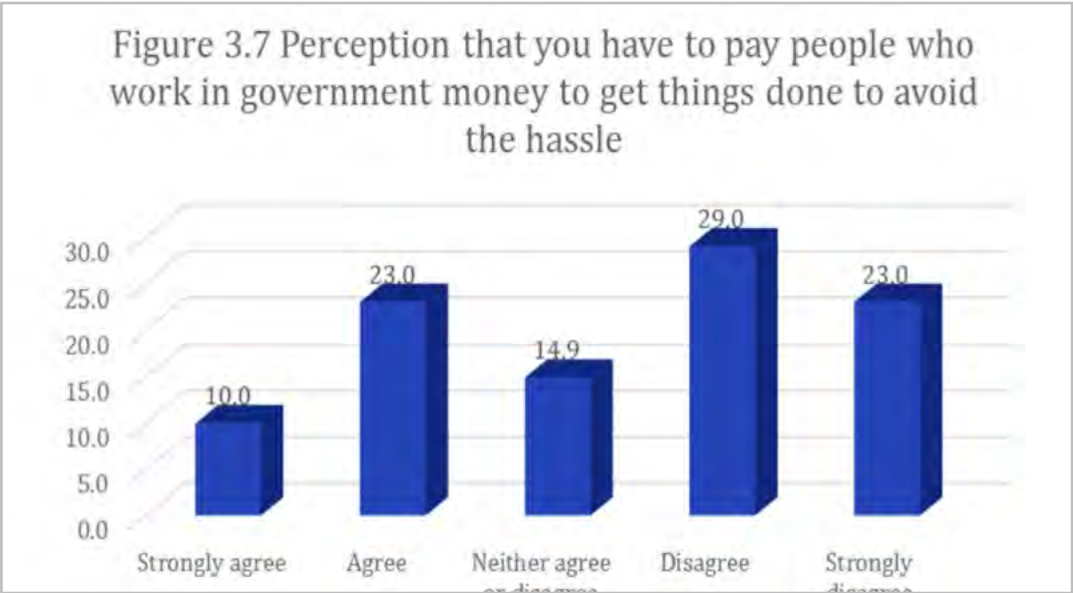
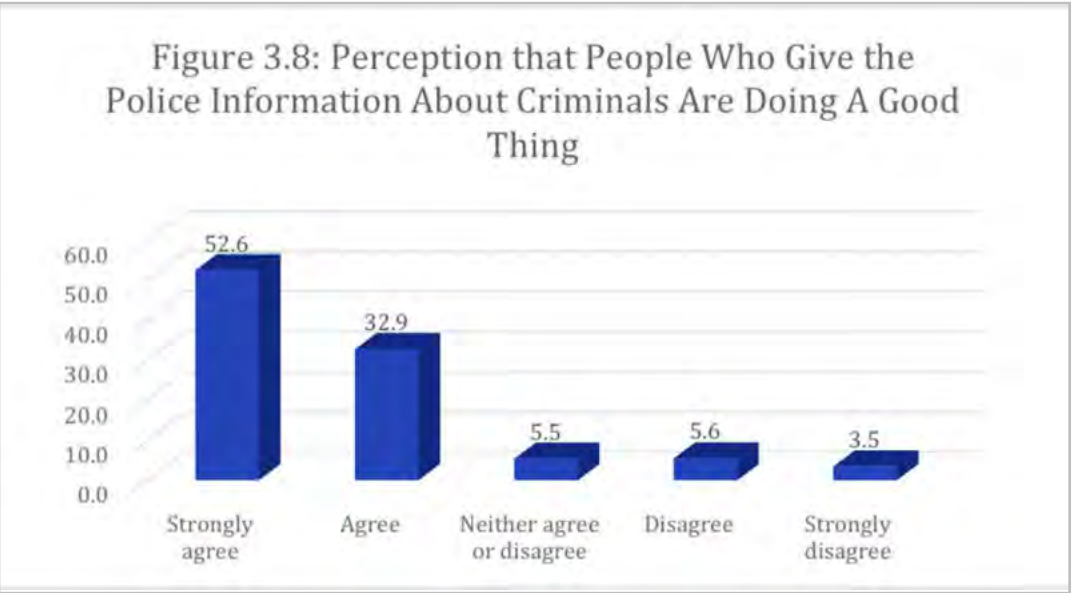


Figure 3.8



In addition to that, young people (76.8%) thought it was harmful to bribe the police to avoid a traffic ticket (see Figure 3.9).

Young people were asked whether or not it would be justified to steal from the employer if they thought that they were being unfairly compensated. The majority (77.8%) of the respondents disagreed with this, see Figure 3.10.

Earlier in the report the young people were asked if squatting was an acceptable behaviour and most noted that it was not. Attitudes to this were again tested by asking the respondents whether or not they believed persons should be removed from lands that they were illegally occupying. One in every five respondents was indifferent to the matter; 51.6% thought that they would be removed and 27.7% thought they should be allowed to stay.

Figure 3.9

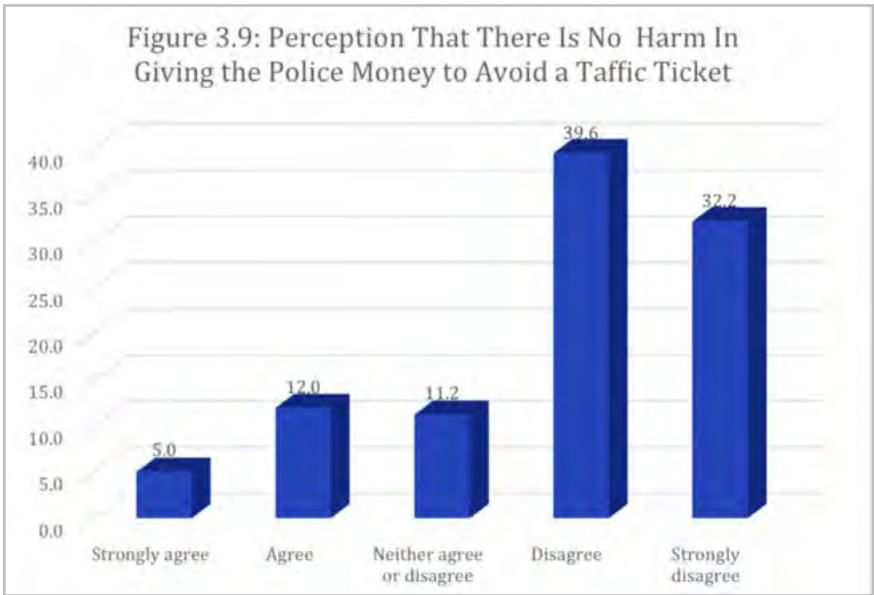
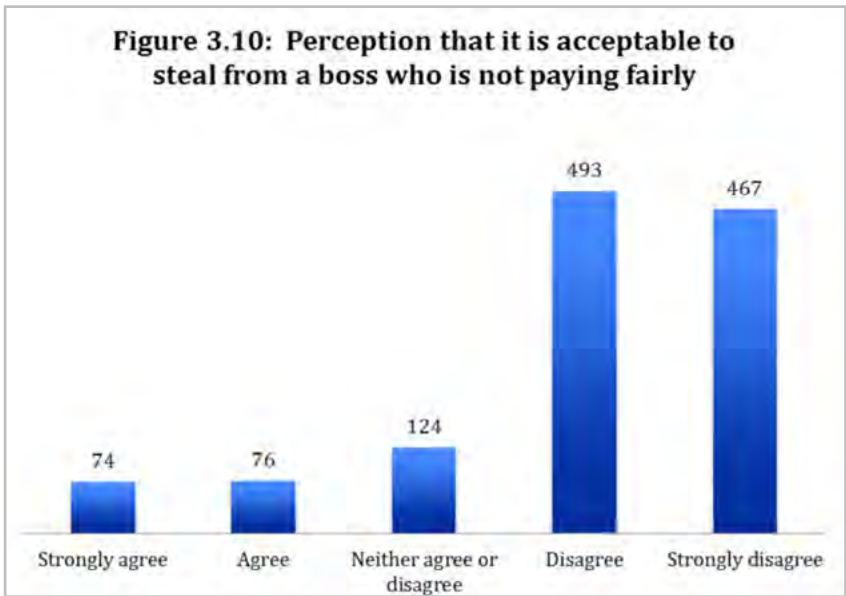


Figure 3.10



Questions were asked about the value of integrity in relationship to one’s life goals. The young people were asked to react to the following statement: “People who are ready to lie, cheat, break the laws and be corrupt are more likely to succeed in his life than people who are not”. Just over fifty per cent (53.9%) of the young people disagreed with this position and 11% were undecided. One hundred and eighty-six or 15.2% of the interviewees “strongly agreed” that

persons who were lacking in integrity are more likely to succeed and 245 or 20% agreed. Therefore, 35% of the young people engaged in this study thought that individuals who are willing to engage in deviant, corrupt, and criminal activities more likely to become successful (see Figure 3.12). This finding was similar to the result of the study conducted in Asia (Transparency International, 2014). The reverse was asked in another measure that re-

Figure 3.11

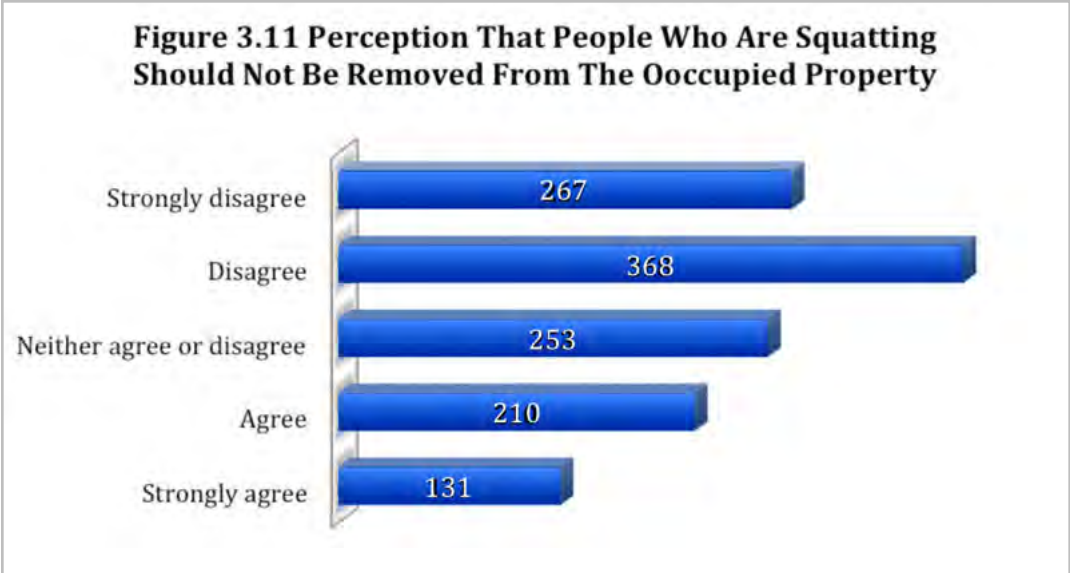
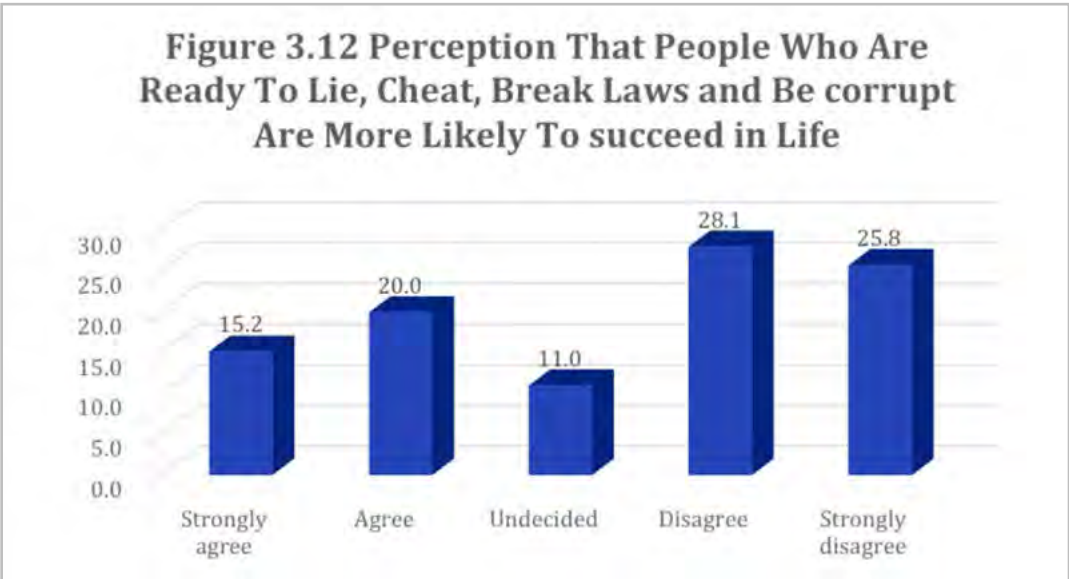


Figure 3.12



quested a response to the following statement: “An honest person, with personal integrity, has more or as much of a chance to succeed in his life than a person who lacks integrity”. A significant number (70%) of the young people agreed that persons who are honest and exhibit personal integrity are more likely to succeed than those who are not. Almost the same number of persons who saw the lack of integrity as a determinant of success (35%) also disagreed that honesty is a virtue that leads to success (28.6%).

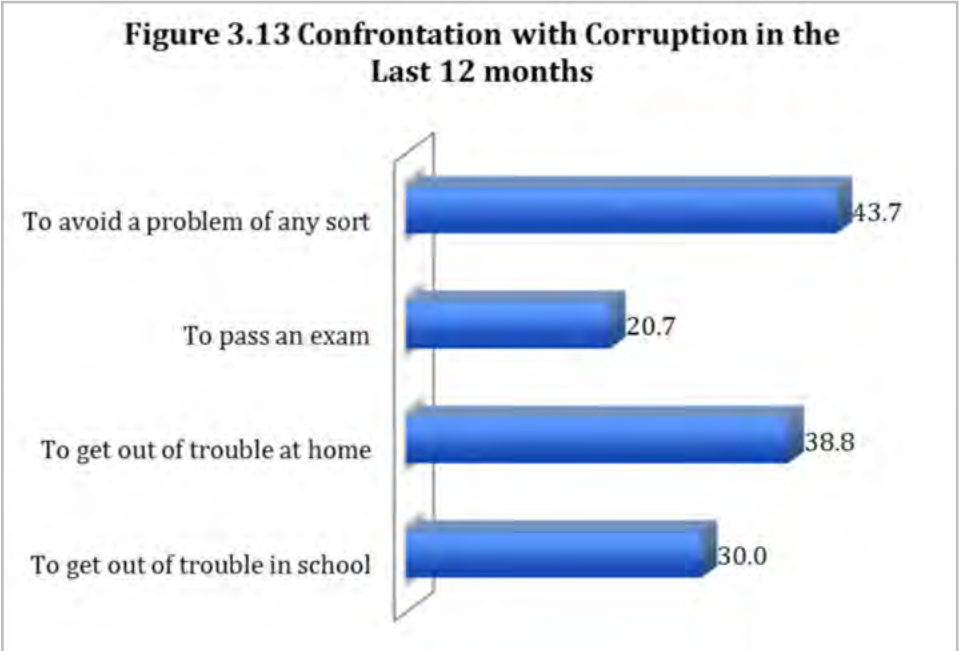
When practical scenarios of personal integrity were surveyed, these measures showed a greater disapproval for the lack of integrity. Young people were asked to respond to the statement, “there is no harm in giving the police money to avoid a traffic ticket”. The majority (72%) thought that there was in fact some harm in bribing a police officer. Two hundred

and twenty-three or 18.2 percent of those who were interviewed agreed with this statement. One hundred and twenty youths were undecided about their position on this matter.

3.3 Experiences with Corruption

The instrument tested the young people’s experiences with corruption over the last 12 months. They were instructed to respond based on their direct or indirect experiences. A significant number (43.7%) of respondents said they were exposed to behaviours deemed corrupt to avoid a particular problem (see Figure 3.13).

Figure 3.13



Greater exposure/experience was being experienced at home than in the school environment. Almost 40 per cent (38.8%) were exposed to some form of corruption in their homes, while 30% said they had similar experiences at school. The measure asked: “have you been confronted with corruption in the last 12 months to get out of trouble in school or to get out of trouble at home”? Students were also asked if they experienced incidents of corruption in order to “pass an exam”; 20.7% said they did.

3.3.1 Perception of the Level of Corruption

The young people were asked about their perception of the levels of corruption within the society.

This is important as leaders at all levels of society play a critical role in exhibiting the values of morality that ought to be reflected in the society (Perkins, 2013). Specifically, the youths were asked their opinion of the level of integrity of a number of professional groups with whom they are likely to come in contact with. They were tasked to rate the levels of integrity as: good (no wrong behaviour, transparent, no corruption); rather good (few cases of wrong behaviour and corruption); rather bad (many cases of wrong behaviour and corruption); or very bad (wrong behaviour and corruption are wide-spread).

The responses, in Table 3.4 reflect those who thought the behaviours were good or rather good. Teachers, medical doctors, athletes, sports coaches

Table 3.4: Perception of Corruption Within Various Occupational Groups

Occupational Type	Percentage who saw groups displaying integrity (Good or Rather Good)
Government Employee	66.1%
Police	47.7%
Soldier	76.8%
Teacher	86.5%
Medical Doctor	85.9%
Lawyer	61.7%
Politician	37.1%
Big Business Owner	62.2%
Street Vendor	62.2%
Taxi/ Bus Driver	59.6%
Judge	68.1%
DJs/ Artistes/ Music Producers	58.6%
Athletes/ Managers/ Coaches	81.8%
Pastor	80.6%
Bus Driver	44.3%
Bus Conductor	45.8%

and managers, and pastors had over 80% of the youths viewing them as having “good” or “rather good” integrity. Those who had the fewest number of respondents viewing them as having integrity were the politicians (37.1%); bus drivers (44.3%); bus conductors (45.8%) and police officers (47.7%).

When the collective occupational type of “government employee” was considered, 66.1% sees this group as having “good” or “rather good” integrity. Members of the JDF are generally seen as having integrity (76.8%). More young people thought judges have integrity (68.1%) than those citing lawyers (61.7%).

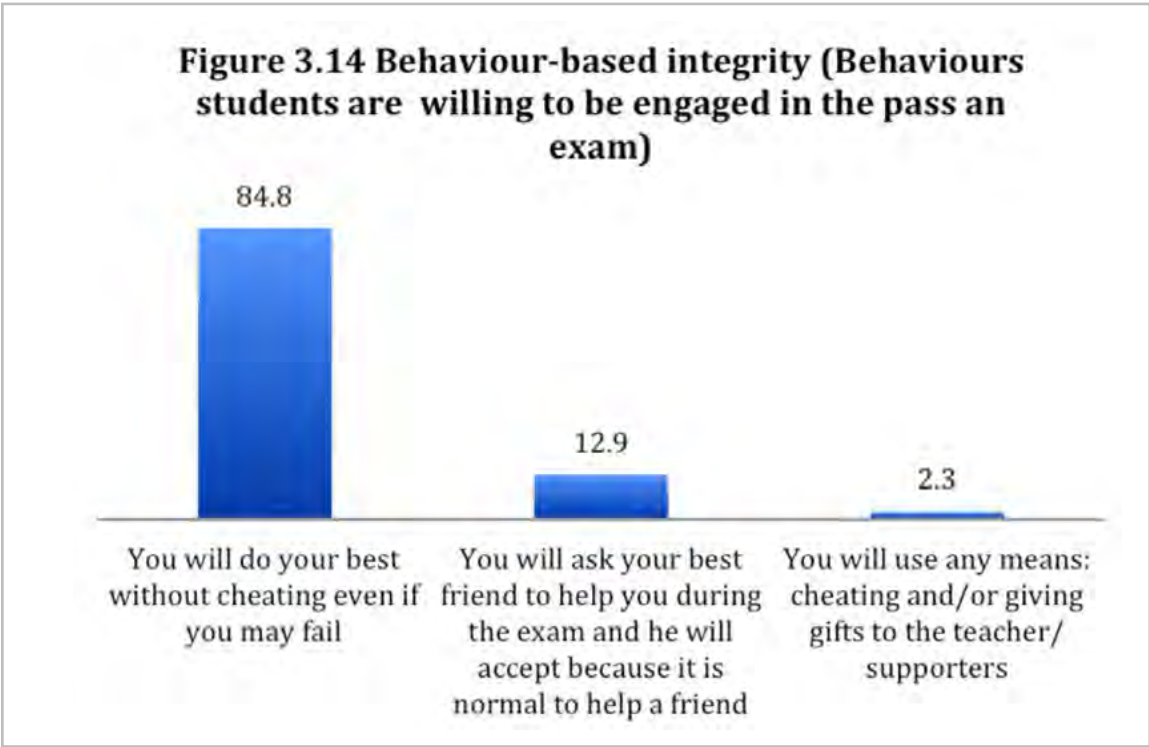
There was no difference between the numbers of students who thought the “big business owner”

(62.2%) or the street vendor (62.2%) has integrity. Almost 60 per cent (59.6%) thought that the taxi/bus driver has integrity and 58.6% saw persons in the music industry as having this characteristic.

Students were given a scenario to measure whether or not they are willing to engage in certain behaviours in order to pass an exam. The majority (84.8%) were willing to try their best without cheating even if that meant the possibility of failing; 12.9% would ask a friend for help during the exam (earlier in the report we saw where 43% said it is acceptable behaviour if someone does not report a friend who cheats in an exam.). Only 2.3% or 27 students reported a willingness to cheat or engage in some corrupt behaviour, see Figure 3.14.

The next scenario given was: “your uncle tells you

Figure 3.14

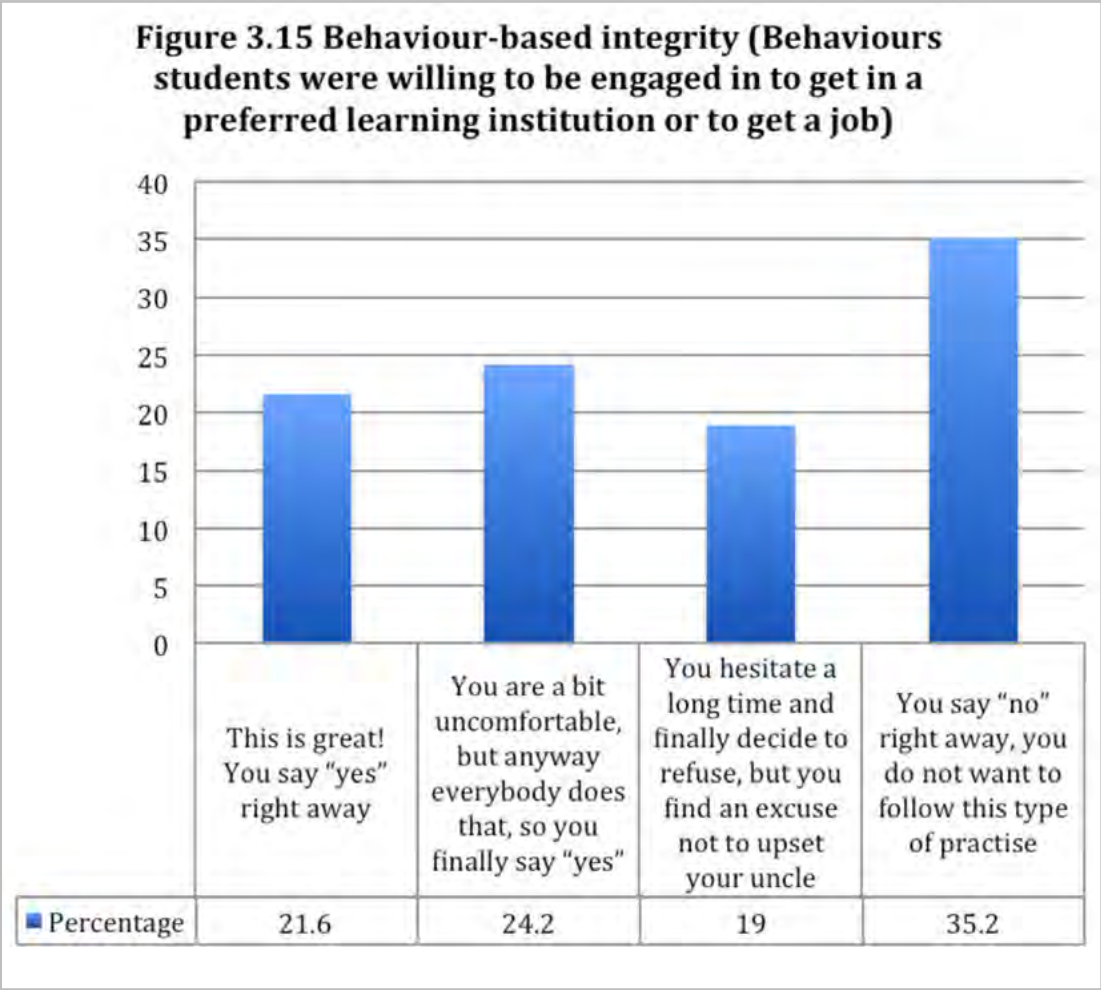


that he has a good friend who can get you into a very good school/university/company easily, without having to pass the selection process, what would you do?" Over a half of the population stated that they would refuse; 35.2% would do so immediately as they do not see this as the type of behaviour they would want to practice and 19% would think about it but would also refuse the offer. Two hundred and fifty-two (21.6%) of the Jamaican youths interviewed would see this as a great opportunity and engage the process immediately and 282 or 24.2% would feel some discomfort but would not want to upset their uncle (see Figure 3.15).

3.3.2 Building Integrity: Youth Perspectives

In this section, the research looks at the capacity of the youths to engage in the fight against corruption. The measures are used in keeping with similar instruments used by Transparency International but adjusted to reflect the nuances within the Jamaican society. Four main themes are explored: the level of commitment to fight corruption; available information and influence within the social environment; youth role in building integrity and anti-corruption; and knowledge of anti-corruption programmes and institutions.

Figure 3.15



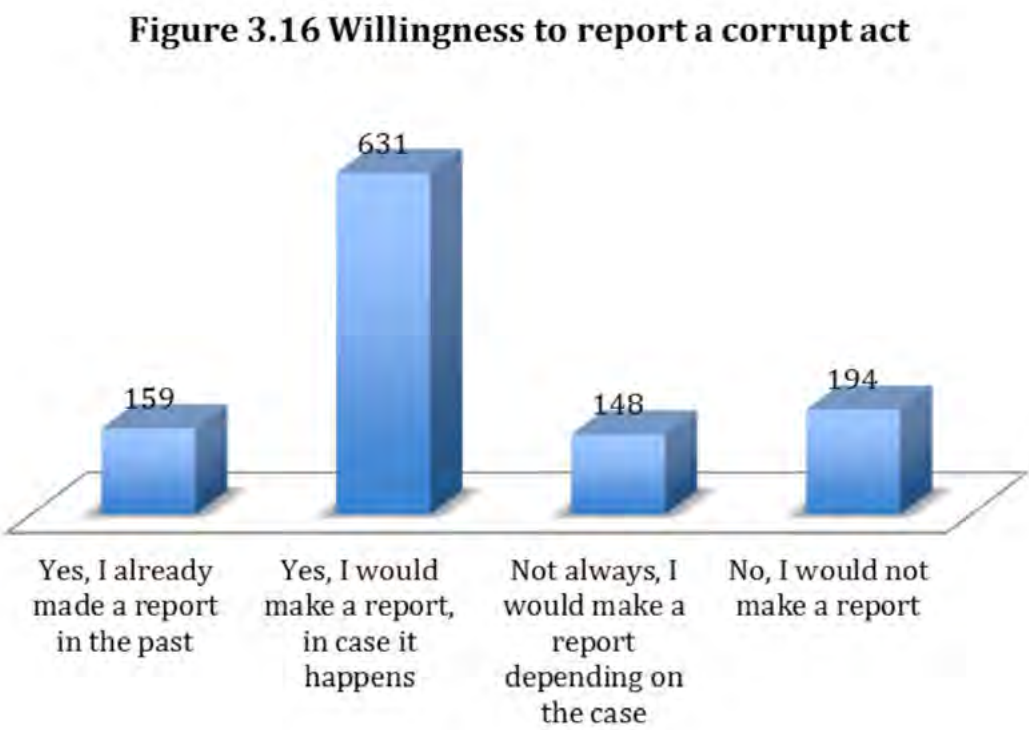
The first question in this section asked about willingness to report acts of corruption. Earlier in the report a general unwillingness to report such actions was captured among the youth interviewed. For this particular measure, the following scenario was given: “if you happen to be confronted with a corrupt act (for example, a teacher asks you for money in order to pass an important exam), would you be ready to report this incident to someone?”

One hundred and fifty-nine students (14%) had reported corrupt activities in the past and 55.7% would be willing to make a report if such an incident should occur. For those who were less inclined to make a report, 13.1% would make a report depend-

ing on the case; and 17% were generally unwilling to make a report, see Figure 3.16.

The young people who were unwilling to make a report were asked why they would not. The largest number would not because they believed that no action would be taken. This was the same reason given among the adult population who refused to report criminal victimisation to the police (Harriott et al., 2014; JCVS, 2006). Almost 30% thought it was not their duty to make such a report. Sixty-nine respondents or 21.4% thought they would not be protected and 12.1% said they did not have the knowledge needed to engage in the process of making a report (see Figure 3.17).

Figure 3.16



Youth were asked how much information they had about the laws that promote integrity and fight/prevent corruption in Jamaica. A little more than one in every three youth (31.5%) surveyed reported that they had no information; 34.9% had very little information; 26.4% had some information and 7.2% reported having “a lot of information”.

The research further garnered information sources that, on one hand, provides information and delivers messages to promote integrity, and on the other, provide the behavioural scripts that are examples of integrity. This was examined within the family circle, the educational system, the media, among stars/celebrities, among persons within the business community and leaders in general (these included political and religious).

Figure 3.17

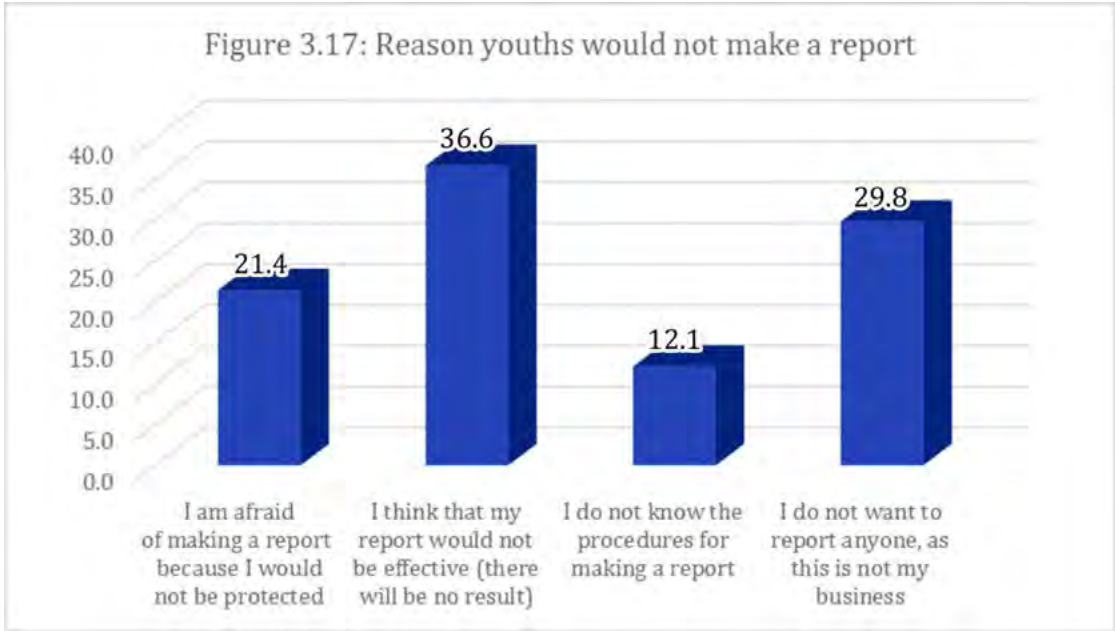
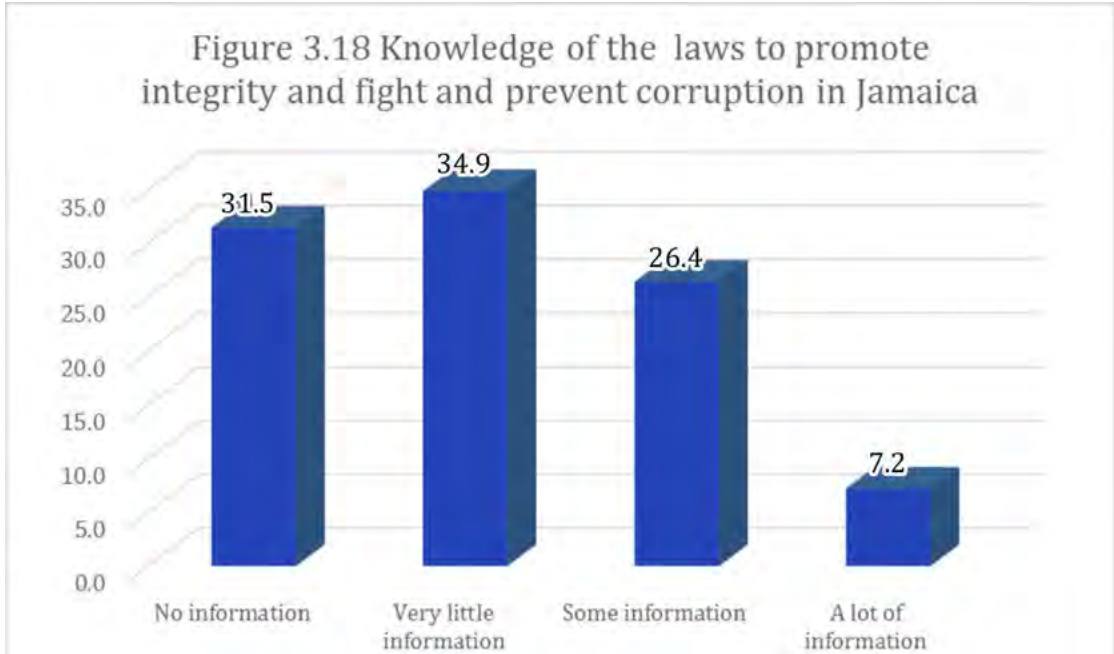


Figure 3.18



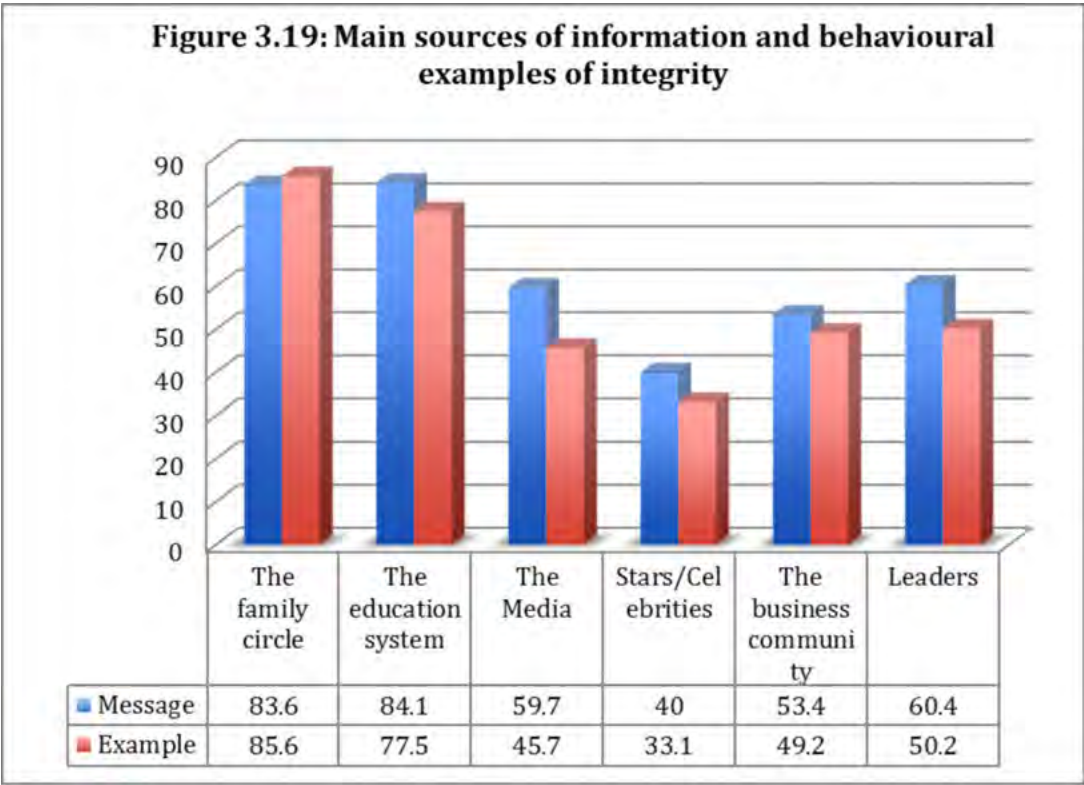
Across the groupings, the family and the schools have the main influence on the youth population, this was also the finding in the Asian study (Transparency International, 2014). The family circle was the only sphere seen as sending the message as well as providing the exemplars of integrity. Most young people (83.6%) reported that their families are sending the right message and even a greater number find them providing good examples of integrity (85.6%). Where the education system was concerned, 84.1% saw this sector as effective in sending the message and 77.5% saw them as providing the good examples of integrity.

Leaders and the media were the next most influential groups. Just over 60 per cent (60.4%) of the young people thought that leaders are sending messages to promote integrity. However, almost 10% fewer in number saw them as providing good examples (50.2%). The disparity between message and

behaviour is even wider for the media, 59.7% of the youth surveyed believed that persons in this arena are sending the message and 45.7% thought that they are exhibiting the behaviours that reflect the content of the message.

Just over a half of the young people thought that the business community is providing information that delivers messages to promote integrity (53.4%) and almost an equal number of young people (49.2%) see them as providing good examples. Stars and celebrities are generally thought to be important in reaching the youth (Perkins, 2013). The findings of this current research suggest that they are viewed as the least likely to provide information on integrity (40%) and 33.1% believed that their behaviours provide the examples of integrity (see Figure 3.19).

Figure 3.19



In terms of information sources that shape the youth view on integrity, in keeping with the finding above, most (70.9%) reported discussing the issue within their families and almost the same number (68.3%) reported relying on the radio or television to get the required information. Discussions with friends or colleagues (65.5%) and information received at school (64.6%) were also significant. Other media sources, outside of television, were also heavily relied on save for the print media. Just about 60% receive news from on the Internet, 57.3% accessed information on social networking sites, and 49.3% read the printed newspaper (see Table 3.5 for all observations).

3.4 Knowledge of Anti-corruption Programmes and Institutions

It is generally thought that educational interventions are essential in developing awareness of the concepts of integrity and corruption and will provide the requisite tools to empower the youth to confront these issues. The research sought to deter-

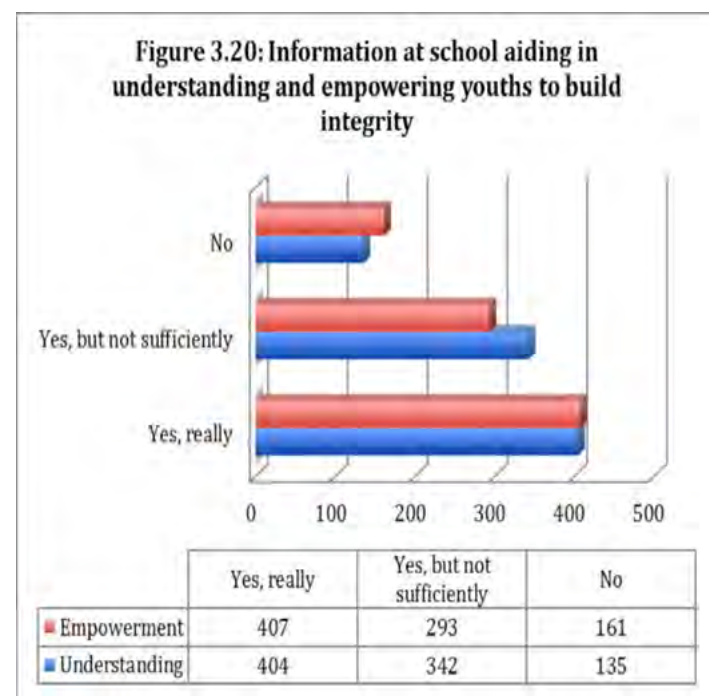
mine if the youth population believes that the information they receive about integrity or anti-corruption (at school or in any other institution) was sufficient, and also whether or not they believe that the information has empowered them to play a role in integrity building within the society.

Generally, the youth surveyed thought that the education they receive assists them in both an understanding the concept of corruption and in playing a role in integrity building. Almost 46% are satisfied with the information received and even a greater number (47.3%) think that it has helped them to play a role in building integrity. Three hundred and forty-two (38.8%) believed that the information they received was inadequate and 34% said it has insufficiently equipped them to fight corruption. One hundred and thirty-five or 15% believed that the information has not helped them to understand the concept and 161 thought that they have not been empowered by the educational programme (Figure 3.20). Earlier in the report, it was highlighted that

Table 3.5 Information Sources that Shape Youth Views on Integrity

Information Source	Frequency
You discuss with the members of your family	70.9%
You discuss with your friends (classmates, colleagues, etc.)	65.5%
You rely on the information you get from school	64.6%
You listen to the radio and TV	68.3%
You read printed newspapers	49.3%
You read news on Internet	60.5%
You belong to a social networking site (Facebook, Twitter, etc.)	57.3%

Figure 3.20



159 youths could not define corruption and 30.7% did not know what integrity means.

If the youth population are to participate in activities that promote integrity and fight corruption then they ought to be aware of the codified rules and regulations that exist in the society. Two in every five persons interviewed were aware of the laws that protect persons who report issues of corruption to the authorities (see Figure 3.21). This means that almost 60% of the youth had no knowledge of these laws. This finding was similar in the Asian analysis where it was found that the majority of the young people surveyed had little or no information con-

cerning the legislation which protect citizens who make reports about corruption (Transparency International, 2014).

Fifty-six per cent thought that these laws were ineffective (see Figure 3.22). This is important as we learnt earlier that persons were not very willing to report illegal behaviours. If young people are to engage the processes that exist to report incidents of corruption they must also be aware of the mechanisms in place to protect their integrity and life, and see these mechanisms as effective.

Figure 3.21

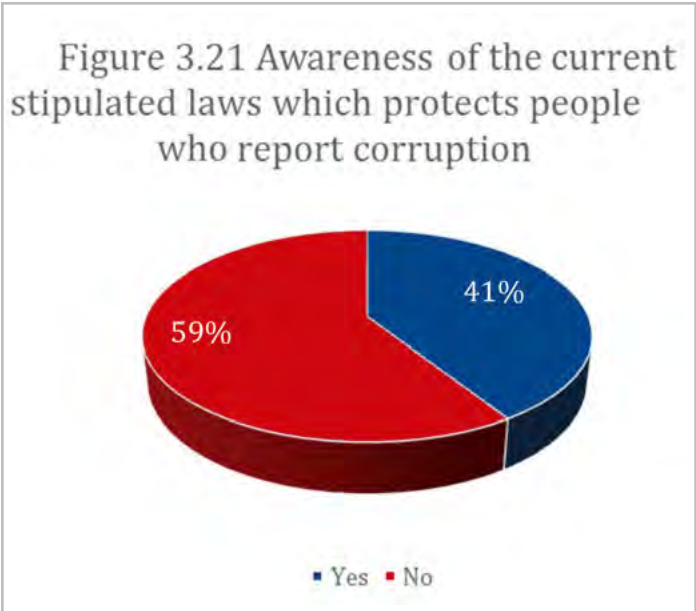
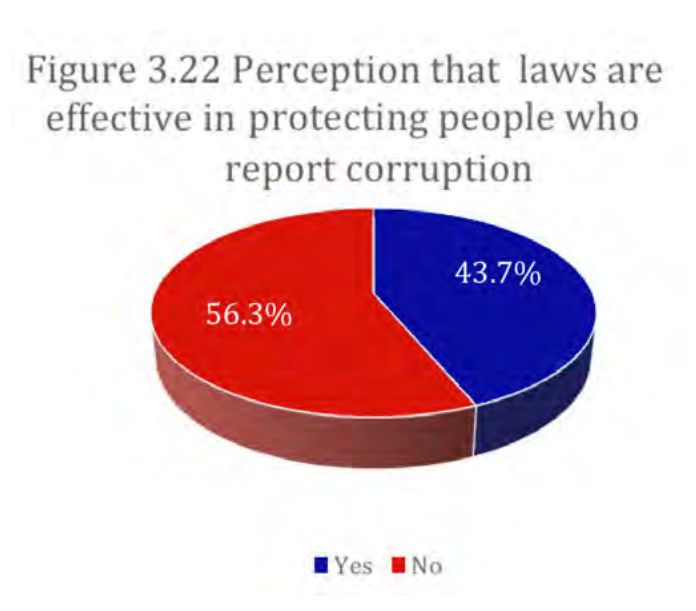


Figure 3.22



Generally, youths were not knowledgeable of programmes that drive anti-corruption efforts. Of the 1,066 youths who reacted to this question, 133 or 12.5% were aware of the anti-corruption/integrity programmes (see Figure 3.23).

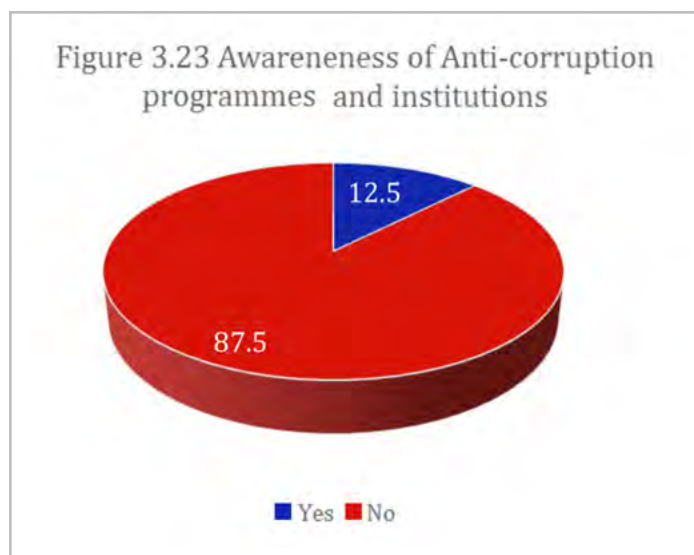
An open-ended question captured the youth's knowledge of the anti-corruption agencies in Jamaica. Of the 133 who stated that they have some knowledge of these programmes 91 reacted to this question. The most popular responses were those programmes emanating from the criminal justice system: the police youth clubs (5); witness protec-

tion (2); CISOCA (2); correctional office (1); "Get the Guns" (1); INDECOM (6); and MOCA (7). Twenty-four students listed factors such as lottery scam; gang involvement, and other criminal acts. It can be inferred that they are highlighting laws to deal with these issues (see Table 3.6 for all observations).

Table 3.6 Anti-Corruption Integrity Programme Youth Are Aware Of

Anti Corruption/Integrity Programme	Frequency
Youth Clubs	12
Police Youth Club	5
Witness Protection Act/programme	2
Ananda Alert	1
Anti-child Labour	1
Broadcasting Commission	1
Cadet/National Brigade	1
CDA	1
Church	1
CISOCA	2
Correctional Office	1
Police/ Police Anti-corruption	3
Crime Stop	2
Educational Programmes	2
CAFFE	1
FBI	1
Get the Guns	1
Talk Up Youths	5
Health Programmes	1
Human Rights Programme	1
INDECOM	6
MOCA	7
JIS	1
NIA	1
Prefect Body	1
Project ZB	1
Red Cross	1
Rise Life Management	2
Soldier	1
Speak Out Campaign Jamaica	1
Criminal Acts and things unrelated	24
Total	91

Figure 3.23



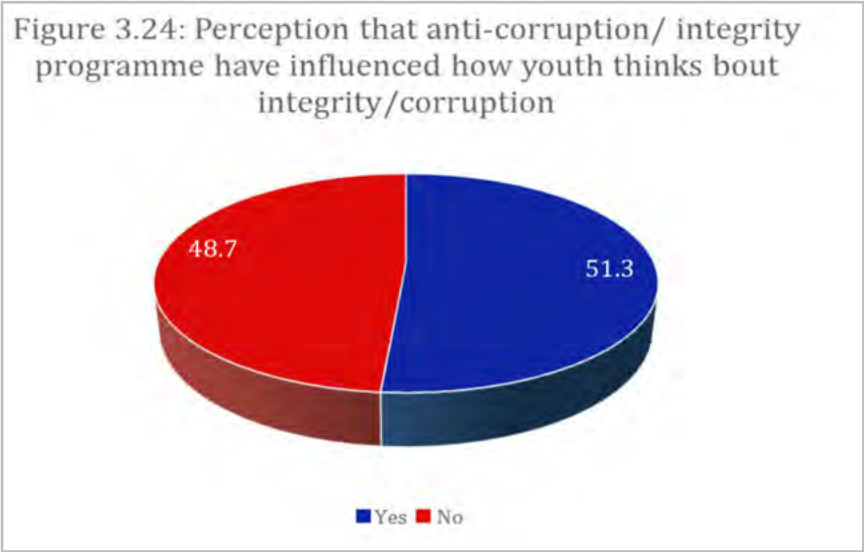
The research also probed how young people got information about the programmes identified. Eighty-two (82) persons responded. Most of the young people were informed of the programme through advertisements in the traditional media sources and through the school system (see Table 3.7).

Seventy-seven young people (51.3%) thought that the anti-corruption programmes have influenced the way they view corruption (see Figure 3.24).

Table 3.7: Sources of Information Concerning the Anti-Corruption Programme

Source of Information	Frequency
Advertisement/Media	20
Television	23
Radio	2
News	3
Children’s Own	1
Church	1
Family Members	3
Internet	2
Individual Research	3
Community Members	2
Newspaper	1
Prefect body/School	8
Social Media	1
Other (Seminars, meetings and surveys)	9
Total	82

Figure 3.24



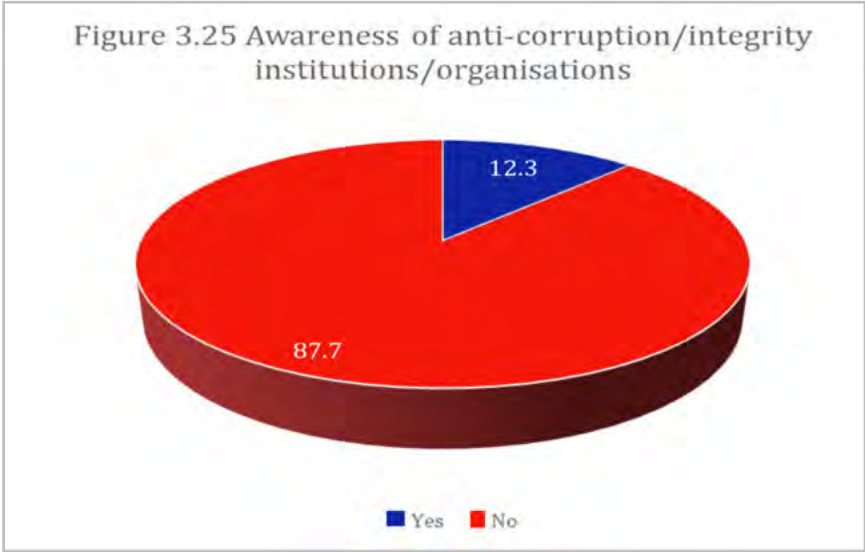
A follow-up question asked, in what ways? A total of 34% of those who responded thought that they were influenced to become better persons; another 25% thought it has altered their perception and changed the approach they had towards corruption. The latter group of responses included an understanding that corruption is actually harmful to society. The information they provided was noted as well as knowledge of some of the behaviours that are corrupt; included in this is the issue of vote buying (see Table 3.8).

The research also probed youth awareness of the anti-corruption/integrity institutions. Almost an equal number (132 or 12.3%) of youths who reported awareness of the anti-corruption/integrity institutions are also aware of the anti-corruption/integrity organisations (see Figure 3.25). As seen in the question which probed the knowledge of the programmes, there is no clear distinction between the programmes and the institutions.

Table 3.8 Impact of Anti corruption Programme

Impact of the Programme	Frequency
Altered perception/change in approach towards corruption	13
Helped to make them a better person/more influence	18
Increase knowledge (human rights; importance of integrity; need to find criminals; laws are ineffective)	7
Learn the behaviours that are negative (this include vote buying)	4
Feel empowered and motivated to tackle corruption	4
Can't explain	3
No impact	1
Don't know	2
Total	52

Figure 3.25



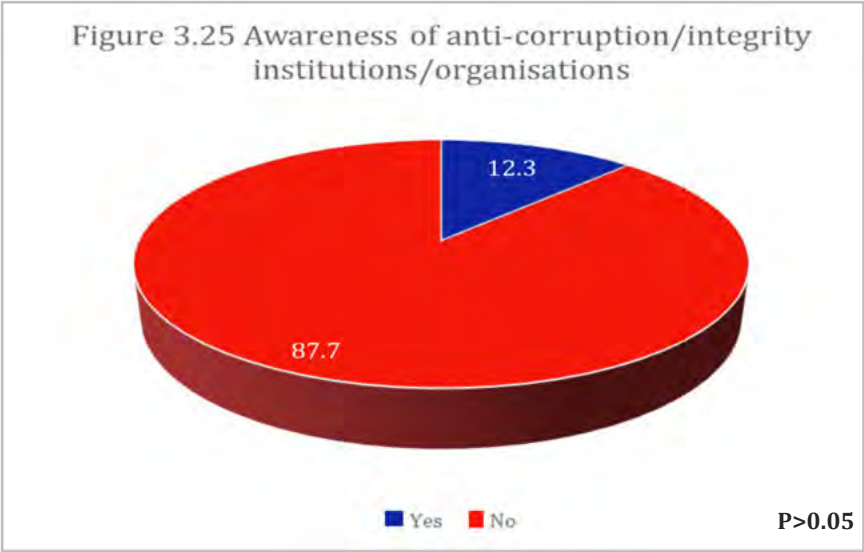
The most popular organisation identified by the 80 young people who answered the question is the National Integrity Action (35%). The Major Organised Crime and Corruption Agency (MOCA) was identified by 17% of the youths, and 13% noted INDECOM (see Table 3.9).

Several cross tabulations were conducted to determine the socio-economic variables impacting awareness. Only one proved to be significant: males were more aware of the anti-corruption /integrity programmes than females (see Figure 3.26).

Table 3.9: Anti-Corruption/Integrity Organisation Youth Are Aware Of

Anti-corruption/Integrity organisation	Frequency
National Integrity Action	28
Crime Stop	6
Ombudsman (Political)	1
Security Forces	9
CDA	2
INDECOM	10
Auditor General	2
MOCA	14
KIWANIS	1
OCA	1
Red Cross	1
Church	1
Don't Know	4
Total	80

Figure 3.26



Again, they were asked how they became aware of the programme, and, similar to the case of the anti-corruption/integrity programme, most receive this type of information from traditional media sources and from their school. The majority (61%) have been influenced by the organisations they identified.

Table 3.10: Source of Information about Anti-corruption Organisation Youth Are Aware Of

Source of Information	Frequency
Advertisement	2
Programmes at school (all schools including UWI)	15
Billboard	2
Being sent to the organisation	3
Friends	3
Television	29
Local News	11
Media	16
Children’s Own	1
Radio	1
Newspaper	2
Other (Seminars; personal experience)	4
Don’t Know	1
Total	90

The research probed the nature of the influence and again the knowledge they receive from the initiative is appreciated. Interesting to note too are the five (5) persons who were not aware of certain behaviours as being wrong and not recognise the harm factor.

Figure 3.27

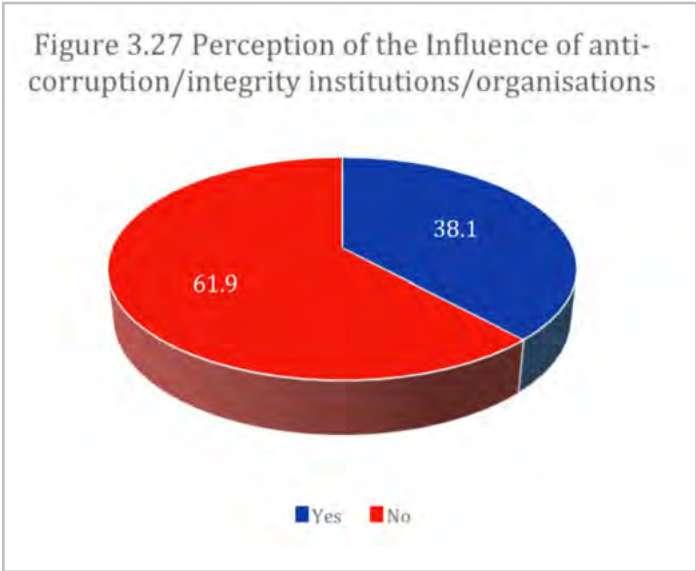


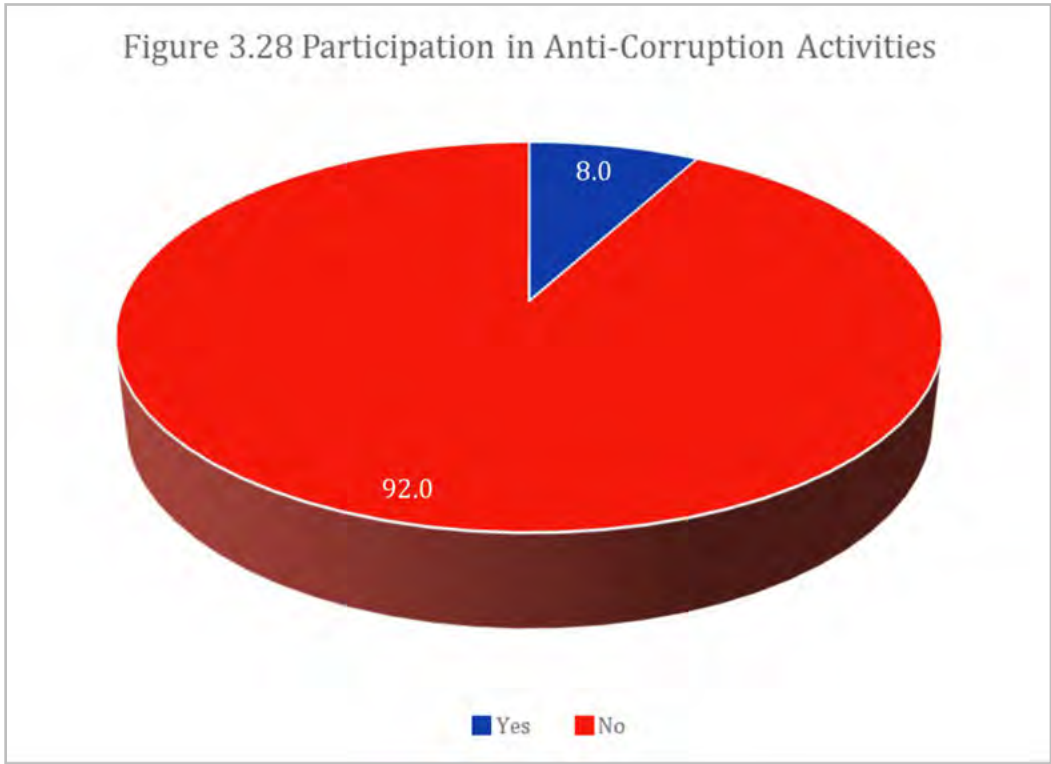
Table 3.11: Impact of Anti-corruption/Integrity Organisation

Perceived Impact	Frequency
Empowered to teach others	2
Altered views	3
Behaviours to avoid	5
More awareness/more knowledge	29
No effect	7
Unclear responses	4
Total	50

So far, the research has tested the youths’ awareness of the programmes and institutions that are charged with fighting corruption and building integrity but not many young people have actually participated in such initiatives; only 86 students or 8% of those interviewed have.

Only 39 students identified which programme; 15% think that avoiding the behaviours they identified as problematic signified participation. The responses include national programmes such as the conference organised by the OCG and those within the schools.

Figure 3.28



The main sources of motivation are external: the school, family, friends, and persons they deem to be influential. There is a group of five (15%) who have participated in the programme because of the “excitement” or the festivity around the activity that includes the opportunity to go on trips. There are two other groupings which are particularly worthy of note: the two students who thought that the society in which they live is particularly corrupt and so they

set out to learn more and the six students who note that they would like to make a difference (see Table 3.13).

The findings therefore show that Jamaican youth are morally sensitive and are aware of the behaviours that show integrity and those which do not. It is clear that the legal regimes must be augmented by public education in order for them to be effective.

Young people were asked if they found the questionnaire manageable. A total of 88.1% said that the questions were either “easy to answer” or “not so easy with some difficulty”. Overall, 92% said that the responses given were honest.

Table 3.12: Anti-Corruption Activities Available to the Youth

Anti Corruption Activity	Frequency
Cadet	1
Child Research Council Day	1
Church	1
Community Lead Activity (including neighbourhood watch)	2
Not Participating in Deviant/ Criminal Behaviour	6
Extracurricular Activity	4
March for Peace/Peace Day/Peace for Champs	3
National Youth Corruption Conference	4
OCG Poster Competition	1
National Child Abuse Programme	2
Youth Club (Including Police Youth Club)	4
Rise Life Management	2
Youth Mentor	1
Student Council	2
Unclear statements	5
Total	39

Table 3.13: Sources of Motivation to Participate in Anti-corruption Activities

Motivation to participate	Frequency
Church	1
Corrupt environment	2
The excitement/interesting activity	5
Family	3
Friend	1
Persons involved/good influence	6
Self-motivated (want to help; want to make a difference)	6
School	5
Media	1
Unclear statements	3
Total	33

4.0 Conclusion / Recommendations



“ The family is an important socialisation agent in ensuring that young people are made aware of the consequences of corruption and that they possess the self-confidence and strength necessary to oppose it. ”



The Jamaican youth have strong moral and ethical standards and view the issue of corruption in a negative way. They have a clear understanding that there is significant harm to self and to others when acts of corruption are carried out and when people display no integrity. Yet, fewer than a half of those who were interviewed thought they live in a society where the truth is valued and 35% think that persons who lie and steal are more likely to succeed in life than those who do not. They also see a general disconnect with the message of integrity and the behaviours that are displayed. This indicates that there is need for intervention at this level.

In terms of their understanding of the concepts of corruption and integrity, Jamaican youth took a legalistic approach to the issue of corruption as most saw corruption as activities that were in contravention of the laws of the land. The understanding of integrity involves standards and values of morality.

The young people were confident about the notions they had about integrity and were generally unwilling to compromise to facilitate getting out of a problematic situation. It is admirable that the youth identified both petty and grand corrupt activities as being harmful to the society.

Though 85.5% of the young people stated that giving information to the police about criminal activity is a good thing, it was found that, similar to sentiments expressed in the adult population, non-reporting of unethical activities of all sorts was seen as acceptable behaviour. When this was further probed 55% of the young people stated that they

would make a report if confronted with a corrupt act; 14% had made such a report in the past. Most who would not report (36.6%) think that their intervention would not yield any results and 29.8% think it is not their business to report acts of corruption that they may have witnessed.

A significant number (43.7%) of respondents said they were exposed to behaviours deemed corrupt to avoid a particular problem. The majority (84.8%), however, would prefer to fail an exam than to cheat and a significant number (54.6%) would turn down the offer of a job offered through nepotism.

The young people recognise the influences of the perception they hold on corruption. The survey confirms that young people are strongly influenced by the adults in their family and school environment. It is also evident that improving the integrity of adults will also shape the behaviour of young people. There is a perceived disconnect between the message about integrity that is conveyed and the behaviours observed.

The family is an important socialisation agent in ensuring that young people are made aware of the consequences of corruption and that they possess the self-confidence and strength necessary to oppose it. This expectation was consistently echoed throughout the responses.

There is, therefore, a need for more educational initiatives to drive a comprehensive anti-corruption/integrity movement that includes issues such as failing to report a crime, political corruption, and petty corruption.

Young people generally were not knowledgeable of the law to promote integrity and fight corruption. Just over 30 per cent (31.5%) of the young people surveyed reported that they had no information; 34.9% had very little information; 26.4% had some information, and 7.2% reported having “a lot of information”.

In terms of the information they are currently receiving on anti-corruption and integrity. Almost 46% were satisfied with the information received and even a greater number (47.3%) felt that it had helped them to play a role in building integrity. Three hundred and forty-two (38.8%) believed that the information they received was inadequate and 34% said it had insufficiently equipped them to fight corruption.

Recommendations

It is clear that with proper education youths can identify what behaviours are corrupt and are able to say which they consider harmful to the society. Although there was conceptual knowledge there was little practical understanding of the systemic provisions to fight corruption and build integrity, including the laws. Greater awareness can be placed on informing youths about the Whistle Blowing Legislation, for example.

A central message could be that integrity begins at home as this is the strongest point of engagement. The school is also point of intervention.

Issues of trust between the police and the citizens should be invested in; the Police youth clubs seem to be an effective avenue in spreading the message of corruption.

Some of the major findings in this analysis are similar to that of the Asian study. One of their recommendations that is suited for this analysis is the inclusion of ethics education programmes and projects within the curriculum at all levels of the education system from primary school to the university level.

An additional activity that could complement this report is an evaluation of the curriculum and programmes that are available. The young people have identified that there are some in existence but they are inadequate. A gap analysis of the existing programmes would serve to inform the direction of the interventions to be introduced. The programmes that are developed are interactive and developed in consultation with the students.

For the literature reviewed and the findings presented there are already initiatives in the community with ethics education such as the youth clubs. The OCG could establish partnerships with these organisations to ensure a more effective delivery of the education around corruption and integrity.

It is also proposed that a social marketing campaign be developed, this, as Jamaica is also concerned about youths who are unattached, particularly those who have dropped out of school and those who might be transitioning from school to work. In designing such a programme to reach youth, the research is showing a reliance on traditional media sources (such as print media, TV and radio.), even though the young people are largely using social media. A social marketing campaign could then involve the engagement with print media, radio and TV in addition to the associated websites, and the Facebook page.

The students are also concerned about the disjuncture between the message and the behaviours. Teachers, therefore, should be also be engaged and encouraged to create an environment in the schools that facilitates participatory accountability and integrity.

Building youth leaders is also important. The youth clubs and the student councils were identified as effective; these channels should be strengthened.

Jamaica has been, for some time, proposing a process of youth mainstreaming and this is one area where this could be incorporated. Both the OCG and

the NIA have been employing a youth-focused programme. These two organisations could assess how the programme could be strengthened by having youth representation on planning committees, for example.

Finally, lessons learnt from building these systems and programmes suggest that there is systematic monitoring and evaluation to ensure that the outcomes of the initiatives are being met. At whatever levels the interventions are implemented there should be an attendant programme to monitor and evaluate.



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Appendix 1: Terms of Reference

OFFICE OF THE CONTRACTOR GENERAL

TERMS OF REFERENCE

SURVEY ON THE PERCEPTION OF AND VIEWS ON CORRUPTION AMONG PRIMARY AND SECONDARY SCHOOL STUDENTS IN JAMAICA

TO BE CONDUCTED BY THE DEPARTMENT OF GOVERNMENT AT THE UNIVERSITY OF THE WEST INDIES (UWI), MONA

1.0 Background

The Office of the Contractor General (OCG) is an Independent Commission of Parliament, which was established by the Contractor-General Act of 1983.

The primary function of the OCG, as articulated in Section 4 (1) the Contractor-General Act, is to monitor the award and implementation of Government contracts, to ensure that the said contracts are awarded impartially and on merit; and that the circumstances of the award, or as the case may be, termination, does not involve impropriety or irregularity.

The Act also mandates the Contractor General, on behalf of Parliament to:

“...monitor the grant, issue, suspension or revocation of any prescribed licence, with a view to ensuring that the circumstances of such grant, issue, suspension or revocation do not involve impropriety or irregularity and, where appropriate, examine whether such licence is used in accordance with the terms and conditions thereof.”

The OCG is funded from the Consolidated Fund of the Government of Jamaica and achieves its objective through appointed officers.

The OCG is, arguably, one of the leading anti-corruption agencies in Jamaica. With its unique, far reaching, sequester and investigative powers, the OCG has the statutory authority to request information and conduct enquiries, subject to the provisions of the said Act.

Jamaica has, for many years, been poorly ranked on the internationally renowned Corruption Perception Index (CPI), which is published by Transparency International annually. Though the country has seen an improved ranking in recent times, the point at which Jamaica sits on the Index, continues to be of concern. In 2015 for instance, Jamaica was ranked at 69th on the CPI, with a score of 38, moving up from a consistent score of 41 for 2012, 2013 and 2014, respectively. In relation to the CPI, Transparency International states, *inter alia*, that “A country or territory’s score indicates the perceived level of public sector corruption on a scale of 0 (highly corrupt) to 100 (very clean). A country’s rank indicates its position relative to the other countries in the index.” A total of 168 countries and territories were assessed for the 2015 survey.

The Office of the Contractor General (OCG) is of the view, that while Jamaica ranks higher than many other countries and territories on the Index, there is much more work to be done. The latest ranking though improved, is not a position to be proud of, bearing in mind the far-reaching implications, as it relates to economic and societal decay. It is with this in mind that the OCG, over the last two (2) years, has embarked upon a mission to reach the future generation, with a view to ultimately stemming the seeming apathy toward acts of corruption. It is not lost on the OCG, that acts of corruption are seen by many as an accepted social norm and it is of concern to this Office, that as the generations evolve, the youth come to view acts of corruption, as such.

The OCG by mandate, is an anti-corruption agency and is ultimately answerable to the people of Jamaica as it relates to meeting its mandate. As such, this Office sees one of its core responsibilities, as taking steps toward educating the public on matters of corruption, thus empowering them with the tools to take a stance against it. Accordingly, the OCG has undertaken several initiatives to engage the next generation, with a view to positively transforming the future of Jamaica, into one where acts of corruption are denounced and rejected.

In March of 2015, the Office of the Contractor General (OCG) hosted its inaugural Fraud and Anti-Corruption Conference, under the Theme: *"Confronting Corruption: Empowering a Generation, Transforming a Nation."* The Conference was held between March 9, 2015 and March 11, 2015 and saw the participation of multiple presenters from both local and international organisations and groups.

In keeping with the conference theme and more importantly, with the OCG's thrust to empower the youth in confronting corruption in Jamaica, the first session of Day 1 of the Conference was geared exclusively toward the youth. Students from across the length and breadth of Jamaica, along with their respective chaperones, were in attendance. Based upon feedback received, the students were enthused; not just about being present at the Conference but also regarding the information shared with them, which many found to be enlightening. Day One

(1) of the Conference also saw the launch of the first ever Poster and Essay Competition, which was specifically focused on the matter of corruption.

Among the presenters and attendees who brought remarks on Day One, were, the then Minister of Education, Reverend, the Honourable Ronald Thwaites, Mrs. Novia Condell-Gibson, Programme Specialist, United Nations Children's Fund (UNICEF), Mrs. Di-ahann Gordon-Harrison, the Children's Advocate, who presented on the Topic, *"Children, Crime & Corruption – A Case Study of Jamaica's Adolescents"* and Ms. Renee Cummings, Criminologist and Criminal Psychologist from Trinidad and Tobago, who presented on the Topic, *"Children, Crime & Corruption – A Case Study in Trinidad and Tobago"*. The presentations were well received by the students, who were given the opportunity to actively participate in the proceedings at the end of the sessions; an opportunity which they took full advantage of.

Following from the success of the Conference, the OCG has been actively engaging the youth across Jamaica on the matter of corruption and its implications. Outside of school visits and participating in external events which reach the youth, the OCG, to mark International Anti-Corruption Day 2015, which was celebrated on December 9, 2015, hosted two (2) youth fora in Kingston and Montego Bay, St. James, respectively. The youth fora were led by youth panelists, which included youth group leaders and high school students. Students from several schools and youth groups in both parishes actively participated in the sessions, through sharing of views.

International Anti-Corruption Day 2015 also saw the unveiling of two (2) billboards, with one (1) billboard erected in Kingston and Montego Bay, respectively. The billboards both depicted the image of the poster which was awarded third place in the aforementioned Poster Competition. Two buses were also wrapped with the referenced image, with one (1) bus each, plying routes in Kingston and St. James, respectively.

As a further step in its quest to engage the youth on

the matter of corruption and to further make them aware of their role in the fight against corruption, the OCG is desirous of conducting a survey among the youth of Jamaica, to determine, *inter alia*, their points of view on corruption, as also their perception of corruption.

Such a survey, specifically aimed at gathering information from youth in relation to corruption, has never been conducted in Jamaica before.

It is the OCG's intent to utilise the information gathered from the subject survey, to properly inform its approach to reaching youth, as it relates to corruption and its effects. The information may also prove useful to the relevant government ministries, as far as it relates to the development of school curricula and outreach activities, as well as other OCG partner agencies.

2.0 Objective

The objective of the survey to be conducted, is to:

4. Measure the perception of corruption among the youth and also their views on corruption;
5. Determine the youth demographic which is more vulnerable to accepting corruption as a social norm; and
6. Benchmark the views and perceptions of our youth in relation to corruption, prior to the initiation of an OCG intervention.

3.0 Scope of Work

The survey will be conducted by the Department of Government at the University of the West Indies (UWI), Mona (hereinafter referred to as 'The Researchers'), on behalf of the OCG and will capture responses from youth in secondary and primary schools across the island.

For the purposes of this survey and the age group of interest to the OCG, respondents will be between the ages of ten (10) and nineteen (19) years.

The Researchers are expected to, in consultation with the OCG:

- Develop the survey design and determine the methodology to be used for data collection and

analysis;

- Develop the survey instruments;
- Identify and recommend the target schools and/or geographical locations for conduct of the survey;
- Collect and analyse the data collected, within agreed timelines;
- Produce a draft report for the OCG's review; and
- Produce a final report upon revision, within the agreed timeline

4.0 Expected Outputs and Deliverables

The Researchers will be required to:

- Meet with the OCG in an effort to agree to methodology and expectations, prior to the agreed survey commencement date
- Remain objective in conducting the survey and preparing the report on findings
- Commence the survey exercise on Tuesday, October 18, 2016
- Maintain communication with the OCG and advise of any potential 'threats' to the agreed timelines in a timely manner

Complete and submit a draft report to the OCG for its review, by Friday, November 18, 2016

Complete and submit the final report to the OCG by Thursday, December 1, 2016, for publication on International Anti-Corruption Day 2016, December 9, 2016

The measurable items should include, but are not be limited to:

- The impact of the delivery of anti-corruption messages on youth;
- Socialisation and how it influences the perception of corruption among the youth;
- The impact of sub-cultures on the perception of corruption among the youth;

- The awareness of youth about anti-corruption initiatives, organisations and interventions;
- An assessment of the willingness of youth to get involved in anti-corruption activities; and
- Areas of weakness in the spreading of the anti-corruption message from a youth perspective.

The final report should include, but not be limited to, the following sections:

- Table of Contents
- Executive Summary
- Introduction
- Methodology
- Data Collection
- Analysis of Data
- Survey Findings (to include: tables, graphs, charts, etc.)
- Challenges experienced by The Researchers (and how they were treated)
- Conclusion
- Recommendations
- Appendices (to include: specimen of survey instrument, data, etc.)
- Issue the final report on a compact disc and provide three (3) bounded hard copies.

The OCG will be required to:

- Make itself available for consultations regarding methodology and/or any matter which may arise during the course of the survey

- Provide feedback on material submitted by The Researchers within the agreed timeline
- Make payment to The Researchers in the amount and in accordance with the agreed schedule of payment.
- Establish communication with schools identified for the survey, with a view to ensuring that The Researchers are not hindered in any way on the days of data collection
- Not attempt to, or influence in any way, the outcome of the survey

5.0 Duration of Survey

The commencement date for the survey exercise is Tuesday, October 18, 2016

The completion and submission date for the final report is Thursday, December 1, 2016

6.0 Institutional Arrangement

The UWI Consultants leading this research project on behalf of the OCG, will be Dr. Lloyd Waller and Dr. Omar Hawthorne of the Department of Government.

7.0 Confidentiality Statement

All data and information obtained from the OCG and respondents alike, for the purpose of this survey, are to be treated with the strictest of confidence. The information obtained is for the exclusive use of persons designated by you to ensure the completion of the survey and final report, for which The Researchers have been commissioned. At no time should information obtained, be disclosed to a third party or utilised to inform another unrelated assignment, without the expressed written approval of the Contractor General.

8.0 Ownership of Material

All deliverables and project outputs in any form, including electronic and print material, will be the property of the Office of the Contractor General.

Appendix 2: Questionnaire

National Youth Corruption/ Integrity Survey

Jamaica 2016

CONCEPT AND ATTITUDE	
Q1. What do you understand by the term 'Corruption'? Q2. What do you understand by the term 'Integrity'	

Q3. BELOW ARE A SET OF SCENARIOS. PLEASE INDICATE WHETHER YOU BELIEVE THAT THE BEHAVIOUR IS AN ACCEPTABLE PRACTICE		(1) Yes	(2) No
a.	A person does something which might be illegal in order to make his/her family live better. Is this an acceptable behavior?	1	2
b.	A community leader does something which might be illegal but it enables your family to live better. Is this an acceptable behavior?	1	2
c.	A policeman requests money from a family member to get out of paying a traffic ticket. Is this an acceptable behavior?	1	2
d.	An employer gives a job to a family member or friend who is not qualified for the job. Is this an acceptable behavior?	1	2
e.	A family member or friend who pays (or gives a gift) to a government worker in order to speed up and facilitate the registration of a car or a motorbike. Is this an acceptable behavior?	1	2
f.	Someone who pays (or gives a gift to) a doctor or nurse in a hospital in order to receive more attention than the other persons and better treatment. Is this an acceptable behavior?	1	2
g.	The parent of a student gives a teacher money or a gift so that their child can get better grades. Is this an acceptable behavior?	1	2
h.	An unemployed person who steals electricity. Is this an acceptable behavior?	1	2
i.	A family member or friend who participates in lotto scamming. Is this an acceptable	1	2

	behavior?		
j.	A family member or friend who pays a public official to get things done to avoid the hassle. Is this an acceptable behavior?	1	2
k.	A family member or friend who is squatting. Is this an acceptable behavior?	1	2
m	A friend who gets into a school because of his/her parents' connections to the school principal. Is this an acceptable behavior?	1	2
n	Someone who reports on your friend for cheating in an exam? Is this an acceptable behavior?	1	2
o	A parent/guardian who pays money to the principal of a school in order for their child to get accepted into the school. Is this an acceptable behavior?	1	2
p	Someone who informs the police about a crime happening in your community. Is this an acceptable behavior?	1	2
r	Someone who skips the line in order to get served first. Is this an acceptable behavior?	1	2
s	Someone who takes \$1,000,000 to commit a criminal offence. Is this an acceptable behavior?	1	2
t	Someone who reports another student for stealing in class. Is this an acceptable behavior?	1	2
u.	Someone who lies or cheats, ignore some laws and abuse their position to be rich. Is this an acceptable behavior?	1	2
v.	Someone who illegally tries to increase their family income. Is this an acceptable behavior?	1	2

INTEGRITY

Q4. AS IT RELATES TO INTEGRITY, HOW WOULD YOU CLASSIFY THE FOLLOWING PERSONS:		(1) Someone of integrity	(2) Someone of no integrity
a.	Someone who never lies or cheats so that people can trust him/her	1	2
b.	Someone who has to lie or cheat in order to get out of trouble	1	2
c.	Someone who never breaks the law	1	2
d.	Someone who has to break the law in order to get out of trouble	1	2
e.	Someone who takes a bribe in order to get out of trouble	1	2

AWARENESS

Q5. DO YOU THINK THAT LACK OF INTEGRITY (INCLUDING CORRUPTION) IS A MAJOR PROBLEM (IS REALLY HARMFUL)..		(1) Yes	(2) No	(3) Don't Know
a	for youth like you?	1	2	3
b.	for your family and friends?	1	2	3
c.	for your community?	1	2	3
d.	for the development of business/economy in general?	1	2	3
e.	for the country's development?	1	2	3

VALUES, BELIEFS

Q6. PLEASE INDICATE YOUR AGREEMENT FOR THE FOLLOWING:		(1) Strongly Agree	(2) Agree	(3) Neither Agree or Disagree	(4) Disagree	(5) Strongly Disagree
a.	When an unemployed person steals electricity they should not be prosecuted	1	2	3	4	5
b.	People who participate in the lottery scam are bringing harm to the society	1	2	3	4	5
c.	Truth telling is not valued in Jamaica	1	2	3	4	5
d.	In Jamaica you have to pay the MP money to get things done to avoid the hassle	1	2	3	4	5
e.	People who give the police information about criminals are doing a	1	2	3	4	5

good thing					
f. In Jamaica you have to pay the Councillor money to get things done to avoid the hassle	1	2	3	4	5
g. In Jamaica you have to pay people who work in government money to get things done to avoid the hassle	1	2	3	4	5
h. If the boss is not paying fairly it is ok to steal from him/her	1	2	3	4	5
i. There is no harm in giving the police money to avoid a traffic ticket	1	2	3	4	5
j. People who are squatting should not be removed from the land they occupy	1	2	3	4	5

Q7. ON A SCALE RANGING FROM “STRONGLY AGREE” TO “STRONGLY DISAGREE”, INDICATE HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENTS FOR SOMEONE WHO HAS MORE CHANCE TO SUCCEED IN LIFE		(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
a.	People who are ready to lie, cheat, break laws and be corrupt are more likely to succeed in his life than people who are not	1	2	3	4	5
b.	There is no harm in giving the police money to avoid a traffic ticket					
c.	If the boss is not paying fairly it is ok to steal from him/her					
d.	An honest person, with personal integrity, has more or as much chance to succeed in his life than a person who lacks integrity	1	2	3	4	5

EXPERIENCE (EXPOSURE) TO DIFFICULT AND CHALLENGING SITUATION IN REGARDS TO INTEGRITY

Q8. HAVE YOU BEEN CONFRONTED WITH CORRUPTION IN THE LAST 12 MONTHS: (Please, answer this question based on your own understanding of what corruption is)		(1) Yes	(2) No	(3) No Contact
a.	To get out of trouble in school?	1	2	3
b.	To get out of trouble at home?	1	2	3
c.	To pass an exam (or to be accepted in a program) at school	1	2	3
e.	To avoid a problem of any sort?	1	2	3

Q9. WHAT IS YOUR OPINION ON THE LEVEL OF INTEGRITY NOWADAYS IN		(1) good (no wrong behavior, transparent, no	(2) rather good (few cases of wrong behavior and corruption)	(3) rather bad (many cases of wrong behavior and corruption)	(4) bad very bad behavior and corruption are	(5) Do Not Know
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**THE FOLLOWING corruption)
PROFESSIONS**

widespread)

NOTE TO SURVEYOR: “Do not know” (OPTION 5) must not be read nor suggested to the respondent. This modality 5 should be selected only in case it is really difficult for the respondent to answer

a.	Government Employee	1	2	3	4	5
b.	Police	1	2	3	4	5
c.	Soldier	1	2	3	4	5
d.	Teacher	1	2	3	4	5
e.	Medical Doctor	1	2	3	4	5
f.	Lawyer	1	2	3	4	5
g.	Politician	1	2	3	4	5
h.	Big Business Owner	1	2	3	4	5
i.	Street Vendor	1	2	3	4	5
j.	Taxi/ Bus Driver	1	2	3	4	5
k.	Judge	1	2	3	4	5
l.	DJs/ Artistes/ Music Producers	1	2	3	4	5
m.	Athletes/ Managers/ Coaches	1	2	3	4	5
n.	Pastor	1	2	3	4	5
q.	Bus Driver	1	2	3	4	5
r.	Bus Conductor	1	2	3	4	5

BEHAVIOUR-BASED INTEGRITY

Please answer the following questions as honestly as you can.

NOTE FOR SURVEYOR: The respondent has to choose one option among the three. He/she cannot answer “Do not know”. If the respondent answers “it depends”, the interviewer should insist and say in a normal situation (no questions of life/death), what would be the respondent’s behaviour.

Q10 YOU NEED TO GET A GOOD MARK (GRADES) TO PASS AN EXAM

1. You will do your best without cheating even if you may fail
2. You will ask your best friend to help you during the exam and he will accept because it is normal to help a friend
3. You will use any means: cheating and/or giving gifts to the teacher/supporters

Q11. YOUR UNCLE TELLS YOU THAT HE HAS AN

1. This is great! You say “yes” right away

GOOD FRIEND WHO CAN GET YOU INTO A VERY GOOD SCHOOL/UNIVERSITY/ COMPANY EASILY, WITHOUT HAVING TO PASS THE SELECTION PROCESS, WHAT WOULD YOU DO?	2. You are a bit uncomfortable, but anyway everybody does that, so you finally say “yes”
	3. You hesitate a long time and finally decide to refuse, but you find an excuse not to upset your uncle
	4. You say “no” right away, you do not want to follow this type of practices

LEVEL OF COMMITMENT TO FIGHT CORRUPTION

Please answer the following questions as honestly as you can.

NOTE FOR SURVEYOR: The respondent has to choose one option among the four. He/she cannot answer “Do not know”

Q12a. IF YOU HAPPEN TO BE CONFRONTED WITH A CORRUPT ACT, (FOR EXAMPLE, A TEACHER ASKS YOU FOR MONEY IN ORDER TO PASS AN IMPORTANT EXAM), WOULD YOU BE READY TO REPORT THIS INCIDENT TO SOMEONE	Q12b. IF YOU ARE NOT READY TO REPORT THE INCIDENT TO SOMEONE, WHY NOT? (FOR RESPONDENTS WHO REPLIED NO OR NOT ALWAYS IN THE PREVIOUS QUESTION) (OPTION 3 OR 4 IN THE PREVIOUS QUESTION)
1. Yes, I already made a report in the past (Move to Q13)	1. I am afraid of making a denunciation because I would not be protected
2. Yes, I would make a report, in case it happens (Move to Q13)	2. I think that my denunciation would not be effective (there will be no result)
3. Not always, I would make a report depending on the case (Move to Q12b)	3. I do not know the procedures for making a denunciation
4. No, I would not make a report (Move to Q12b)	4. I do not want to denounce anyone, this is not my business
	5. Other reason, specify _____

AVAILABLE INFORMATION AND INFLUENCE OF THE ENVIRONMENT

Please answer the following questions as honestly as you can.

NOTE FOR SURVEYOR: The respondent has to choose one option among the four. He/she cannot answer “Do not know”

Q13. HOW MUCH INFORMATION DO YOU KNOW ABOUT THE LAWS TO PROMOTE INTEGRITY AND FIGHT AND PREVENT CORRUPTION IN JAMAICA?	1. No information
	2. Very little
	3. Some information
	4. A lot of information

Q14. TO SHAPE YOUR VIEWS ON INTEGRITY, DO YOU CONSIDER THAT	A. provides information and delivers messages to promote	B. Behaviours and acts in this circle provides good example of integrity
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to Q18.			
1. Yes	2. No	1. Yes	2. No

Q18. Given the income of your family, do you consider that: (subjective assessment).		Q19. All things considered, how happy are you with your life on the whole these days? Would you say that you are:	
1. You Live Well	2. Pretty Happy	1. You Live Well	2. Pretty Happy
3. Not Happy or Unhappy	4. Not Really Happy	3. Not Happy or Unhappy	4. Not Really Happy
5. Not At All Happy		5. Not At All Happy	

Q20. ACCESS TO INFORMATION: How often do you get news from the following sources? (in normal time, not on holidays)		
a. Radio or television	b. Newspapers	c. Internet
1. Everyday	1. Everyday	1. Everyday
2. A Few Times A Week	2. A Few Times A Week	2. A Few Times A Week
3. A Few Times A Month	3. A Few Times A Month	3. A Few Times A Month
4. Less Than Once A Month	4. Less Than Once A Month	4. Less Than Once A Month
5. Never	5. Never	5. Never

Q21. What option best describes your family structure?	Q22. Which would you say best represents your present position in Jamaican society?
1. <input type="checkbox"/> Single Parent	1. <input type="checkbox"/> Lower class
2. <input type="checkbox"/> Single member	2. <input type="checkbox"/> Lower-middle class
3. <input type="checkbox"/> Mother and Father	3. <input type="checkbox"/> Upper-Middle class
4. <input type="checkbox"/> Extended	4. <input type="checkbox"/> Upper class
5. <input type="checkbox"/> All Siblings	
6. <input type="checkbox"/> Other _____	

Q23. What are the occupation of your primary Parent(s)/Guardian(s)	Q24 Gender of interviewee	Q25. Age of interviewee
Parent/Guardian 1:	1. <input type="checkbox"/> Male	
Parent/Guardian 2:	2. <input type="checkbox"/> Female	
Q26. Which Parish do you live in?	Q27 Which community do you live in?	Q28 Grade/Form of Interviewee
1. <input type="checkbox"/> Kingston		
2. <input type="checkbox"/> St. Andrew		
3. <input type="checkbox"/> Portland		
4. <input type="checkbox"/> St. Mary		
5. <input type="checkbox"/> St. Ann		
6. <input type="checkbox"/> Trelawny		
7. <input type="checkbox"/> St. James		
8. <input type="checkbox"/> Hanover		
9. <input type="checkbox"/> Westmoreland		
10. <input type="checkbox"/> St. Elizabeth		
11. <input type="checkbox"/> Manchester		
12. <input type="checkbox"/> Clarendon		
13. <input type="checkbox"/> St. Catherine		
14. <input type="checkbox"/> St. Thomas		

Q29. Average grade of Interviewee		Q30. Are you involved in any extra and/or co-curricula activities?	Q31. Please list the diff extra and/or co-curricula activities?
1. "A" student <input type="checkbox"/>		<input type="checkbox"/> 1.Yes	
2. "B" student <input type="checkbox"/>		<input type="checkbox"/> 2.No	
3. "C" student <input type="checkbox"/>			
4. Average student <input type="checkbox"/>			
5. Below average student <input type="checkbox"/>			
Q32. What category of school do you currently attend:			
1. <input type="checkbox"/> Primary 2. <input type="checkbox"/> Preparatory 3. <input type="checkbox"/> Primary and Junior High/ All Age 4. <input type="checkbox"/> High School 5. <input type="checkbox"/> Technical			

KNOWLEDGE OF ANTI-CORRUPTION PROGRAMMES AND INSTITUTIONS

Q33. Are you aware of any anti-corruption/ integrity programme(s)? If no move to Q38.	Q34. Which anti-corruption/integrity programme are you aware of?	Q35. How do you know about this anti-corruption/integrity programme?	Q36. Would you say that this anti-corruption/ integrity programme has had an influence on how you think about integrity/corruption?
<input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No			<input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No
Q37. In what way(s) has this anti-corruption/integrity programme influenced how you think about corruption/integrity?	Q38. Are you aware of any anti-corruption/integrity institutions/organizations? If no move to Q43.	Q39. Which anti-corruption/integrity institutions/organizations?	
	<input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No		
Q40. How do you know about this anti-corruption/ integrity institutions/organizations?	Q41. Would you say that this anti-corruption/integrity	Q42. In what way(s) has this anti-corruption/integrity institution influenced how you think about corruption/integrity?	

institution/organization has had an influence on how you think about integrity/corruption?		
Q43. Have you participated in any Anti-Corruption Activities? If no move to Q46.	Q44. Which anti-corruption Activity have you participated in?	Q45. What motivated you to participate in this anti-corruption activity
<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No		

Q46. QUESTIONS ON THE INTERVIEW

a. How did you feel about the questions during the discussion? The questions were:		b. How many questions on this survey did you answer with complete honesty?	
1. Easy To Answer 2. Not so easy (Some Difficult Questions) 3. Difficult To Answer 4. Very Difficult To Answer		1. All The Questions 2. The Majority Of Them (50%) 3. Less Than 50% Of Questions	

THANK YOU

