

EDU' CORRUPTION SCAN



PUBLIC OPINION SURVEY

Perceptions, knowledge
experiences regarding
corruption in the education
system

2016

PUBLIC OPINION SURVEY:
Perceptions, knowledge experiences regarding corruption in the
education system

March, 2016

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Content

Executive summary	7
Introduction	12
Methodology	14
Stage 1- Preparatory phase	14
Stage 2 – Data collection	15
Stage 3 – Data entry, tabulating and analysis	15
Respondents profile	16
Results	20
Problems in Kosovo in general	20
Problems in the education system	26
Corruption in the education system	31
Mechanisms for fighting corruption	50
Conclusions	60
Annex I – the final sample of interviewed target groups	61
Acknowledgments	63
About FOL Movement	64

List of Figures

- Figure 1. Teachers - breakdown by gender.
- Figure 2. Teachers - Academic Level.
- Figure 3. Teachers - Place where they teaches.
- Figure 4. Pupils - breakdown by gender.
- Figure 5. Pupils - Schools where they attend lectures.
- Figure 6. Pupils -Grade they are following the classes.
- Figure 7. Students - Gender.
- Figure 8. Students - Faculty where they attend lectures.
- Figure 9. Students - Year of studies.
- Figure 10. Teachers - Three main problems in Kosovo.
- Figure 11. Pupils - Three main problems in Kosovo.
- Figure 12. Students - Three main problems in Kosovo.
- Figure 13. Teachers - Do you agree with these two statements?
- Figure 14. Pupils - Do you agree with these two statements?
- Figure 15. Students - Do you agree with these two statements?
- Figure 16. Teachers - How much satisfied are you with the education system?
- Figure 17. Pupils - How much satisfied are you with the education system?
- Figure 18. Students - How much satisfied are you with the education system?
- Figure 19. Teachers - In your opinion, what is the current situation of ethics and accountability in the education system in Kosovo?
- Figure 20. Pupils - In your opinion, what is the current situation of ethics and accountability in the education system in Kosovo?
- Figure 21. Students - In your opinion, what is the current situation of ethics and accountability in the education system in Kosovo?
- Figure 22. Teachers - Do you agree with these statements? Rate from 1 to 5 where 1 = Strongly disagree and 5 = Strongly agree.
- Figure 23. Pupils - Do you agree with these statements? Rate from 1 to 5 where 1=Strongly disagree and 5 = Strongly agree.
- Figure 24. - Students - Do you agree with these statements? Rate from 1 to 5 where 1=Strongly disagree and 5 = Strongly agree.
- Figure 25. Teachers - Do you agree with these statements? Rate from 1 to 5 where 1=Strongly disagree and 5 = Strongly agree.
- Figure 26. Pupils -Do you agree with these statements? Rate from 1 to 5 where 1=Strongly disagree and 5 = Strongly agree.
- Figure 27. Students - Do you agree with these statements? Rate from 1 to 5 where 1=Strongly disagree and 5 = Strongly agree.
- Figure 28. Teachers - Do you agree with these statements?
- Figure 29. Pupils - Do you agree with these statements? Rate from 1 to 5 where 1 = Disagree and 5 = Strongly agree.
- Figure 30. Students - Do you agree with these statements? Rate from 1 to 5 where 1 = Disagree and 5 = Strongly agree.

- Figure 31. Teachers - How much is corruption spread in Kosovo?
- Figure 32. Teachers - Do you agree with these statements? Rate from 1 to 5 where 1 = Disagree and 5 = Strongly agree.
- Figure 33. Teachers -Has the corruption increased in Kosovo?
- Figure 34. Teachers - Will the level of corruption increase in the education system in Kosovo?
- Figure 35. Teachers - The level of corruption of construction projects and supply purchases for schools.
- Figure 36. Teachers - The level of corruption - Educational Assessments.
- Figure 37. Teachers - Admission of pupils in school.
- Figure 38. Teachers - The level of corruption - Increasing the number of teachers and school staff promotion.
- Figure 39. Teachers - The level of corruption - grading of pupils, and selection of the best pupils.
- Figure 40. Teachers - Which municipal leaders are more corrupted?
- Figure 41. Teachers - Which school leaders are corrupt?
- Figure 42. Teachers - Do you agree with these statements? Rate from 1 to 5 where 1 = Disagree and 5 = Strongly agree.
- Figure 43. Pupils - Have you used personal connections to achieve advantages in school?
- Figure 44. Students - Have you used personal connections to achieve advantages in school?
- Figure 45. Pupils - Is it normal such corrupt behavior?
- Figure 46. Students - Is it such corrupt behavior normal?
- Figure 47. Pupils - Have you paid a bribe to improve your grades?
- Figure 48. Students - Have you paid a bribe to improve your grades?
- Figure 49. Pupils - Did you pay for admission to school?
- Figure 50. Students - Did you pay for admission to school?
- Figure 51. Pupils - Did you pay to avoid / mitigate disciplinary measures
- Figure 52. Students: Did you pay to avoid / mitigate disciplinary measures?
- Figure 53. Is it such corrupt behavior normal?
- Figure 54. Students- Is it such corrupt behavior normal?
- Figure 55. Pupils - Did the level of corruption increase in the education system.
- Figure 56. Students - Did the level of corruption increase in the education system?
- Figure 57. Teachers - Do you agree with these statements? Rate from 1 to 5 where 1 = Disagree and 5 = Strongly agree.
- Figure 58. Teachers - How effective are the mechanisms applied by the school for the promotion of ethics, accountability and the fight against corruption?
- Figure 59. Pupils - Do you agree with these statements? Rate from 1 to 5 where 1 = Disagree and 5 = Strongly agree.
- Figure 60. Students - Do you agree with these statements? Rate from 1 to 5 where 1 = Disagree and 5 = Strongly agree.

Figure 61. Pupils - How effective are the mechanisms applied by the school for the promotion of ethics, accountability and the fight against corruption?

Figure 62. Students - How effective are the mechanisms applied by the school for the promotion of ethics, accountability and the fight against corruption?

Figure 63. Teachers - In recent years, have the local public authorities implemented policies or effective measures against corruption in the education system?

Figure 64. Pupils - In recent years, have the local public authorities implemented policies or effective measures against corruption in the education system?

Figure 65. Students -In recent years, have the local public authorities implemented policies or effective measures against corruption in the education system?

Figure 66. Teachers - Do you agree with these statements? Rate from 1 to 5 where 1 = strongly disagree to 5 = strongly agree..

Figure 67. Teachers - When was the last time you had to give money or extra gift to your school, did you reported this to the authorities / official institutions?

Figure 68. Pupils - When was the last time you had to give money or extra gift to your school, did you reported this to the authorities / official institutions?

Figure 69. Students -When was the last time you had to give money or extra gift to your school, did you reported this to the authorities / official institutions?

Figure 70. Pupils - What happened after you have reported the case?

Figure 71. Pupils - Why you did not informed?

Figure 72. Students - Why you did not informed?

1. EXECUTIVE SUMMARY

5

This report presents the totality of the data collected from the survey as a part of the research done in 5 municipalities of Kosovo, that has made measuring about perception, knowledge, experience regarding corruption in the education system.

municipalities selected as research samples are: Prishtina, Ferizaj, Gjakova, Podujevo and Mitrovica that are selected as the municipalities with the largest number of the youth, as key sample of all this research.

The research was initiated by FOL Movement as a necessity for the creation of a clear overview of the opinion of the youth on this phenomenon, a detailed scan of their attitudes and facing the same. Regarding the development period of the surveys with samples previously defined after analyzing the involvement of the youth in fighting corruption, the process was conducted during December 2015-January 2016.

Survey research samples were teachers and students of secondary schools of 5 municipalities of Kosovo. Municipalities selected to interview samples of this research are: Prishtina, Ferizaj, Gjakova, Podujevo and Mitrovica that are selected as the municipalities with the largest number of the youth, as key sample of all this research.

To balance the findings specifically the public about perception and knowledge on corruption, it is intended to include the age group greater than the students of secondary schools so that the totality of the age group of the youth will affect all age categories from 16-21 years.

Besides students and teachers of secondary schools, it was given special prominence to the students as an important category, training and education of which represents the foundation of a structure which will be part of state-building in a very near future.

Another reason which has made necessary the involvement of students as sample / target group of this research is that they are more aware of the negative consequences that this phenomenon causes in society and it is precisely at the active age which enables the inclusion of their activities and direct and voluntary involvement when they have sufficient knowledge. Special attention also was paid to student involvement almost at all faculties of the University of Prishtina, thus increasing their inclusion in the extraction of public opinion about their perceptions and experiences of corruption in the education system.

It is general practice that for the existence of a problem, its treatment and the consequences caused by the problem, the information more accurate and reliable are derived by facing this problem or from those who are in positions from which can note negative activities, the existence or non-existence and the consequences caused by these problems.

Unemployment, corruption and poverty were selected as the biggest current problems

Precisely to have accuracy and to extract a reliable public opinion of the categories that are themselves part of the education system, three following categories are selected: pupils, teachers, and students. The main purpose of the survey was the issuance of perception, knowledge and experience in dealing with corruption in the education system that would bring together the biggest problems that education faces in Kosovo.

Respondents were asked about general problems with which the Republic of Kosovo as a relatively new state faces in this period and the responses extracted from these three categories of samples involved in the research, teachers, pupils and students were singled out unemployment, corruption and poverty as the biggest current problems.

In addition to these major problems other problems are highlighted by respondents of the survey, which concerns them and which affect the general instability of the country and these are: Government of Kosovo, poor functioning of the Justice System and the low level of the economic development.

A key issue which obviously is related to the degree of functionality of all the pillars of power separated in the Republic of Kosovo is the citizen's trust in institutions.

To view the opinion of these categories interviewed on the credibility that the key institutions of the country have, their functioning, and on the perception of the degree of corruption on those institutions through questions included in the questionnaire the respondents were asked to list the institutions that they believe they are most corrupted. From the results obtained based on the responses received, as the most corrupt institutions in the system of the Republic of Kosovo respondents have listed: Government of Kosovo, Prosecutions, Kosovo Courts continuing further with the Assembly, Political Parties, Private and Public Universities.

Seen from the level of corruption the respondents believe that includes our state institutions or structures in general that have been listed above, the same respondents have listed the institutions which they believe there is a low degree of corruption.

As less corrupted from the answers of the respondents are: the State Administration, Police, Schools, the Media and NGOs.

Since all the research as a process is initiated by having a focus on the issue of education, youth and corruption, it was essential to obtain from the target groups / samples information on the level of corruption in

educational institutions, the ethics of teachers, the current situation with which are facing students and teachers as well as their experiences against these negative social phenomena or possible misuse of the schools where they are attending / teaching.

The finding of this research is that the students that were interviewed pointed out that teachers of primary schools offer courses outside the school for which they are required to pay and teachers for the same phenomenon did not agree that it is present, making the two respondent categories face the opposite in response with each other on the same issue.

Education is one of the pillars of the establishment of a professional society for schools and universities as institutions aimed at providing educational, scientific knowledge, professional building and training of pupils and students, and all of these affect the intellectual formation of the youth.

Accepting bribes, seeking it in direct or indirect way it is a criminal offense prescribed by the Criminal Code of the Republic of Kosovo and represents a phenomenon in which the official requests or accepts a gift or other benefit for himself or another person, in order that the official acts or refrains from acting in accordance with his official duty.

Seeing the crucial point between proper education and in healthy and valuable society, we see that (schools and universities as educational institutions have under their jurisdiction the duties of providing an equal education and according to the highest standards of work ethics and professionalism) for successful results we need to avoid any negative phenomena that could interfere in the work and progress of educational processes in Kosovo.

To notice if they were faced with such situations when respondents gave / received bribes to/from competent persons in the field of education, the same were asked whether such phenomenon is common and present in the institution where they work / attend. From the three targeted categories of this research the response was that in the schools where they work / attend, it is not common that students bribe the school management staff in order to finish tasks efficiently.

In view of the nepotism as a negative phenomenon which is known as the act of frequently used power or influence to get good jobs or unfair advantages that family members benefit, these respondents answered in greater proportion that somehow, the management staff of the school gives priority to family members, relatives and friends in case of admission of students in school.

Managerial staff of the schools involved in this research give priority to their family members.

Provision of education as equal access to all children, is a legal obligation and even in the Law on Pre-University Education is highlighted as a general obligation of the Ministry, municipalities, educational institutions and all other bodies involved in the provision of university education, in order to plan and deliver efficient, effective, flexible, comprehensive and professional services, designed to provide to all the children equal rights to education, in accordance with their abilities and specific needs and to advance their educational and social development.

The existence of nepotism makes that the right guaranteed by law for equal treatment of all children / students to be violated, in order to have advantages and family benefits.

Another finding was that what respondents have highlighted that besides nepotism, there are cases when the management staff of the school, uses the material goods of the school for personal benefits.

Viewed from the perspective of teachers on the existence of corruption in the education system itself, teachers who have undergone this survey think that this negative phenomenon is present but is not at high levels as in other state institutions.

Mostly it is easier for respondents to answer the existence of a phenomenon or not, when not included their personal experience. However the purpose of this research was to retrieve data from the experience itself precisely from the target groups and interviews show off the result of a very small number of those who have admitted that used nepotism. Only 4% of pupils and students have admitted that they have used their personal connections to achieve advantages in school, these advantages can mainly be getting a positive grade they have not deserved.

How such phenomena is perceived by the students, do they note it as something that directly affects the non-functioning of all institutions in which it occurs, how it should be treated and to what extent, there were questions to which it would be explanations from the target groups answers. According to the students involved in the interview, a significant percentage consider corruption as a normal behavior.

In daily practice has been proved that combating this negative phenomenon by any institution, except the measures taken to punish those who are involved in corrupt practices awareness campaigns are necessary which will raise awareness and prevent such an occurrence. Since the research was done in the education system, it is clear the necessity for educational activities through which the idea of harmful causes is rooted

rooted that this phenomenon brings, the need to stop doing such acts and promoting the war against corruption.

Reasons for not reporting the cases: the practice of giving presents, fear from the consequences and benefits from the presents

Asked about the institution where they work / learn, teachers, pupils and students believe that schools actively promote anti-corruption measures by organizing awareness-raising activities (lectures, extracurricular activities, etc.).

Regarding measures taken by the schools in fighting the corruption, all categories agree that these measures are somewhat ineffective.

The phenomenon of acceptance of gifts, analyzed in terms of their acceptance by officials, such a phenomenon is prohibited when dealing with carrying out of official duties in which it may affect.

A very small number of teachers and students have admitted that they gave or received a gift. Asked whether they have denounced / announce such case to the competent institutions, few of them said they have informed the Kosovo police and proceedings in the case has been initiated.

Since Kosovo is the practice of non-notification of such cases, it was necessary to be drawn from the research the reasons that make people who have encountered such cases to remain silent and not announce the same. From the total number of respondents they stated that they have not announced at all the case at any institution, and as the main reasons for their silence they have highlighted these; it is common practice to give money / gift, fear of consequences, benefit from gifts and even when the person giving the gift in gratitude.

2. INTRODUCTION

In the Republic of Kosovo, over the years corruption has been a persistent problem, a phenomenon which negatively affects proper functioning of the institutions and above all the rule of law as a prerequisite of developed and democratic countries. Corruption is found in almost all levels of institutions, thus undermining institutions themselves due to the personal benefit of officials who have not respected official duties because they put their personal interest above all.

And the phenomenon as such, is an abuse of power or any other behavior of the officer or other person that for the purpose has the achievement of an unlawful advantage or benefit for himself or for another person, is such.

In general the problem with the corruption issue is not only the existence of this phenomenon, but is deepened by non-institutional treatment of reported cases, the concealment of such cases by not reporting at the institutions and the lack of multidimensional activities that will raise the awareness of the various sectors of society and will enable combating and preventing this phenomenon. Kosovo listed as one of the states with the highest degree of corruption in the Balkan region, is a state which has failed to combat this phenomenon effectively.

If it's analyzed the issue of corruption in the education system, it emerges a need for a deeper treatment and inclusiveness of pupils and students as target groups that need to work continuously to avoid creating a perception that the phenomenon of corruption is acceptable.

Precisely to see how they understand corruption, have they encountered it in school, do they know the institutional mechanisms to deal with it, how did they react when they faced this phenomenon and what should be done particularly to raise awareness of youth fighting corruption, it initiated this research as a source of data derived directly from these categories

Initiation of such research is made especially for these reasons:

- To determine the perceptions, knowledge and experiences of young people in relation to the level of corruption in the education system in Kosovo.
- To promote civic activism among young people in promoting the anti-corruption in the education system through technology and social media.
- To strengthen the role of youth in promoting the anti-corruption in the education system in Kosovo.
- To educate young people about the institutions and mechanisms responsible for combating corruption in Kosovo's education system.

The involvement of the youth in this campaign is more than necessary because through their education on the causes and effects of corruption in the education system, we will raise interest and their involvement in this fight and would ensure a future of a society of values and of moral and professional integrity.

Preparatory work and interview / survey as part of this research has included specific steps of the process flow as follows:

- Production of research methodology,
- The final determination of the sample in 5 municipalities,
- The development and pilot testing of questionnaires to survey,
- Creation and adaptation of applications (databases) for inclusion of data from the field,
- Defining the professional staff to lead the fieldwork,
- Training of field staff - supervisors and interviewers,
- Conduct field interviews,
- Adaptation of applications for inclusion of data,
- Implementation of the terrain check and logical control of questionnaires,
- Inclusion of data and
- Analysis of data.

3. METHODOLOGY

About “Public Opinion Research On Perceptions, Knowledge, Experiences Regarding Corruption In The Education System” was conducted a survey, which is done through a quantitative methodology, where for data collection in the field were engaged teams from UBO Consulting. The process of measuring perceptions and receipt of relevant information was conducted in accordance with international professional standards, quantitative survey methodologies including the approval of the questionnaire creation, collection and analysis of data and reporting. More specifically, this research was conducted through:

Quantitative survey

400 quantitative interviews with high school and professional school students,
100 quantitative interviews with high school and professional school teachers and
300 quantitative interviews with students at the University of Prishtina.

As far as the Research which uses the Interviewing techniques the following stages were performed:

STAGE 1- PREPARATORY PHASE

Finalization of questionnaires:

When creating quantitative questionnaires and using interviewers to administer them, special attention was given to the use of language understood by respondents, avoiding impacting questions to not strongly suggest a certain answer as well as their logical alignment.

Engagement of surveying team:

It was done recruitment of the interviewing team composed of 14 interviewers, a field supervisor, four staff members for processing and data entry as well as a project coordinator, whose task was overseeing the work in the fields of municipalities selected to be part of this research through surveys.

Survey Team Training: All the recruited interviewers initially have undergone through training to be ready for the interview phase of surveying target groups. The purpose of this training was to ensure that: a) the surveyors understand the survey questions completely, b) the surveyors are informed about the methodology of sampling and interviewing and c) the surveyors are effective interviewers and can easily and precisely administer interviews.

STAGE 2

Data collection

Fieldwork: Development of the field survey was conducted from 1 December 2015 to 14 January 2016.

Quality Control: This was an integral part of the work on the ground. Quality control consisted of:

Field supervisor who was responsible for performing first quality control by examining each questionnaire submitted and

The second level of quality control was carried out by personnel of data entry during data entry into electronic data base.

STAGE 3

Data entry, tabulating and analysis

Introduction and analysis of data for the quantitative study was done in SPSS and tables were generated by the analysis plan, which was finalized in consultation with a report writing team.

Pastrimi i të dhënave është një pjesë e rëndësishme e çfarëdo procesi i cili përfshin volum të madh të të dhënave. U sigurova që të dhënat të mos përmbajnë çfarëdo kodesh, gabimesh, mos-pajtueshmëri të padëshiruara apo mungesë të dhënash.

Extraction of cross-tables were generated to detect a link between data based on a number of variables (those that are relevant to the objectives of the study).

3.1. RESPONDENTS PROFILE

Teachers

During the phase of interviewing teachers, it was practiced systematic method of random selection. A total of 100 teachers were interviewed and graphs below provide data on gender division, their academic level and teaching-place at the time of interview.

Pupils

The following graphs show gender division of students, institutions where they attend (high school / professional/vocational school) as well as the class in which they were attending lessons.

Students

Even for students of the third category included in the sample of this research graphs are presented with data on gender, faculty in which they study and which year of studies they follow to get the clearest possible specific characteristics of these respondents.

FIGURE 1
TEACHERS - BREAKDOWN BY GENDER

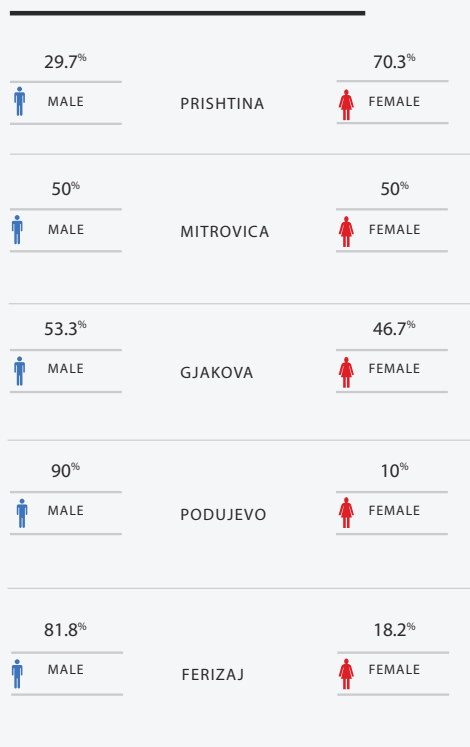


FIGURE 2
TEACHERS - ACADEMIC LEVEL



FIGURE 3
TEACHERS - PLACE WHERE THEY TEACHES

Municipality	Prishtina	Mitrovica	Gjakova	Podujevo	Ferizaj
High School	24.3%	62.5%	46.7%	30%	27.3%
Professional School	75.7%	37.5%	53.3%	70%	72.7%

FIGURE 4
PUPILS - BREAKDOWN BY GENDER

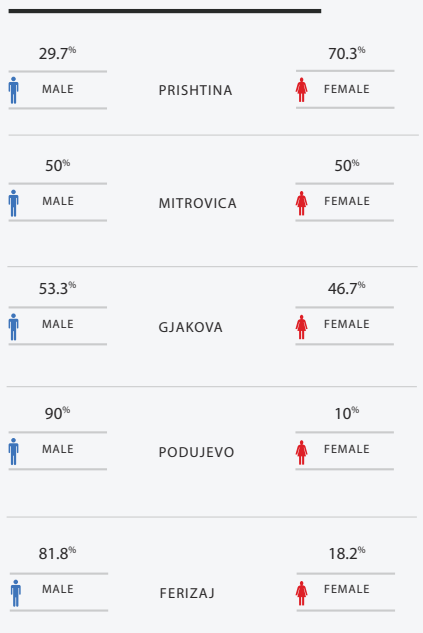


FIGURE 6
PUPILS - GRADE THEY ARE FOLLOWING THE CLASSES



FIGURE 5
PUPILS - SCHOOLS WHERE THEY ATTEND LECTURES

Municipality	Prishtina	Mitrovica	Gjakova	Podujevo	Ferizaj
HIGH SCHOOL	54%	50.9%	50%	39.6%	43.7%
PROFESSIONAL SCHOOL	46%	49.1%	50%	60.4%	56.3%

FIGURE 7
STUDENTS - GENDER

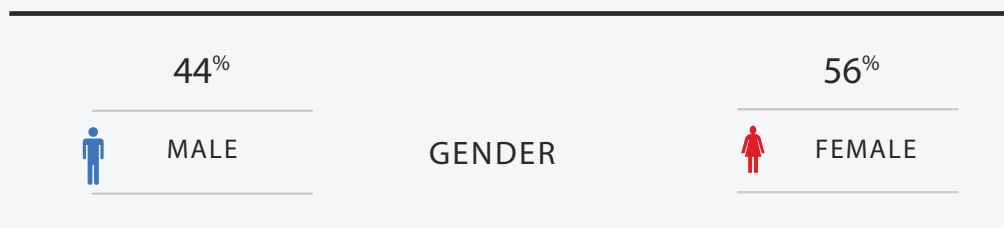


FIGURE 8
STUDENTS - FACULTY WHERE THEY ATTEND LECTURES

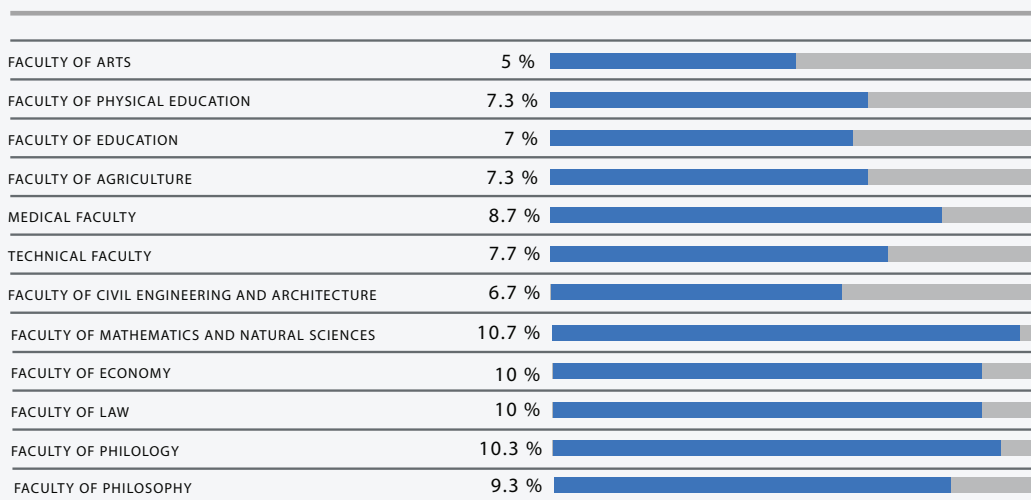
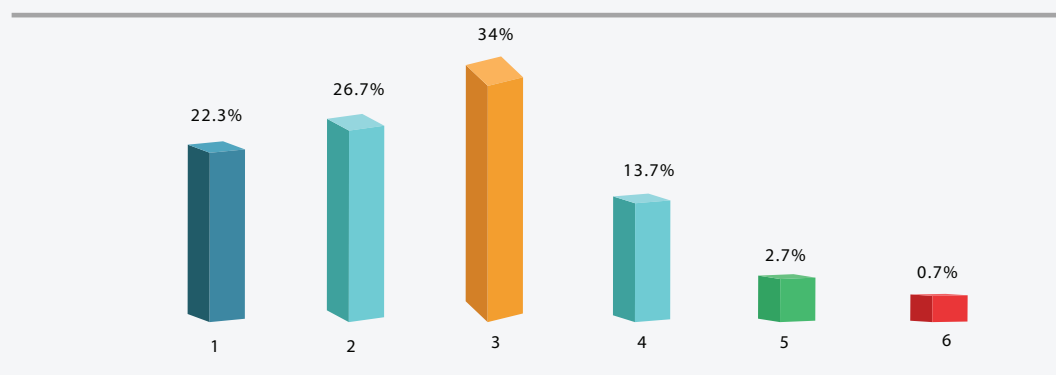


FIGURE 9
STUDENTS - YEAR OF STUDIES



4. RESULTS

4.1. GENERAL PROBLEMS IN KOSOVO

All three target groups of respondents (teachers, pupils and students) were asked about the general problems facing Kosovo and the problems they consider most important in the education system in Kosovo and the work ethics.

Asked which are the three biggest problems facing Kosovo today, teachers from different municipalities have chosen different options. Ferizaj municipality teachers chose poorly functioning justice system (50%), poverty (50%) and low level of economic development (40.9%) as the three main problems. Teachers from Podujevo Municipality have chosen Corruption (100%), unemployment (60%) and poverty (30%).

Regarding teachers from Gjakova municipality the three options selected were, corruption (73.3%), unemployment (73.3%) and poor functioning of the justice system (26.7%). Teachers from the Municipality of Mitrovica have chosen corruption (56.3%), unemployment (43.8%) and the poor functioning of the educational system (31.3%). While regarding the Municipality of Prishtina as the most important problems facing Kosovo, teachers have chosen corruption (81.1%), unemployment (51.4%) and poverty (29.7%).

FIGURE 10
TEACHERS - THREE MAIN PROBLEMS IN KOSOVO

	Municipality	Municipality	Municipality	Municipality	Municipality
	Prishtina	Mitrovica	Gjakova	Podujevo	Ferizaj
The work of the Government of Kosovo	29.7%	75.0%	26.7%	40.0%	27.3%
The work of the Assembly of Kosovo	13.5%	12.5%	20.0%	20.0%	18.2%
Public administration reforms			6.7%		
Corruption	81.1%	56.3%	73.3%	100.0%	36.4%
The low level of economic development	18.9%	25.0%	26.7%	10.0%	40.9%
Poverty / low level of living standards	29.7%	25.0%	20.0%	30.0%	27.3%
Unemployment	51.4%	43.8%	73.3%	60.0%	50.0%
Poor functioning of the justice system	24.3%	6.3%	26.7%	10.0%	50.0%
Poor functioning of the health system	18.9%	12.5%	6.7%	20.0%	9.1%
Poor functioning of the education system	21.6%	31.3%	6.7%	0.0%	13.6%
Criminality and insecurity	0.0%	0.0%	0.0%	0.0%	13.6%
The process of recognition of Kosovo	0.0%	6.3%	6.7%	0.0%	0.0%
The visa liberalization process	0.0%	6.3%	6.7%	10.0%	13.6%

69.4%

on average teachers have said that corruption is Kosovo's biggest problem

55.7%

on average teachers have said that unemployment is Kosovo's biggest problem

39.7%

on average teachers have said that the work of government is Kosovo's biggest problem

At the same questions high school students from different municipalities have chosen different options. Students of Ferizaj Municipality as the three main problems have chosen unemployment (75%), corruption (56.3%) and the work of the Government of Kosovo (28.8%). Students from Podujevo Municipality have chosen corruption (60.4%), unemployment (54.7%) and poverty (52.8%). Regarding students from Gjakova municipality the three most important problems were, corruption (68.3%), unemployment (65%) and poverty (30%). Students from the Municipality of Mitrovica have chosen corruption (63.2%), unemployment (61.4%) and poverty (38.6%). While regarding the Municipality of Prishtina, students have chosen corruption (71.3%), unemployment (61.3%) and poverty (46%) as the most important problems facing Kosovo.

FIGURE 11
PUPILS - THREE MAIN PROBLEMS IN KOSOVO

	Municipality	Municipality	Municipality	Municipality	Municipality
	Prishtina	Mitrovica	Gjakova	Podujevo	Ferizaj
The work of the Government of Kosovo	46.0%	31.6%	25.0%	30.2%	28.8%
The work of the Assembly of Kosovo	9.3%	24.6%	13.3%	17.0%	16.3%
Public administration reforms	1.3%	3.5%		3.8%	
Corruption	71.3%	63.2%	68.3%	60.4%	56.3%
The low level of economic development	24.0%	24.6%	18.3%	20.8%	13.8%
Poverty / low level of living standards	35.3%	38.6%	30.0%	52.8%	32.5%
Unemployment	61.3%	61.4%	65.0%	54.7%	75.0%
Poor functioning of the justice system	7.3%	10.5%	13.3%	9.4%	12.5%
Poor functioning of the health system	2.7%	7.0%	8.3%	13.2%	11.3%
Poor functioning of the education system	4.7%	5.3%	10.0%	9.4%	10.0%
Damage of the environment	2.7%	8.8%	11.7%	1.9%	6.3%
Criminality and insecurity	6.0%	10.5%	8.3%	11.3%	15.0%
The process of recognition of Kosovo	1.3%	1.8%	3.3%		2.5%
The visa liberalization process	11.3%	5.3%	11.7%	11.3%	10.0%
In general, the process of European integration	0.7%		3.3%	1.9%	5.0%

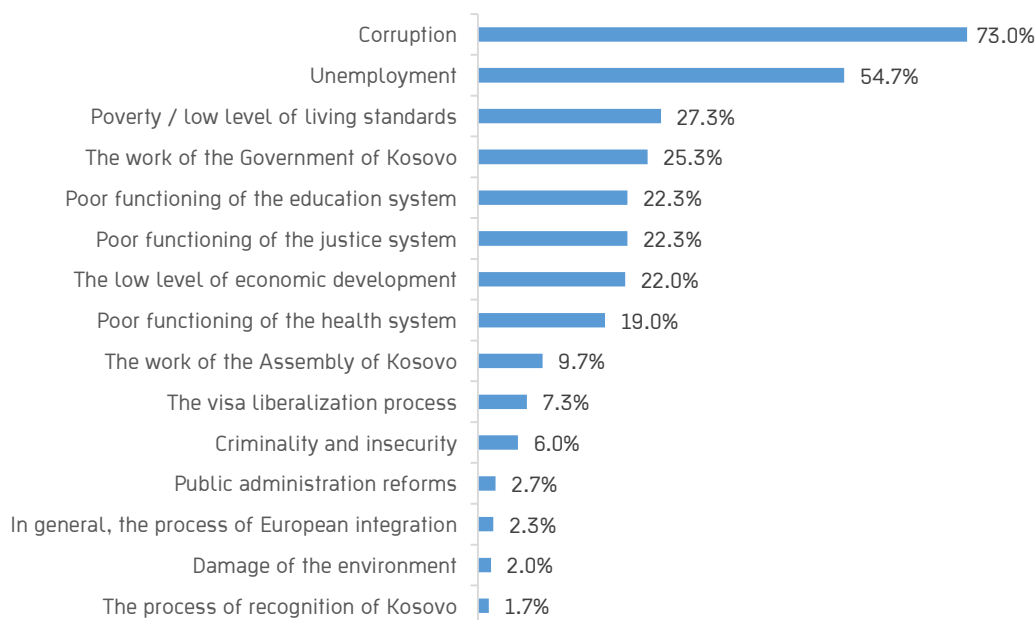
Since students represent a very heterogeneous structure in terms of the country they come from, analysis of data derived from the responses of this category of the study sample was made through total analysis, avoiding crosstabulation for municipalities, which is applied in the case of pupils and teachers.

73 %

on average students have said that corruption is the Kosovo's biggest problem

As to the question what are the three most important problems facing Kosovo, based on the results obtained during interviewing the students has turned out to be corruption (73%), unemployment (54.7%) and poverty (27.3%).

FIGURE 12
STUDENTS - THREE MAIN PROBLEMS IN KOSOVO



Part of the questionnaire to measure the opinion and perception of respondents, were also presented in the statements through which respondents were asked to state whether they agree or not with the same (charts below).

By analyzing the answers given by teachers, it appears that in all municipalities except in the municipality of Pristina, teachers think that people who are willing to lie, cheat, do not respect the laws and the corrupted are more likely to achieve in life than those who are not so.

FIGURE 13
TEACHERS - DO YOU AGREE WITH THESE TWO STATEMENTS?

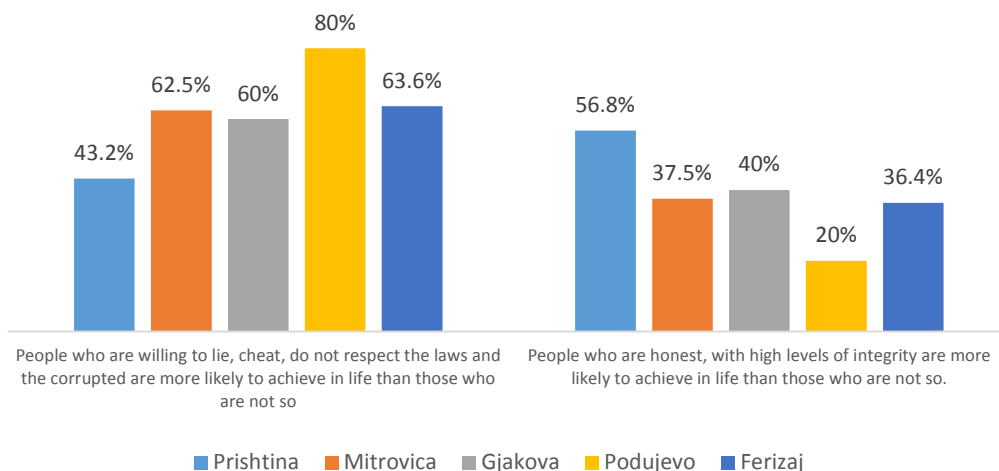
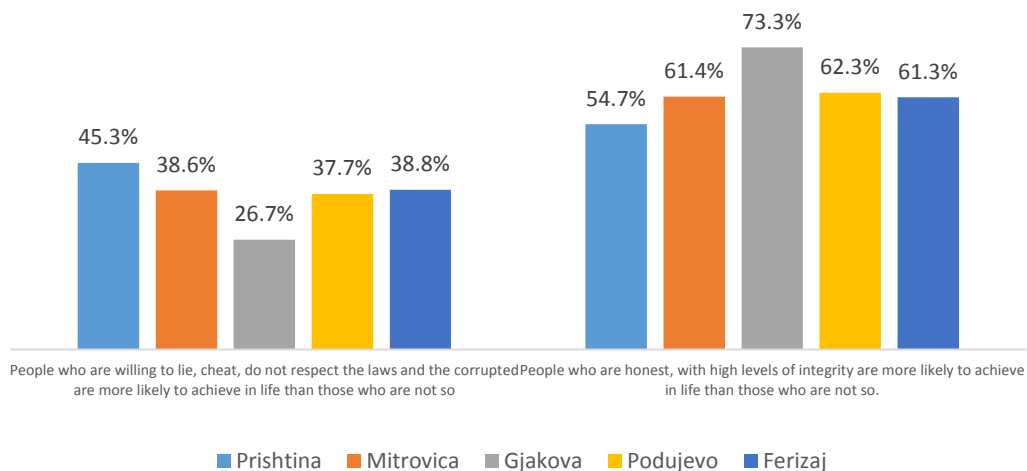


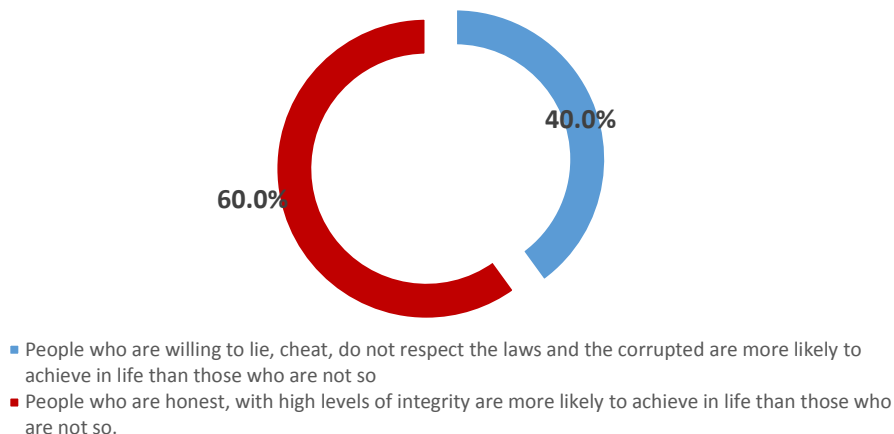
FIGURE 14
PUPILS - DO YOU AGREE WITH THESE TWO STATEMENTS?



Pupils on the other hand were more optimistic regarding in complying with these statements. Interviewed pupils in all municipalities agreed at more percentage with the statement that people who are honest, with high levels of integrity are more likely to achieve in life than those who are not like that, than the statement that persons who are willing to lie, cheat, do not respect the laws and the corrupted, are more likely to achieve in life than those who are not so.

Similarly to pupils also students think that people who are honest, with high levels of integrity are more likely to achieve in life than those who are not so.

FIGURE 15
STUDENTS - DO YOU AGREE WITH THESE TWO STATEMENTS?



Respondents were also asked about the level of corruption in various institutions in Kosovo. Most corrupt institutions by teachers are: Government of Kosovo, Prosecution of Kosovo, Kosovo Courts, then Assembly of Kosovo, Political Parties, Public and Private Universities, while the State Administration, Police, Schools, Media and NGOs are regarded as less corrupt institutions.

Similar to teachers also pupils agreed that the Government, the Assembly, Political Parties, Courts, Public and Private Universities, Prosecution, Schools, Municipalities are the most corrupt institutions while the Police, the State Administration, Media and NGOs, pupils think are less corrupt.

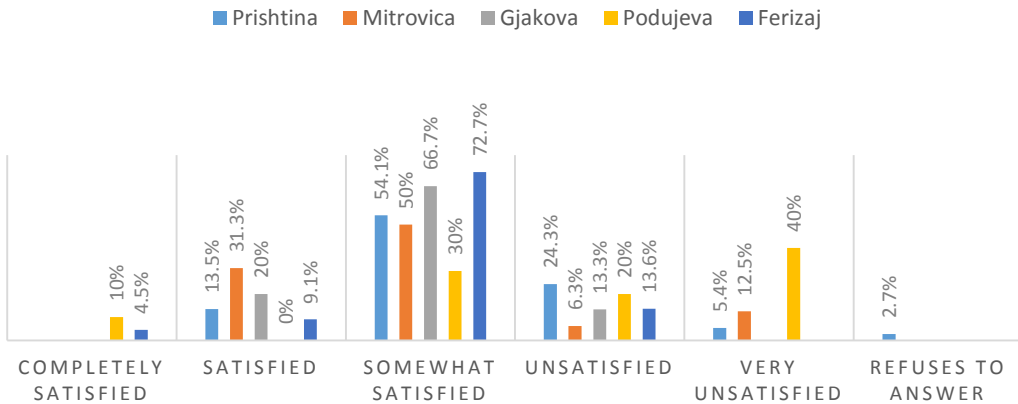
Unlike the above two categories of respondents, the opinion of interviewed students is that all the above mentioned institutions are corrupt, in particular Government, Courts, Prosecution, Political Parties and Private Universities.

4.2. PROBLEMS IN THE EDUCATION SYSTEM

To assess the stances of the research categories for quality, and in general the current state of education in Kosovo level, necessarily it was required to have an evaluation opinion on the satisfaction that these categories have for the education system.

When asked how satisfied they were with the education system in Kosovo, most of the teachers stated that they are somewhat satisfied with the exception of Podujevo municipality, where about 60% of teachers stated that they are either dissatisfied or very dissatisfied.

FIGURE 16
TEACHERS - HOW MUCH SATISFIED ARE YOU WITH THE EDUCATION SYSTEM?



Similar answer as the teachers was given also from the interviewed pupils and students in these municipalities, where most of them are somewhat satisfied with the functioning of the educational system

FIGURE 17
PUPILS - HOW MUCH SATISFIED ARE YOU WITH THE EDUCATION SYSTEM?

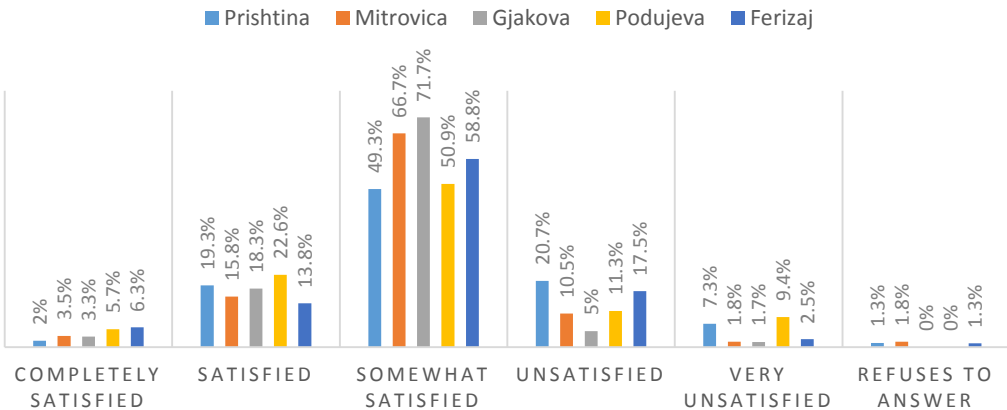
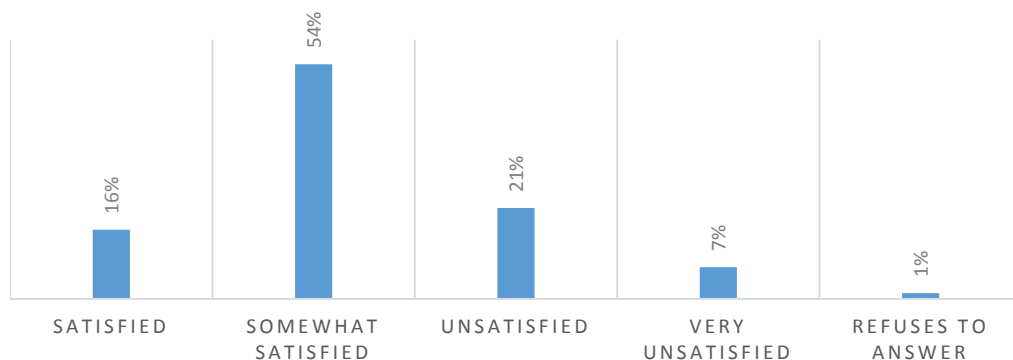
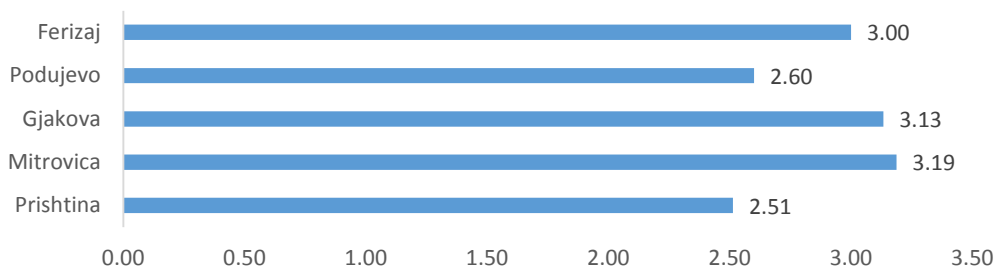


FIGURE 18
STUDENTS - HOW MUCH SATISFIED ARE YOU WITH THE EDUCATION SYSTEM?



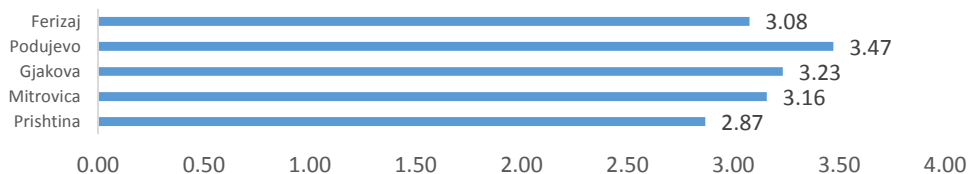
On the question what is the current situation of ethics and accountability in the Education System in Kosovo, teachers from Mitrovica have been positive in the assessment 3:19 (in the assessment scale of 1 to 5 where 1 = Not at all acceptable and 5 = Totally acceptable) while the assessment of teachers from Prishtina was lower 2:51 (assessment scale of 1 to 5 where 1 = Not at all acceptable and 5 = Totally acceptable)

FIGURE 19
TEACHERS - IN YOUR OPINION, WHAT IS THE CURRENT SITUATION OF ETHICS AND ACCOUNTABILITY IN THE EDUCATION SYSTEM IN KOSOVO?



On the same question, pupils from Podujevo were more positive in the assessment 3:47 (in the assessment scale of 1 to 5 where 1 = Not at all acceptable and 5 = Totally acceptable), while the assessment of students in Pristina was lower 2.87 (assessment scale of 1 to 5 where 1 = Not at all acceptable and 5 = Totally acceptable) current situation of ethics and accountability in the Education System in Kosovo.

FIGURE 20
PUPILS - IN YOUR OPINION, WHAT IS THE CURRENT SITUATION OF ETHICS AND ACCOUNTABILITY IN THE EDUCATION SYSTEM IN KOSOVO?



While for students, because they were interviewed from all municipalities, was conducted an overall assessment, in the assessment scale of 1 to 5 where 1 = Not at all acceptable and 5 = Totally acceptable, current situation of ethics and accountability in the education system in Kosovo, the overall assessment 2.83

FIGURE 21
STUDENTS - IN YOUR OPINION, WHAT IS THE CURRENT SITUATION OF ETHICS AND ACCOUNTABILITY IN THE EDUCATION SYSTEM IN KOSOVO?



Teachers were asked whether they agree with some statements by ranking in the assessment scale of 1 to 5 where 1 = Disagree and 5 = Completely agree, of dealing with the behavior of pupils in school, then the behavior of teachers and parents in school. Teachers of different municipalities, the answers given were not different from each other but all together in some statements they agreed and in some not. Initially, most of the teachers agreed with statements addressing the behavior of pupils in school, ie when pupils copy homework from friends or when pupils copy answers of the tests from friends, during the test (the highest in Ferizaj = 3:45).

While regarding the statements addressing the behavior of teachers and parents, the majority of teachers, disagreed that in their schools: a. parents of pupils pay or perform any service to the school managerial staff, in order to change the grades of their children; b. Pupils pay or perform any service / work to the school managerial staff, in order to make them change grades (lowest Ferizaj = 1.62); c. School teachers offer extra-curricular courses, to be paid for them; or d. Pupils in school who fail the tests “could” pass it if they pay or perform any service / work for teachers.

FIGURE 22
TEACHERS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1 = STRONGLY DISAGREE AND 5 = STRONGLY AGREE

	Municipality	Municipality	Municipality	Municipality	Municipality
	Prishtina	Mitrovica	Gjakova	Podujevo	Ferizaj
Pupils copy homework from their friends.	3.39	3.38	3.43	3.20	3.19
Pupils copy test answers from friends during the testing.	3.12	3.06	3.00	3.30	3.45
Parents of students pay or perform any service to the school management staff in order to change their children's grades.	1.82	2.38	1.79	1.80	2.05
Pupils pay or perform any service / work for managerial staff of the school in order to change their grades.	1.76	2.25	2.13	1.80	1.62
Your school teachers offer extra-curricular courses to be paid for.	2.00	3.06	2.86	2.90	2.57
Pupils in your school who fail tests "could" pass it if they pay or perform any service / work for teachers.	1.81	2.56	1.93	1.80	1.71

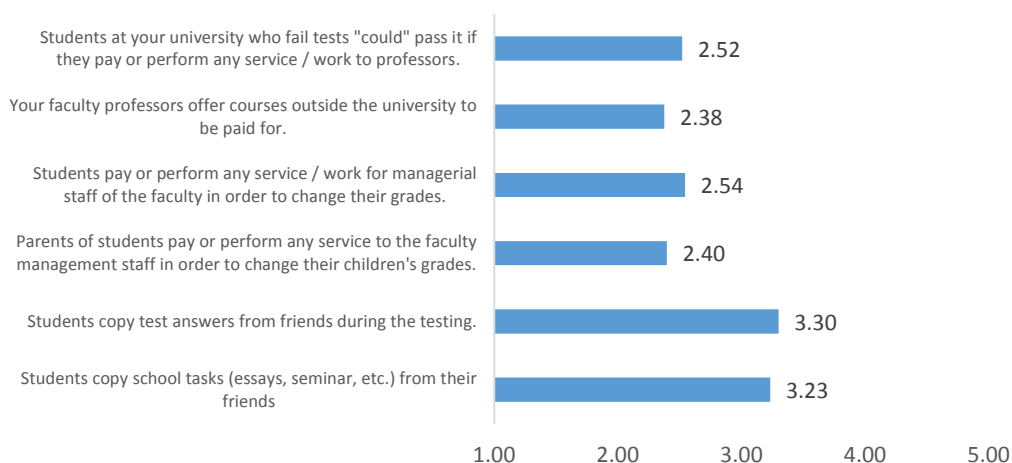
On the other hand also pupils interviewed, using the assessment scale from 1 to 5 where 1 = disagree and 5 = Completely agree almost had a similar opinion with teachers about whether pupils copy from their friends and on the other side they were categorical that pupils perform services or pay their teachers. Unlike the teachers, interviewed pupils agreed that the majority of school teachers offer extra-curricular courses to be paid for them. Less ranked by pupils have been statements that were related to the provision of payment or service, from pupils students to educational institutions staff.

FIGURE 23
 PUPILS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1=STRONGLY
 DISAGREE AND 5 = STRONGLY AGREE

	Municipality	Municipality	Municipality	Municipality	Municipality
	Prishtina	Mitrovica	Gjakova	Podujevo	Ferizaj
Pupils copy homework from their friends.	3.80	3.74	3.90	3.75	3.82
Pupils copy test answers from friends during the testing.	3.34	3.28	3.59	3.25	3.29
Parents of students pay or perform any service to the school management staff in order to change their children's grades.	2.59	2.32	2.80	2.42	2.25
Pupils pay or perform any service / work for managerial staff of the school in order to change their grades.	2.54	2.24	2.47	2.30	2.16
Your school teachers offer extra-curricular courses to be paid for.	3.29	3.08	3.54	3.17	3.19
Pupils in your school who fail tests "could" pass it if they pay or perform any service / work for teachers.	2.55	2.31	2.17	2.28	2.11

The students mostly have the best ranking statements which say that students copy answers of tests or copy homework (seminars) and the lowest ranking statements stating award of any payment, to perform services in an educational institution.

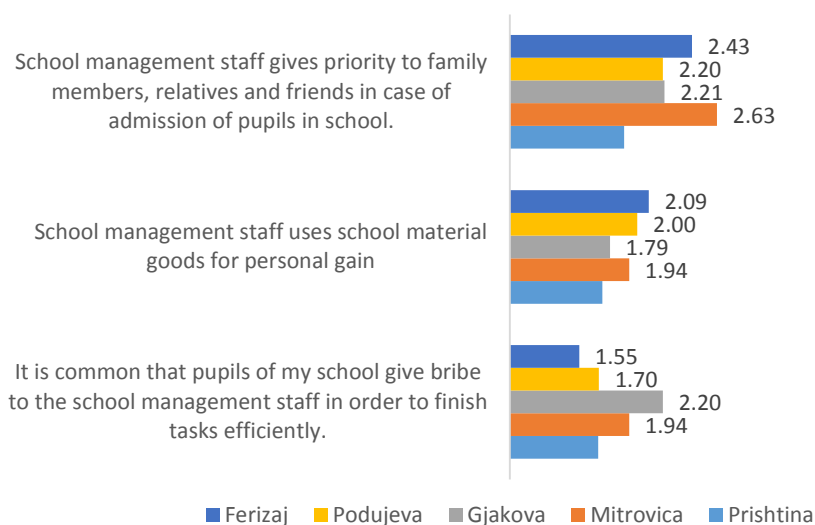
FIGURE 24
 STUDENTS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1=STRONGLY
 DISAGREE AND 5 = STRONGLY AGREE



4.3. CORRUPTION IN THE EDUCATION SYSTEM

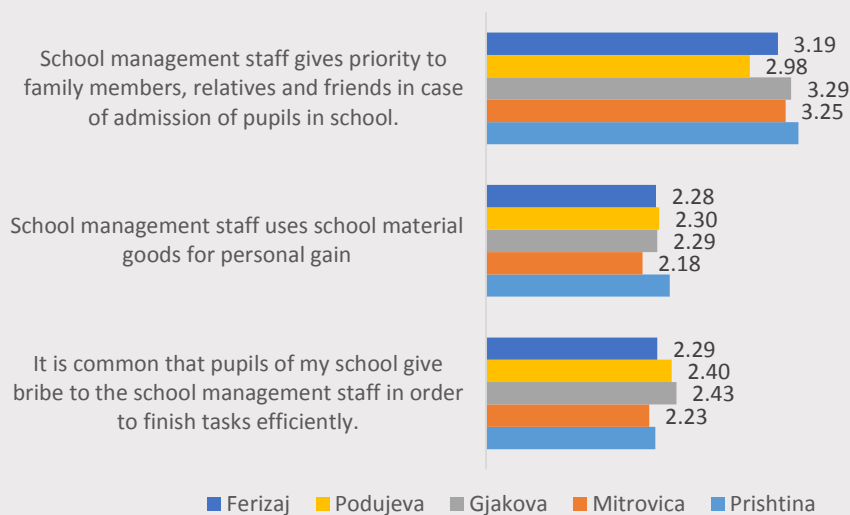
Another topic discussed throughout this research has been the corruption in the education system in Kosovo by asking questions to respondents (teachers, pupils, and students) about corruption in school activities and behaviors of various school officials. To the respondents were initially introduced several statements about the behavior of schools management staff and have been asked to declare whether they agree or not. The majority of the teachers as you can see it from the graphs below do not agree with these statements except the third statement, where teachers from Mitrovica have ranked it higher (2.63) a statement that the school management staff gives priority to family members, their relatives and friends, in case of admission of students in school.

FIGURE 25
STUDENTS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1=STRONGLY DISAGREE AND 5 = STRONGLY AGREE



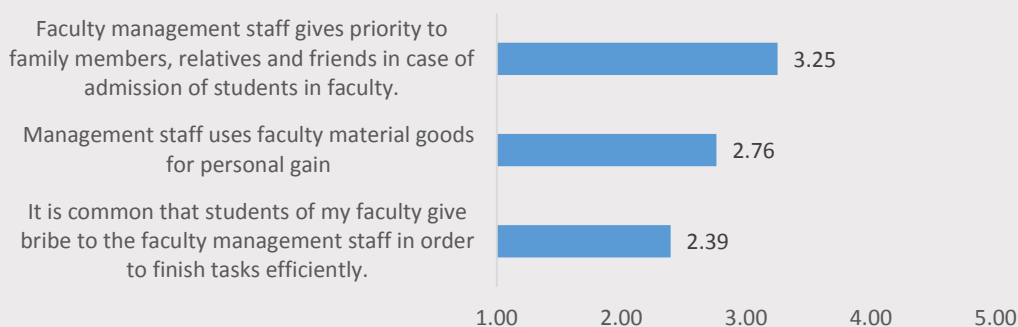
Pupils from all municipalities have ranked at the highest the statement for the management staff, that the school gives preference to family members, relatives and friends, in case of admission of pupils in school.

FIGURE 26
 PUPILS -DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1=STRONGLY DISAGREE AND 5 = STRONGLY AGREE



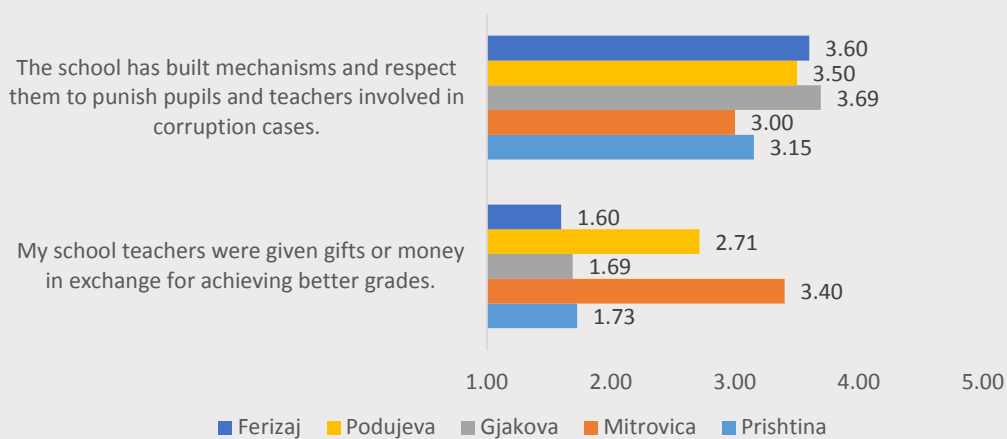
On the other hand interviewed students thought a little different than the aforementioned respondents. They ranked the least (2.39) a statement that had to do with giving bribes from students to managerial staff to carry out any efficient service. While for the two other statements, they have agreed that: a. The faculty management staff uses the school material goods for personal gain (3:25); and b. The faculty management staff gives priority to family members, relatives and friends, in case of admission of students in school (2.76), by highlighting the existence of nepotism and conflict of personal interest with public one.

FIGURE 27
 STUDENTS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1=STRONGLY DISAGREE AND 5 = STRONGLY AGREE



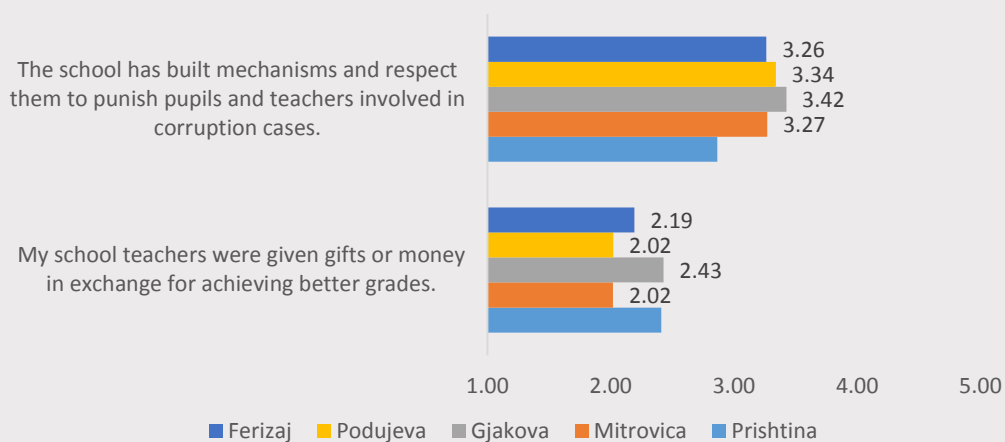
The respondents were asked whether they agree with two other statements, dealing with giving money to teachers in exchange for achieving better grades and are there mechanisms within the school, to fight these phenomena. Regarding the first statement, teachers did not agree that in their schools exists the practice of giving gifts / money in exchange for better grades, except in Mitrovica (3.4). While regarding the second statement, teachers agreed saying that schools where they work have mechanisms through which they fight these phenomena.

FIGURE 28
TEACHERS - DO YOU AGREE WITH THESE STATEMENTS?



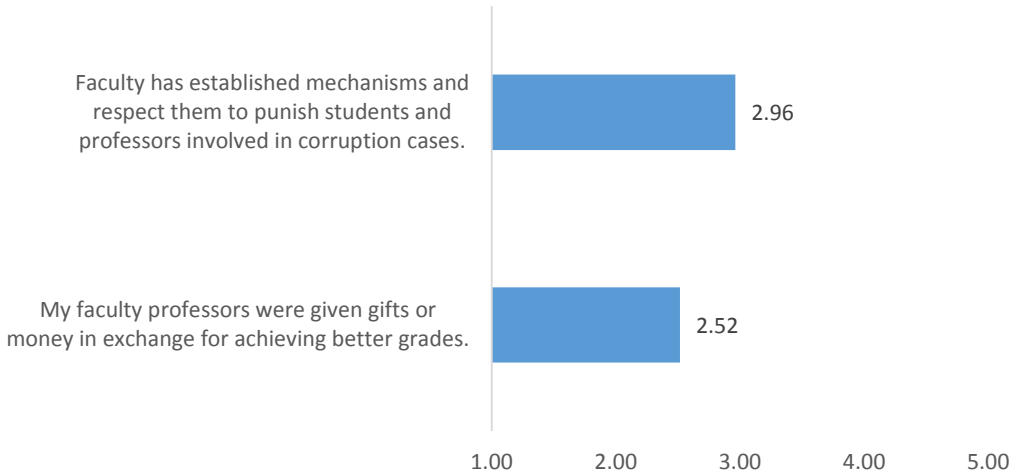
Even the interviewed pupils answered the same, disagreeing with the statement that in their schools, teachers were given money in exchange for achieving better grades. While on the other hand they feel that there are mechanisms within the school, to fight these phenomena.

FIGURE 29
PUPILS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1 = DISAGREE AND 5 = STRONGLY AGREE



Regarding the issue of punitive mechanisms or giving gifts / money professors, students have agreed on average on statements presented in the graph below.

FIGURE 30
STUDENTS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1 = DISAGREE AND 5 = STRONGLY AGREE



All categories of respondents were asked directly how widespread is corruption present in the Higher Secondary Education. Most teachers believe that corruption is widespread but not at high levels as in other institutions.

FIGURE 31
TEACHERS - HOW MUCH IS CORRUPTION SPREAD IN KOSOVO?

	Municipality	Municipality	Municipality	Municipality	Municipality
	Prishtina	Mitrovica	Gjakova	Podujevo	Ferizaj
Widespread			6.7%		4.5%
Spread	24.3%	12.5%	13.3%	40%	18.2%
Somewhat spread	24.3%	25.0%	33.3%	30%	31.8%
Not widespread	16.2%	50%	20%	20%	18.2%
Not widespread at all	10.8%		13.3%	10%	4.5%
I do not know	21.6%	12.5%	13.3%		22.7%
Refuse to answer	2.7%				

Regarding corruption in Higher Secondary Education the teachers were requested to declare whether they agree or disagree with several statements relating with the potential impact of corruption in Higher Secondary Education. Most teachers of the municipalities that were interviewed have agreed (have ranked it high) with the statements that corruption affects the quality of education, the plans of people to study and work in public secondary schools, affecting the enthusiasm of teachers for additional engagement, It affects the capacity of pupils to learn, damages the overall image of the teachers and directly affects the development of education in general.

Regarding the question whether the corruption in the education system is increased in recent years, the opinions of teachers are mixed while some think that has grown, some feel that the situation is the same, others think that it reduced, some have no information and they did not want to answer.

FIGURE 32
TEACHERS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1 = DISAGREE
AND 5 = STRONGLY AGREE

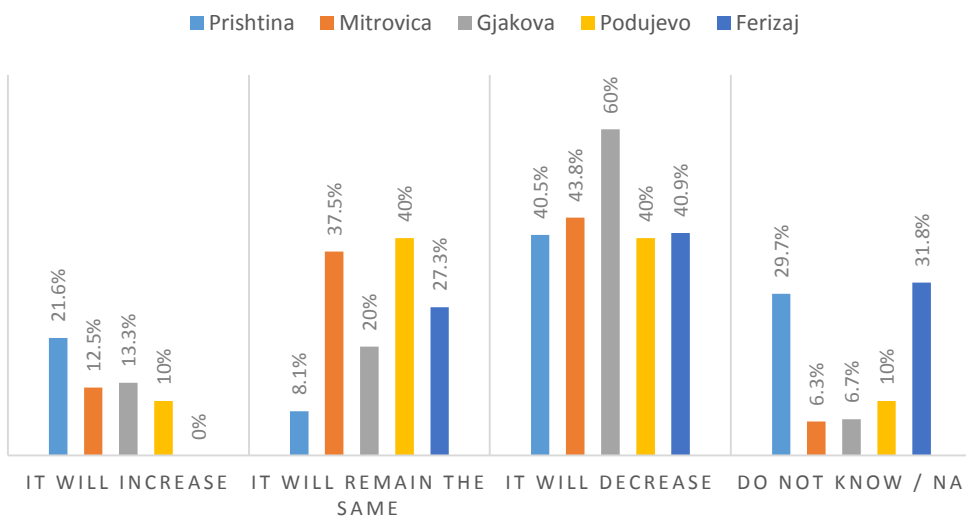
	Municipality	Municipality	Municipality	Municipality	Municipality
	Prishtina	Mitrovica	Gjakova	Podujevo	Ferizaj
Corruption in Higher Secondary Education directly affects the quality of secondary education	3.77	3.81	4.47	4.30	4.19
Corruption in Higher Secondary Education directly affects people's desire and plans to study and work in public high schools	3.70	3.44	3.86	3.80	3.81
Corruption in Higher Secondary Education directly affects the enthusiasm for teaching and additional commitments of teachers in Higher Secondary Education	3.32	3.44	3.86	3.90	3.89
Corruption in Higher Secondary Education directly affects the capacity of pupils to study and engage in work and homework	3.58	3.50	4.14	3.80	3.50
Corruption in Higher Secondary Education damages the Teacher's image and affects the reduction of their social status	4.09	4.50	4.07	4.40	4.74
Corruption in Higher Secondary Education directly affects the development of education in general in Kosovo	4.10	4.44	4.36	4.50	4.26

FIGURE 33
TEACHERS -HAS THE CORRUPTION INCREASED IN KOSOVO?

	Municipality	Municipality	Municipality	Municipality	Municipality
	Prishtina	Mitrovica	Gjakova	Podujevo	Ferizaj
Increased	32.4%	68.8%	26.7%	30%	18.2%
It has remained the same	16.2%	12.5%	13.3%	30%	27.3%
Decreased	24.3%	12.5%	26.7%	30%	9.1%
Do not know / NA	27%	6.3%	33.3%	10%	45.5%

To see how they see the trend of the phenomenon of corruption in the education system in Kosovo, the teachers were asked whether the level of corruption in the education system in Kosovo will increase, and the majority of teachers think that it will be reduced in comparison with those who think it will increase or it will remain the same.

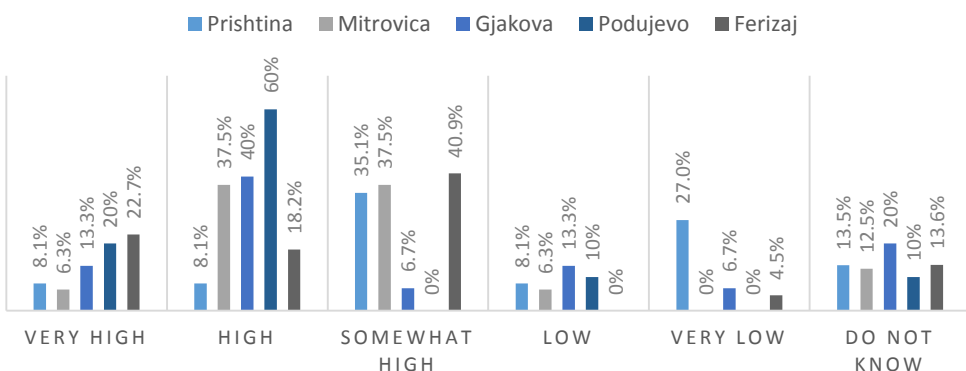
FIGURE 34
TEACHERS -HAS THE CORRUPTION INCREASED IN KOSOVO?



Then teachers were asked in detail about the level of corruption in various sectors of Higher Secondary Education and how do they evaluate it. Regarding construction projects and supply purchases for schools, teachers think that the level of corruption is high.

Regarding the admission of pupils to school teachers have given different answers, which some think is high and some think is somewhat high corruption, while the rest think the opposite so that is low or very low.

FIGURE 35
TEACHERS - THE LEVEL OF CORRUPTION OF CONSTRUCTION PROJECTS AND SUPPLY PURCHASES FOR SCHOOLS



Also regarding the issue of educational evaluation, teachers think the same, where some teachers think that the level of corruption is somewhat higher (teachers from the municipalities of Podujeva and Mitrovica), a large part of them think it is low or very low.

FIGURE 36
TEACHERS - THE LEVEL OF CORRUPTION - EDUCATIONAL ASSESSMENTS

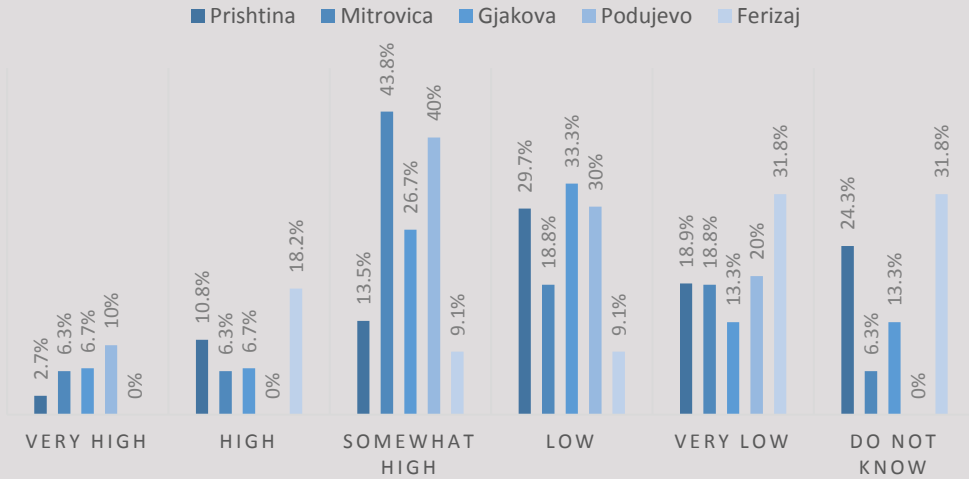


FIGURE 37
TEACHERS - ADMISSION OF PUPILS IN SCHOOL

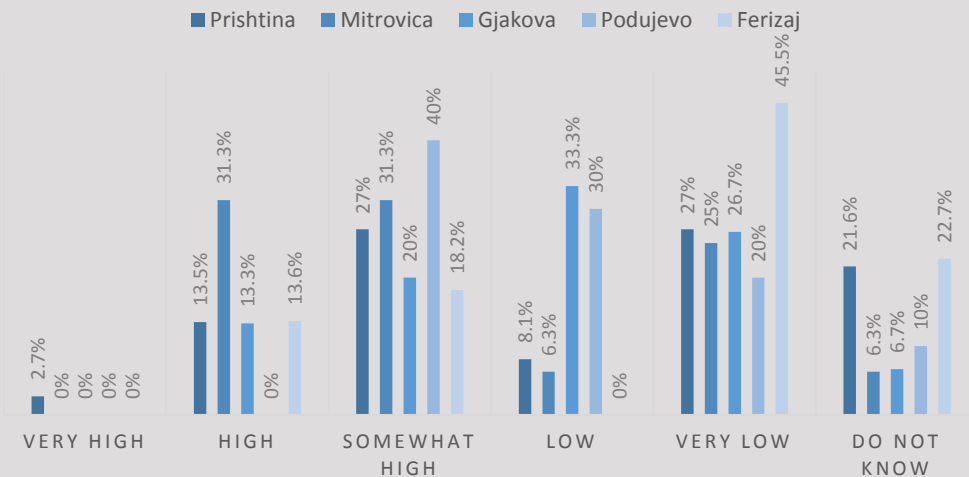
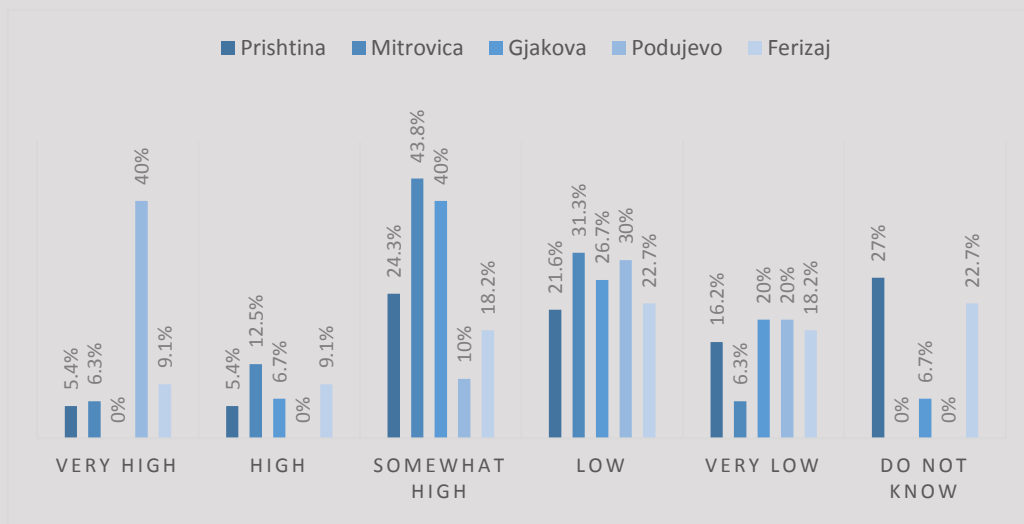
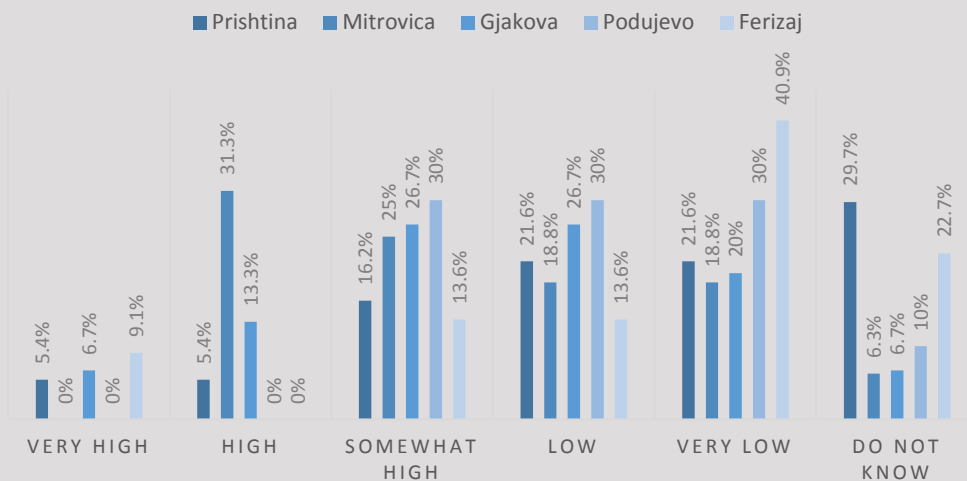


FIGURE 38
TEACHERS - THE LEVEL OF CORRUPTION - INCREASING THE NUMBER OF TEACHERS AND SCHOOL STAFF PROMOTION



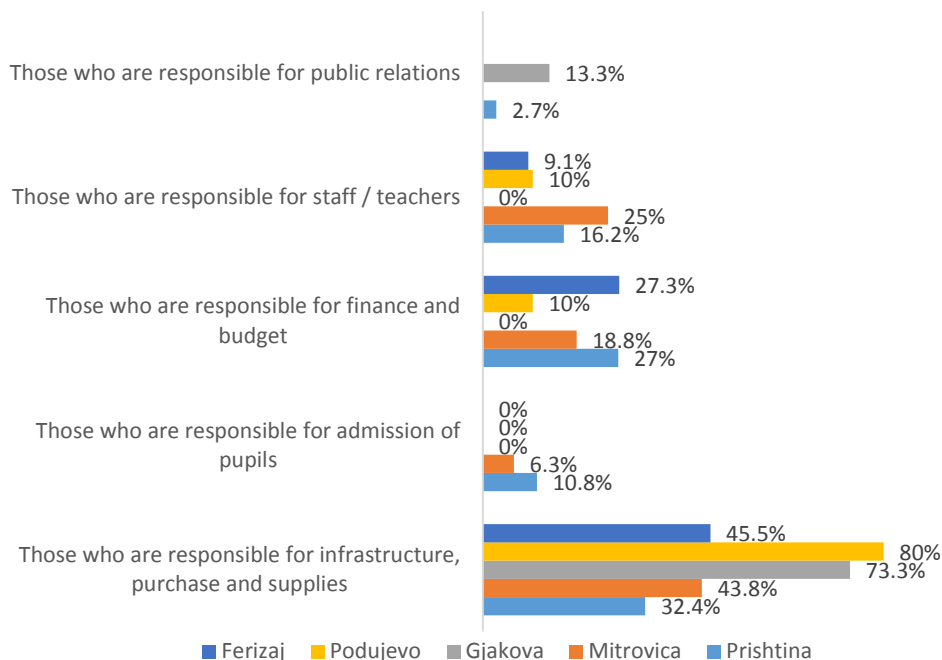
Regarding the issue of increasing the number of teachers and promotion of staff in the school, the majority of teachers think that the level of corruption is high compared with those who think it is low or very low.

FIGURE 39
TEACHERS - THE LEVEL OF CORRUPTION - GRADING OF PUPILS, AND SELECTION OF THE BEST PUPILS



The process of grading pupils and selecting the best pupils is another issue to which has been paid special attention to highlight whether pupils are evaluated on the criteria of knowledge that they have or whether in this assessment process is a tendency to inequality and favoritism toward pupils individually. For this the teachers think that the level of corruption is low or very low except for teachers in the municipality of Mitrovica, that assess high or somewhat high the level of corruption in this matter.

FIGURE 40
TEACHERS - WHICH MUNICIPAL LEADERS ARE MORE CORRUPTED?



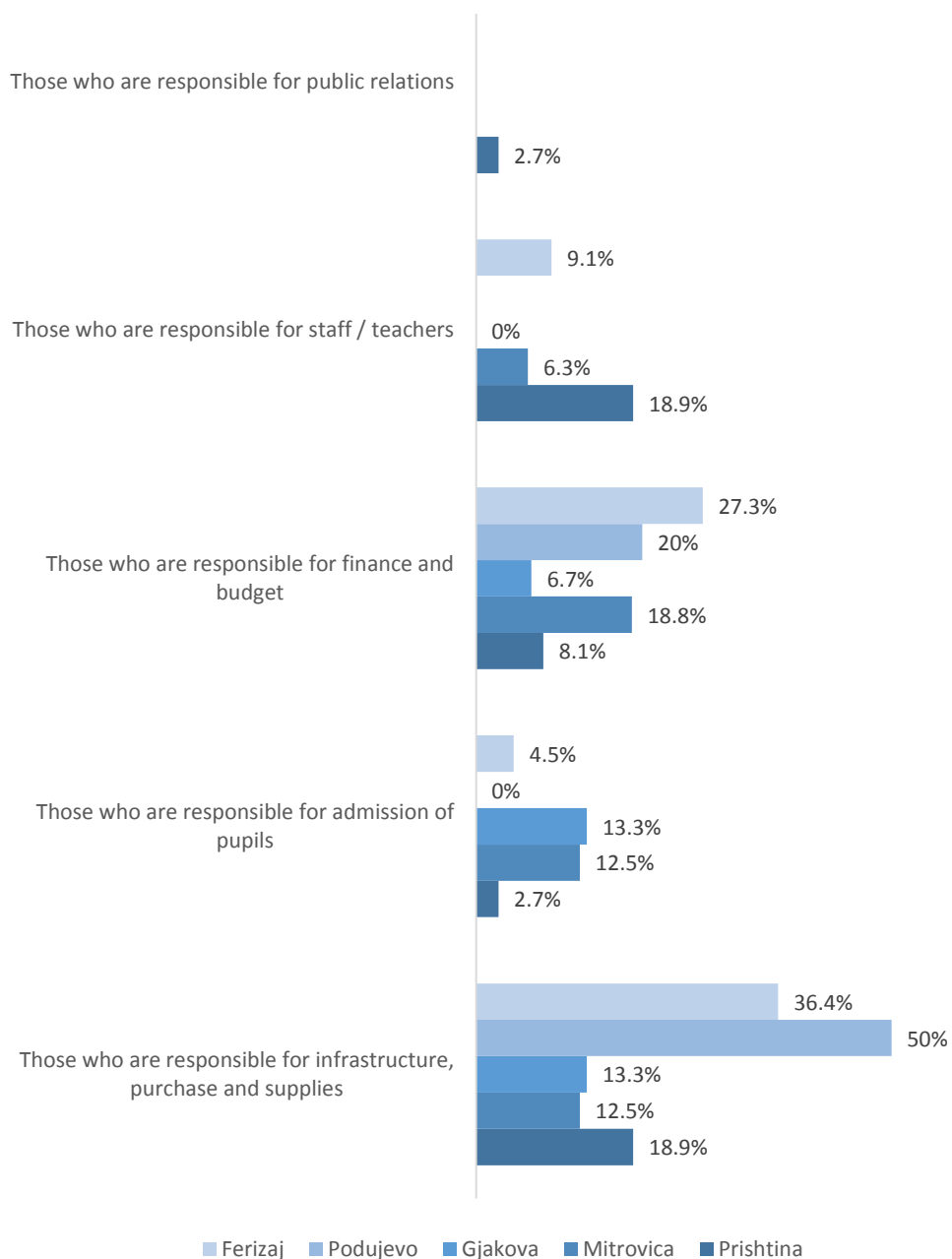
Given that the authority is transferred to the municipal level as bearer of obligations to the educational process in Kosovo and that the results and the process of education in each municipality is managed by the Municipal Education Directorate and entirely by the governance structure of the level of municipalities, through the research is attempted to extract the perception of corruption from the public officials.

According to the teachers, the most corrupt are municipal leaders that are responsible for infrastructure, purchase and supplies, while less corrupt they assessed those who are responsible for public relations.

This research was aimed to draw real perception of respondents dealing with all the hierarchical structures in the management of municipal education system and the university, trying thus to understand correctly the current situation seen by the stakeholders and beneficiaries of education of pupils-students.

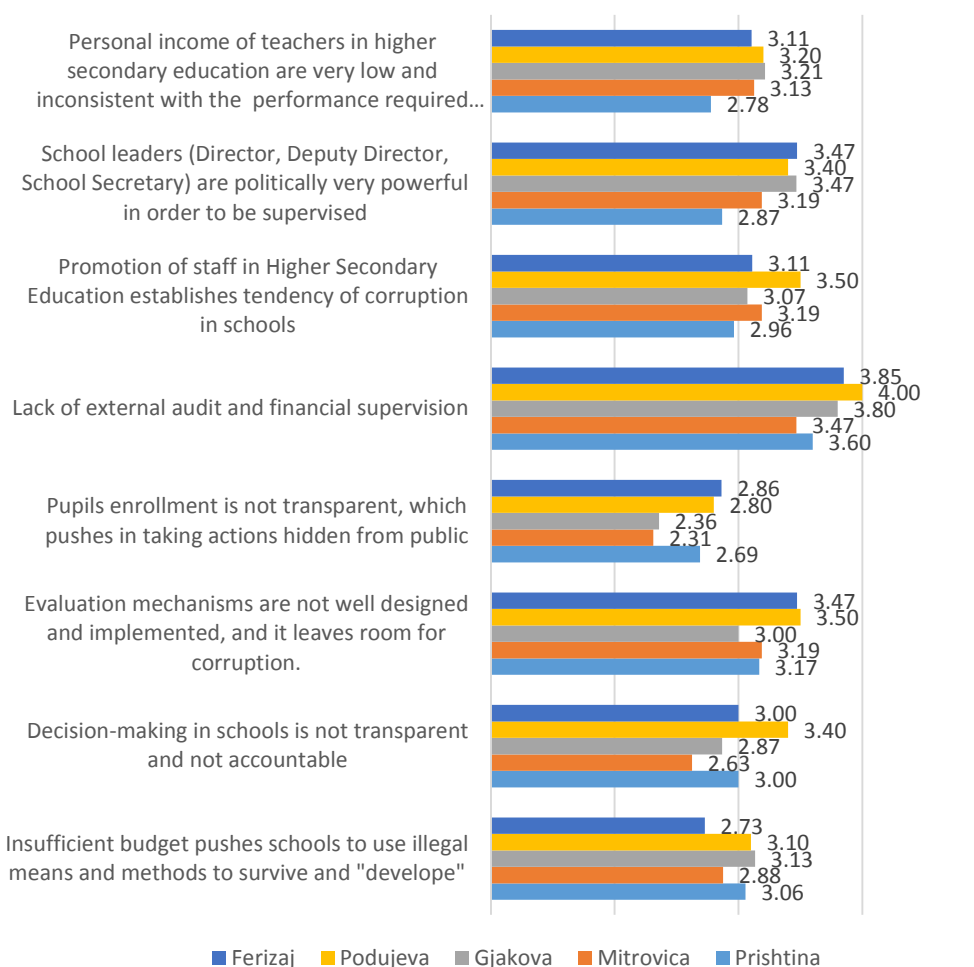
When asked how much the school leaders are corrupt, many of them think that any leader of the school is not corrupted while others have identified as responsible for infrastructure, purchase and supplies as the most corrupt in the school environment as well as those who manage budget and finance, pointing to the existence of corruption as a phenomenon in the schools where they work.

FIGURE 41
TEACHERS - WHICH SCHOOL LEADERS ARE CORRUPT?



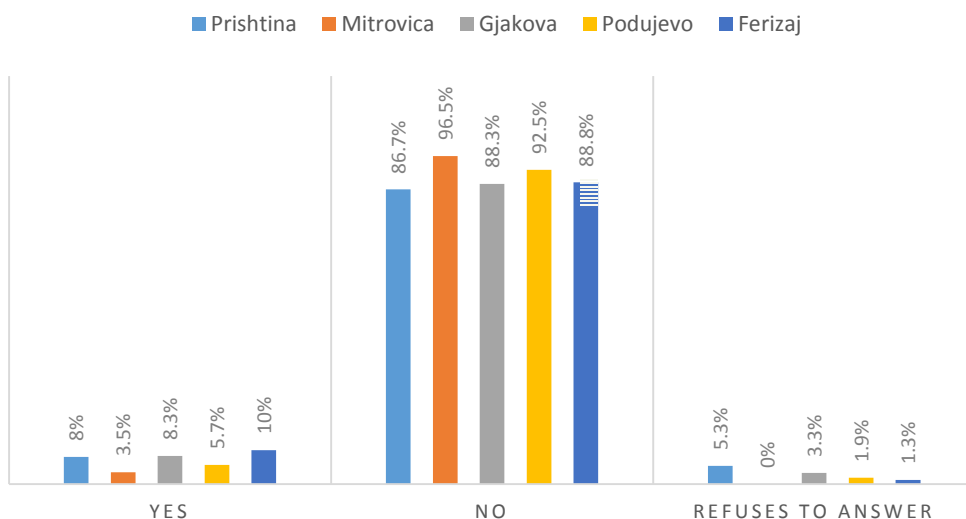
In the end, about corruption in school, teachers were asked for an opinion on whether they agree or disagree on some statements, dealing with the causes of corruption in Secondary and Higher Education. Teachers assessed at the highest the following statements: a. Decision-making in schools is not transparent and not accountable, b. Evaluation mechanisms are not well designed and implemented, and it leaves room for corruption, c. Lack of external audit and financial supervision, d. Promotion of staff in Higher Secondary Education establishes trend of corruption in schools, e. School leaders (Director, Deputy Director, School Secretary) are politically very powerful in order to be supervised and f. Personal income of teachers in higher secondary education are very low and inconsistent with the performance that is required from them. Statements that teachers did not agree 1. Insufficient budget pushed schools to use illegal means and methods to survive and “developed” and 2. The enrollment of students is not transparent, which pushes schools in taking actions hidden from public.

FIGURE 42
TEACHERS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1 = DISAGREE AND 5 = STRONGLY AGREE



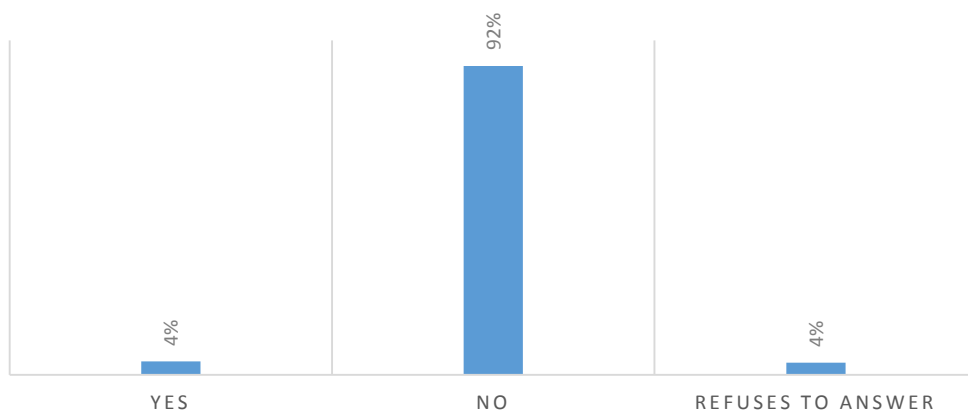
As well as pupils and students interviewed were asked about corruption in the education system, where questions had to do with their personal experiences. Pupils were asked whether they used personal connections to achieve advantages in school as it can be getting a positive grade, in any subject they have not deserved it and a very small number of them responded positively.

FIGURE 43
HAVE YOU USED PERSONAL CONNECTIONS TO ACHIEVE ADVANTAGES IN SCHOOL



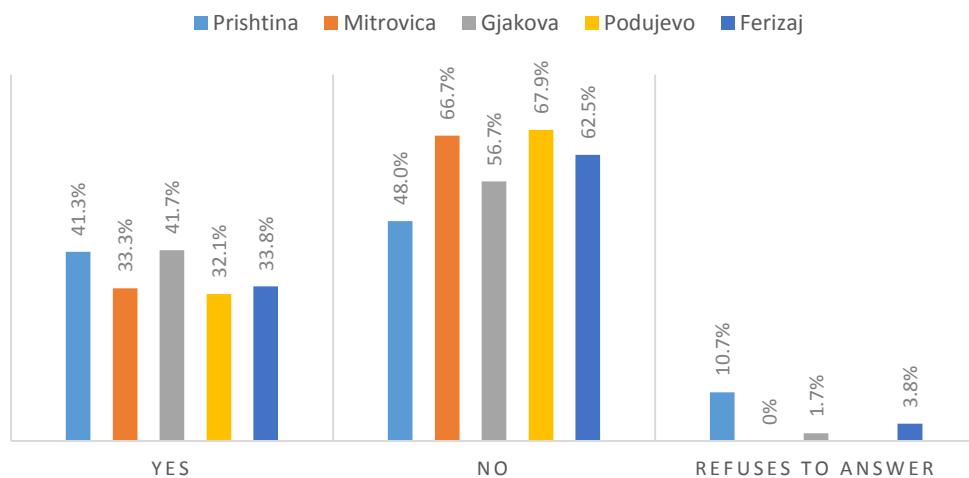
In the same question only 4% of students have admitted to have used personal connections to achieve advantages in college as it can be getting a positive grade, in any subject they did not deserve.

FIGURE 44
STUDENTS - HAVE YOU USED PERSONAL CONNECTIONS TO ACHIEVE ADVANTAGES IN SCHOOL?



Asked whether such behaviors are normal, most students think not.

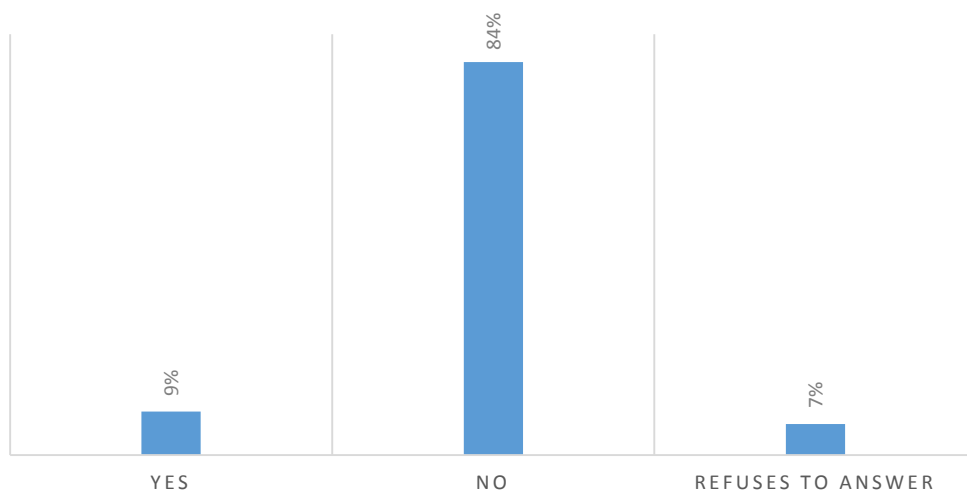
FIGURE 45
PUPILS - IS IT NORMAL SUCH A CORRUPT BEHAVIOR?



It should be emphasized that there is a greater number pupils who accept these actions, which means that also pupils who have not taken such action, accept them as normal actions.

To students, the smallest number accepts the aforementioned corrupt actions as normal (9.3%).

FIGURE 46
STUDENTS - IS IT SUCH CORRUPT BEHAVIOR NORMAL?



The pupils / students were asked whether it happened to them to pay bribes in order to improve grades, to be admitted to school / college or to avoid / mitigate disciplinary measures. In all cases very small number pupils / students have accepted that they have paid or offered bribes to realize any of the above mentioned purposes.

FIGURE 47
PUPILS - HAVE YOU PAID A BRIBE TO IMPROVE YOUR GRADES?

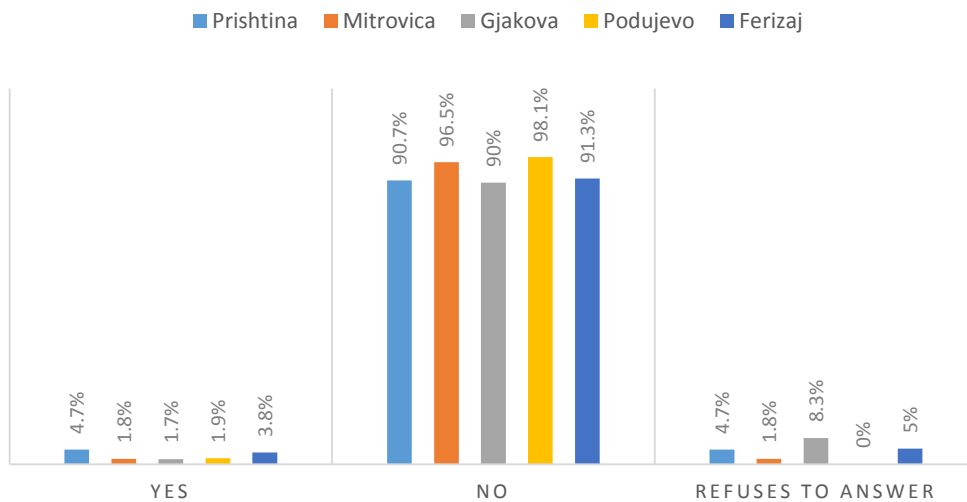


FIGURE 48
STUDENTS - HAVE YOU PAID A BRIBE TO IMPROVE YOUR GRADES?

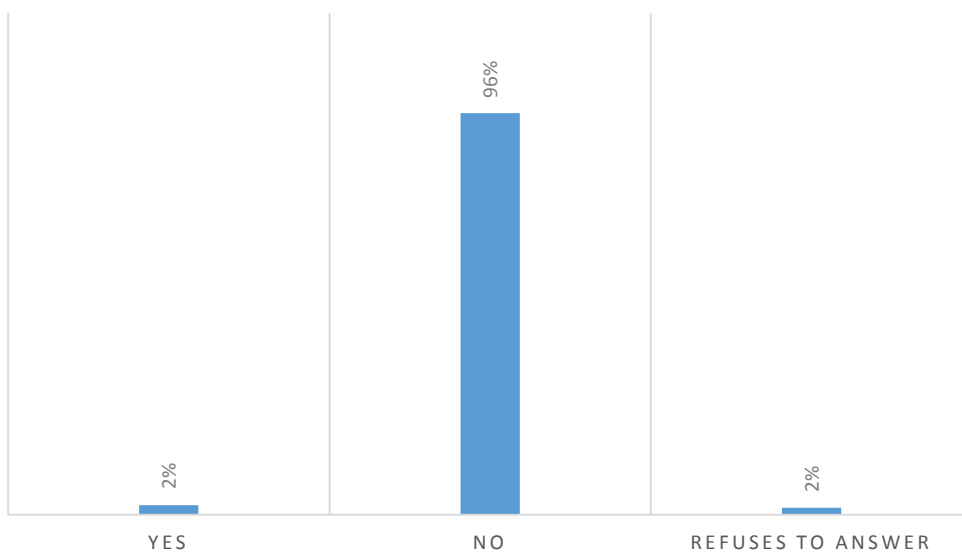


FIGURE 49
PUPILS - DID YOU PAY FOR ADMISSION TO SCHOOL?

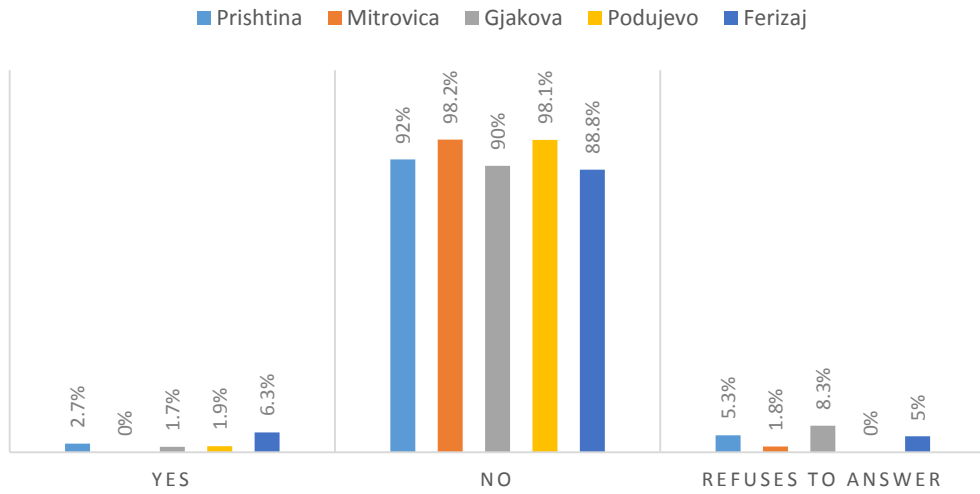


FIGURE 50
STUDENTS - DID YOU PAY FOR ADMISSION TO SCHOOL?

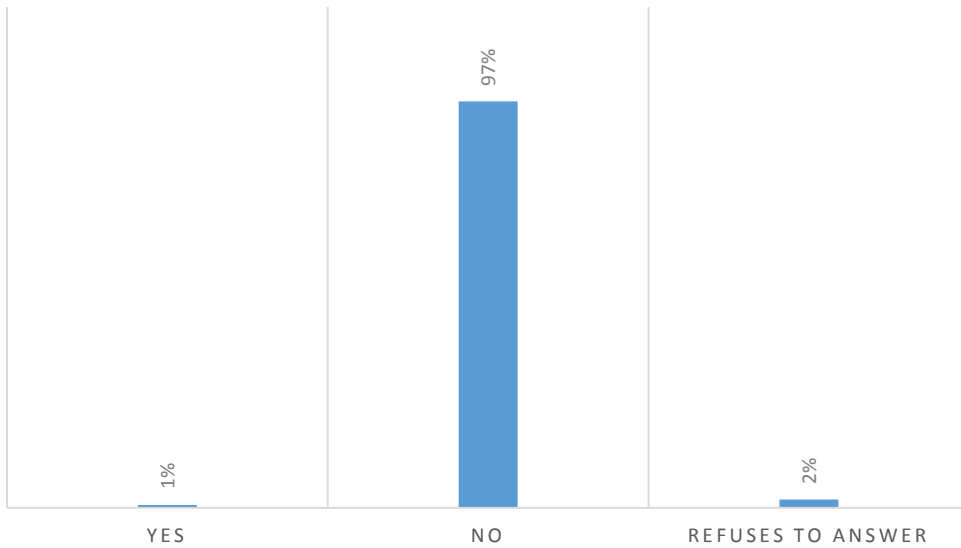


FIGURE 51
 PUPILS - DID YOU PAY TO AVOID / MITIGATE DISCIPLINARY MEASURES

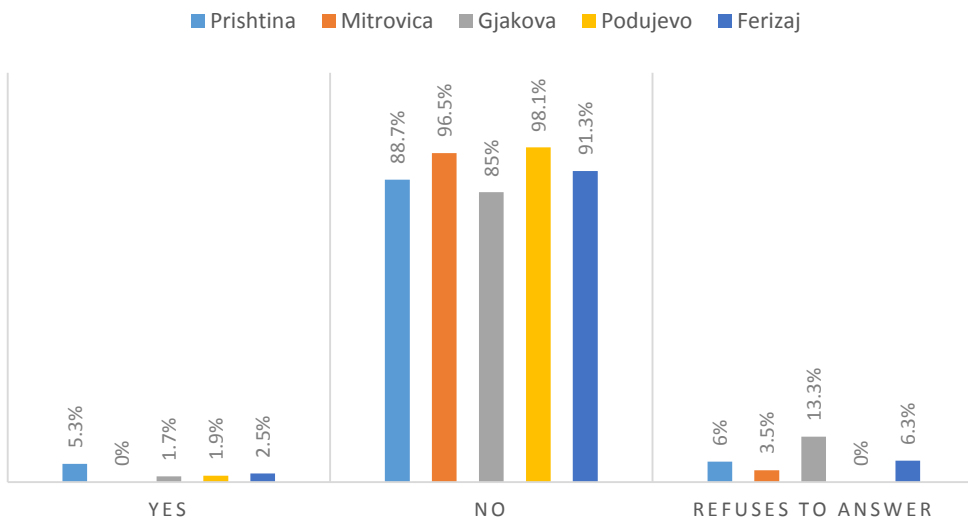
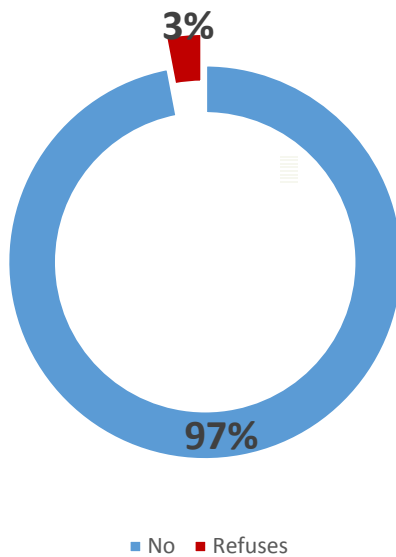
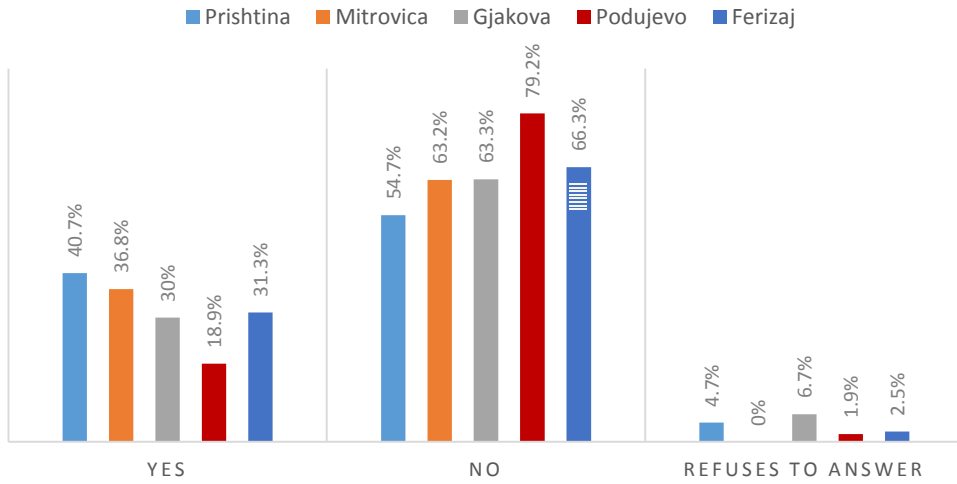


FIGURE 52
 STUDENTS: DID YOU PAY TO AVOID / MITIGATE DISCIPLINARY MEASURES



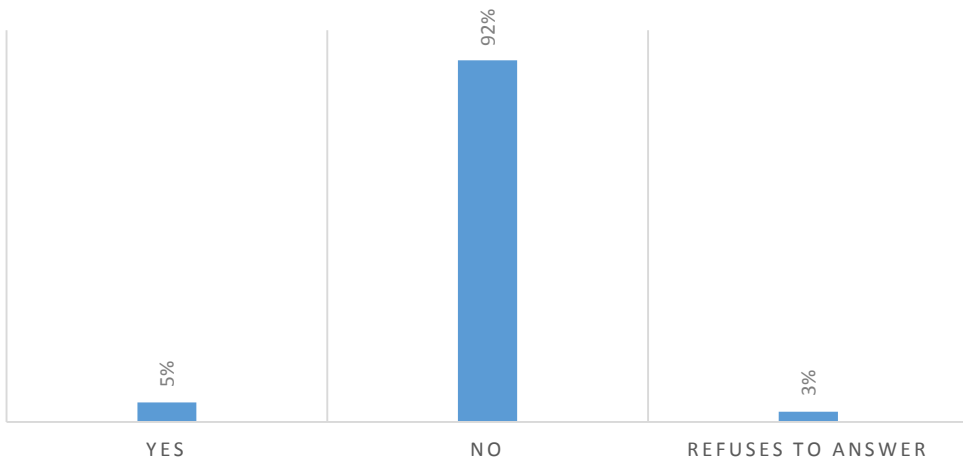
Regarding these corrupt actions we asked all pupils and students, whether they are normal for them. Again the number of those who take such acts of corruption as normal, is higher than of those who admitted that they committed such acts, which means that even though they have committed such acts of corruption, there are students who consider it as normal.

FIGURE 53
PUPILS - IS IT SUCH CORRUPT BEHAVIOR NORMAL?



Again, is smaller the number of students (5%) compared to pupils who have accepted these corrupt actions as normal.

FIGURE 54
STUDENTS- IS IT SUCH CORRUPT BEHAVIOR NORMAL?



Larger number of pupils and students in percentage think that in recent years the level of corruption in the education system has increased or remained the same while the number of those who think that the level of corruption in the education system in Kosovo has been reduced is smaller.

FIGURE 55
PUPILS - DID THE LEVEL OF CORRUPTION INCREASE IN THE EDUCATION SYSTEM

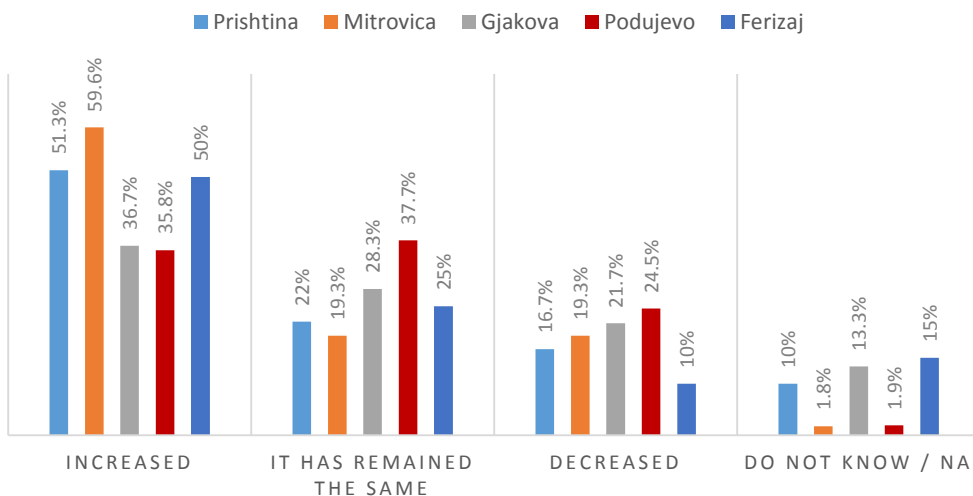
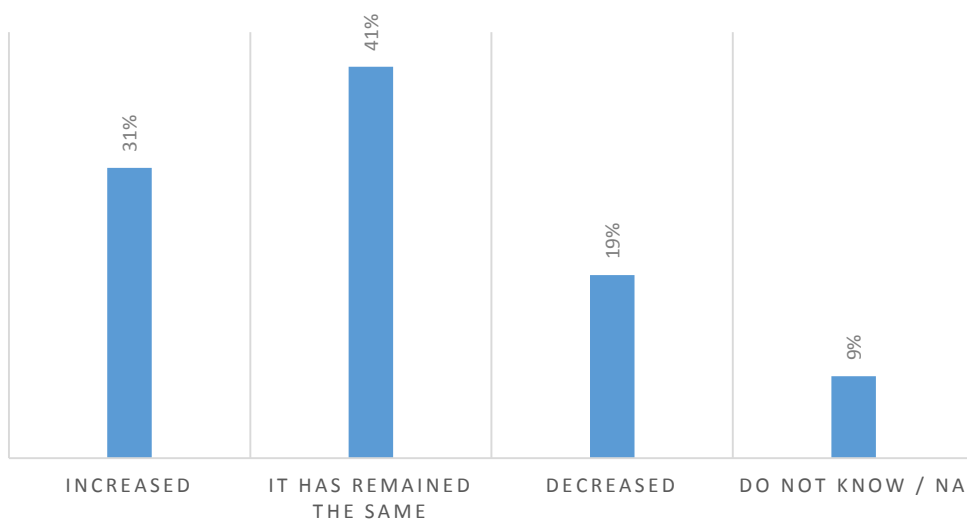


FIGURE 56
STUDENTS - DID THE LEVEL OF CORRUPTION INCREASE IN THE EDUCATION SYSTEM?

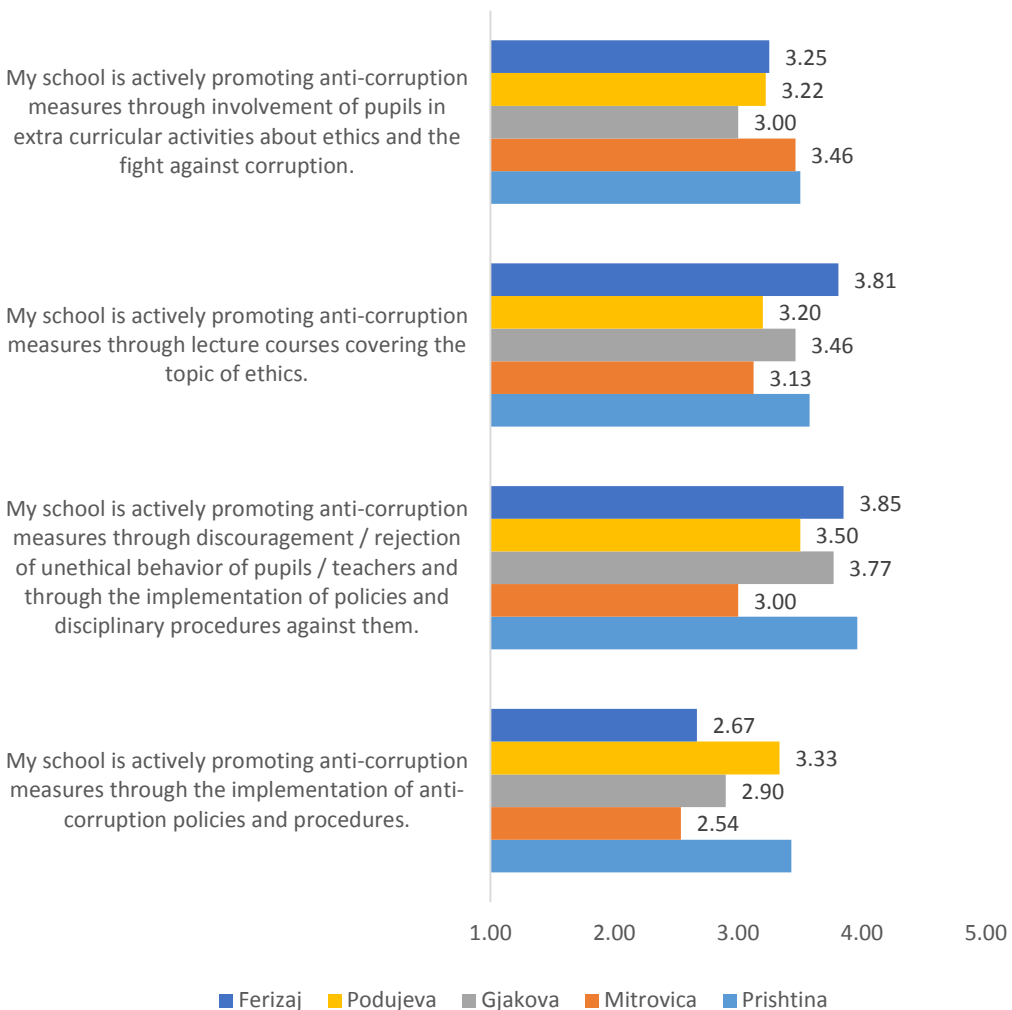


4.4. MECHANISMS FOR FIGHTING CORRUPTION

Through this research is tried to obtain information and to assess how much teachers, students and pupils know on mechanisms for fighting corruption. Most of the questions deal with the ways of fighting mechanisms, stakeholders and responsible authorities dealing with fighting corruption.

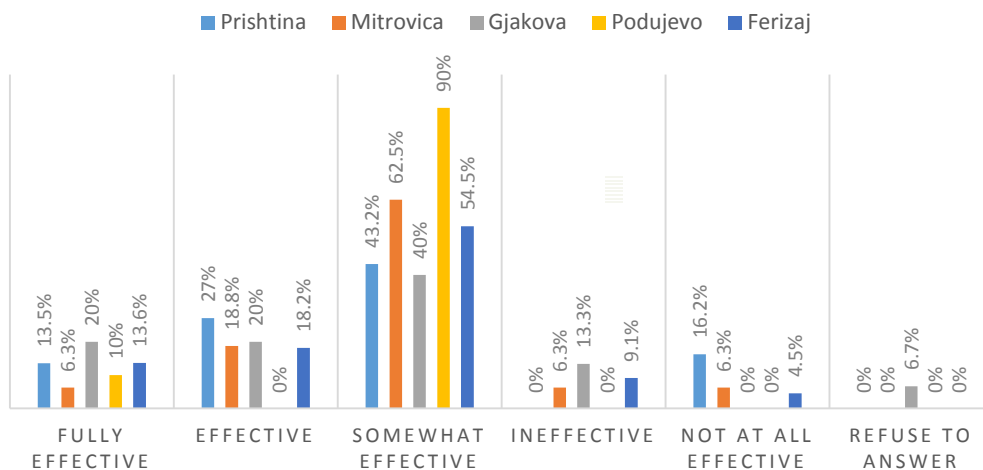
Initially statements were read regarding the school / university, where teachers, pupils and students work / attend . On this question the teachers by the outcomes from the field, it appears that the statements have been ranked high. In Prishtina teachers have ranked the statements the highest, while teachers from Mitrovica have ranked the statements the lowest.

FIGURE 57
TEACHERS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1 = DISAGREE AND 5 = STRONGLY AGREE



Teachers were asked how much are effective mechanisms that school applies in promotion of the ethics, accountability and the fight against corruption. Most of the teachers have given a positive assessment to evaluate these mechanisms as somewhat effective and fully effective. A very small number of these mechanisms were evaluated as ineffective or not effective.

FIGURE 58
TEACHERS - HOW EFFECTIVE ARE THE MECHANISMS APPLIED BY THE SCHOOL FOR THE PROMOTION OF ETHICS, ACCOUNTABILITY AND THE FIGHT AGAINST CORRUPTION?



On the other hand, pupils and students agree on anti-corruption measures promoted by the schools through different ways, by high ranking declarations presented in the following graphs.

FIGURE 59

PUPILS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1 = DISAGREE AND 5 = STRONGLY AGREE

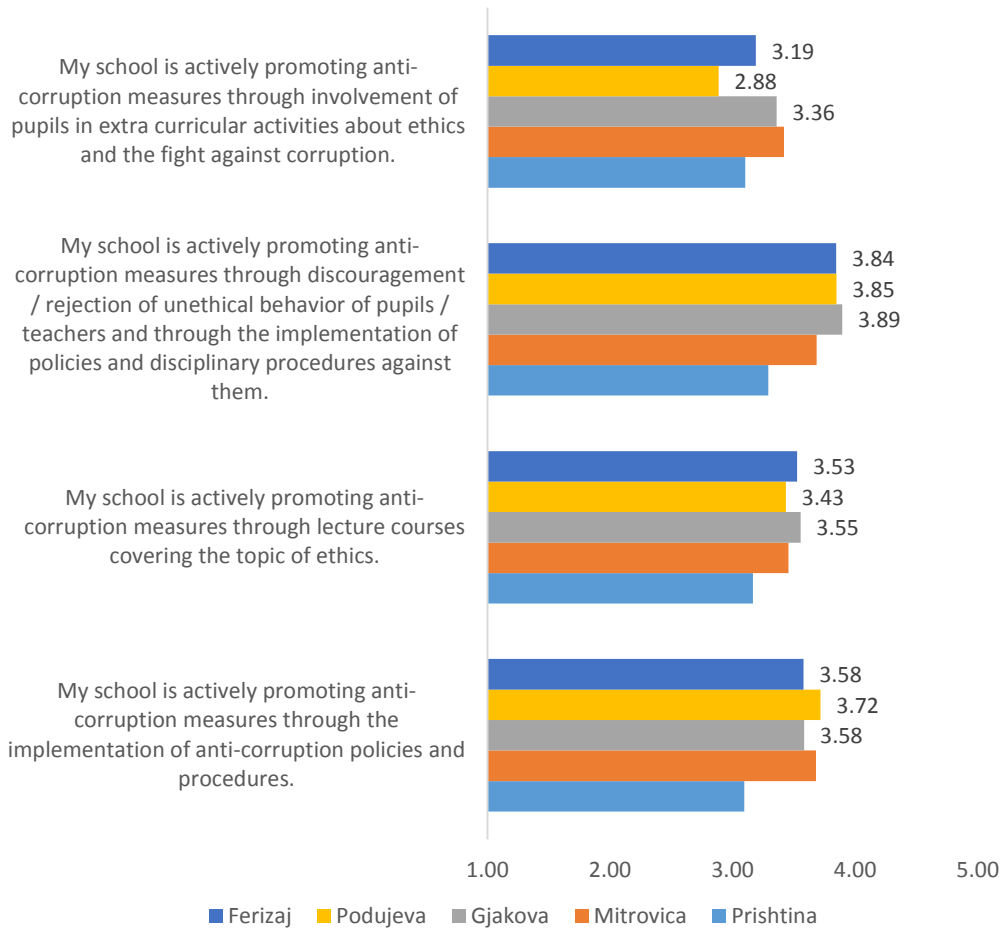
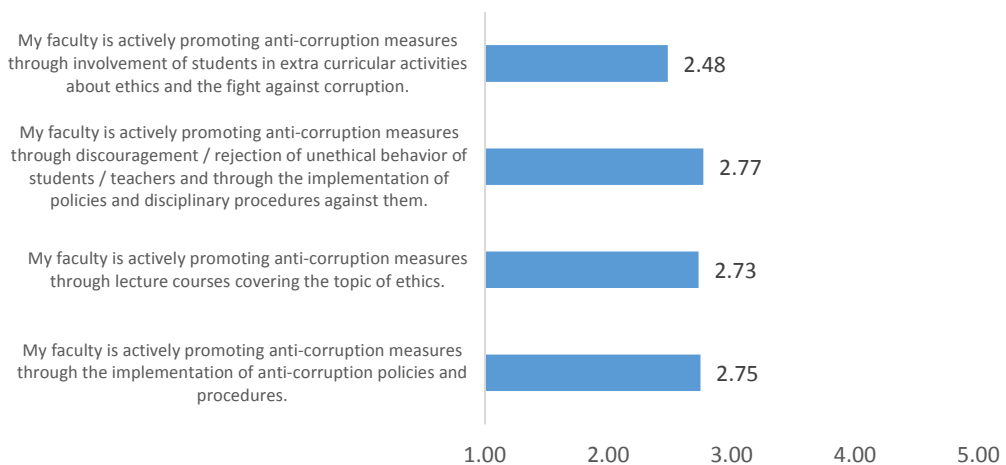


FIGURE 60

STUDENTS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1 = DISAGREE AND 5 = STRONGLY AGREE



Also the pupils / students have given their opinion about how effective are the mechanisms that school applies for the promotion of ethics, accountability and the fight against corruption. Similarly as teachers also pupils / students, have praised these mechanisms as effective or somewhat effective.

FIGURE 61
PUPILS - HOW EFFECTIVE ARE THE MECHANISMS APPLIED BY THE SCHOOL FOR THE PROMOTION OF ETHICS, ACCOUNTABILITY AND THE FIGHT AGAINST CORRUPTION?

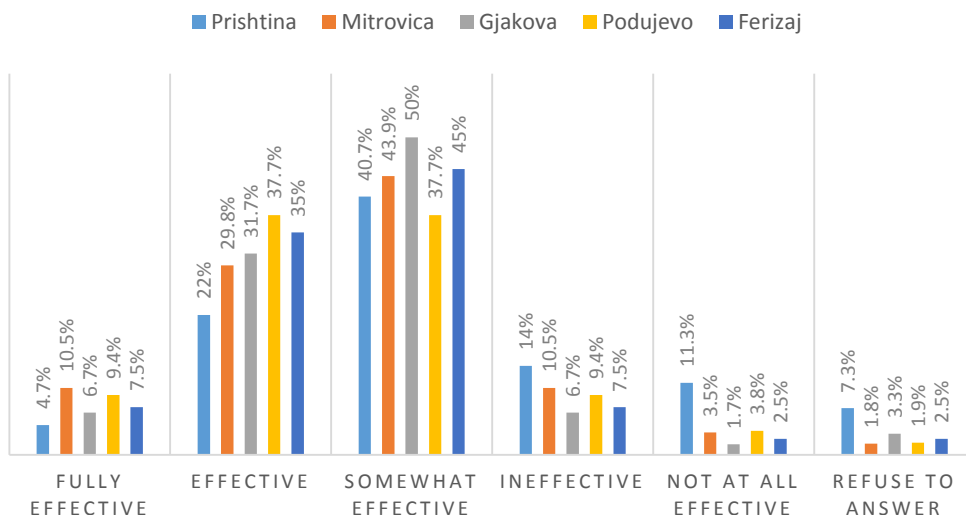
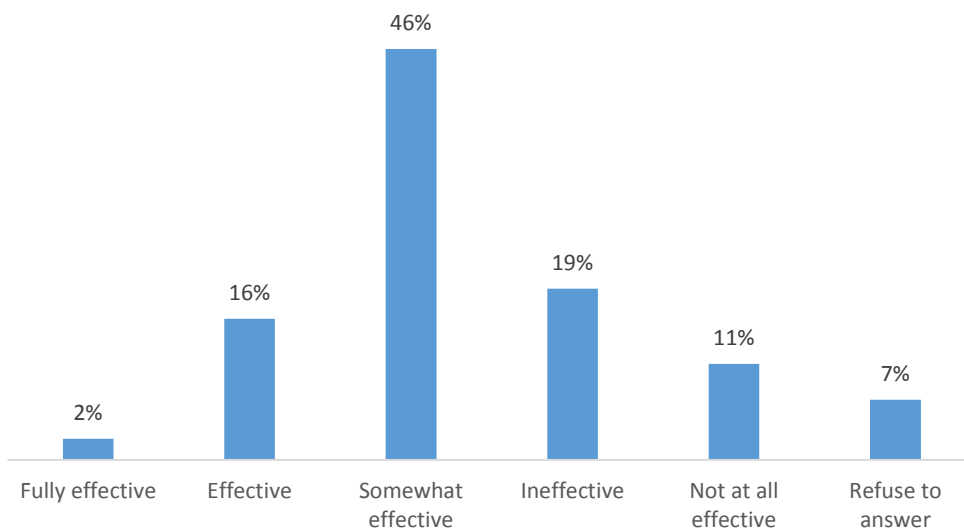
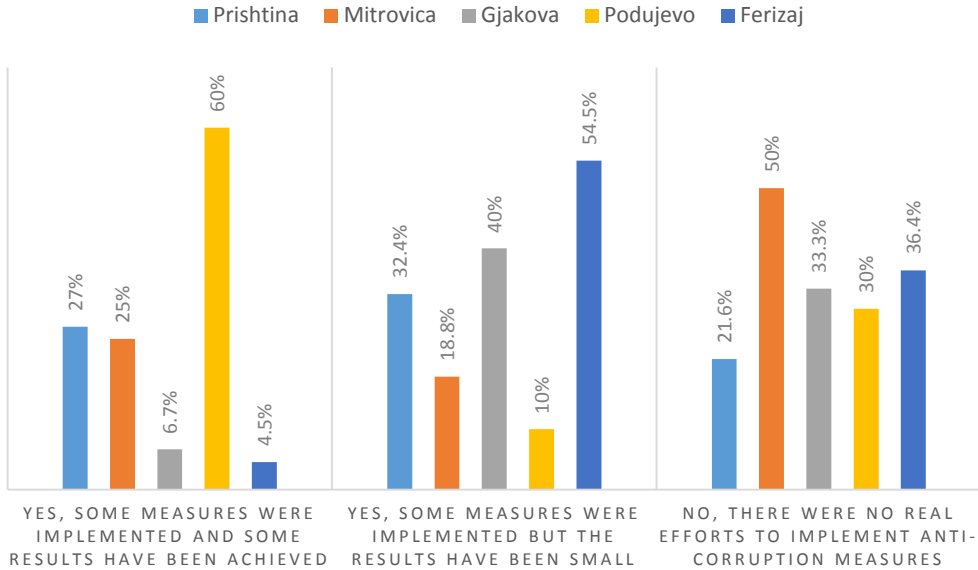


FIGURE 62
STUDENTS - HOW EFFECTIVE ARE THE MECHANISMS APPLIED BY THE SCHOOL FOR THE PROMOTION OF ETHICS, ACCOUNTABILITY AND THE FIGHT AGAINST CORRUPTION?



In addition, respondents (teachers, pupils and students) were asked to provide their opinions regarding that in recent years the local public authorities have implemented a policy or effective measures against corruption in the education system. Mainly teachers think that there was no real attempt to implement anti-corruption measures or if such measures are implemented, the effects have been small.

FIGURE 63
TEACHERS - IN RECENT YEARS, HAVE THE LOCAL PUBLIC AUTHORITIES IMPLEMENTED POLICIES OR EFFECTIVE MEASURES AGAINST CORRUPTION IN THE EDUCATION SYSTEM?



Also pupils and students, when asked about this issue, shared the opinion that there was no genuine efforts to implement anti-corruption measures or if such measures were implemented, the effects have been small.

FIGURE 64
PUPILS - IN RECENT YEARS, HAVE THE LOCAL PUBLIC AUTHORITIES IMPLEMENTED POLICIES OR EFFECTIVE MEASURES AGAINST CORRUPTION IN THE EDUCATION SYSTEM?

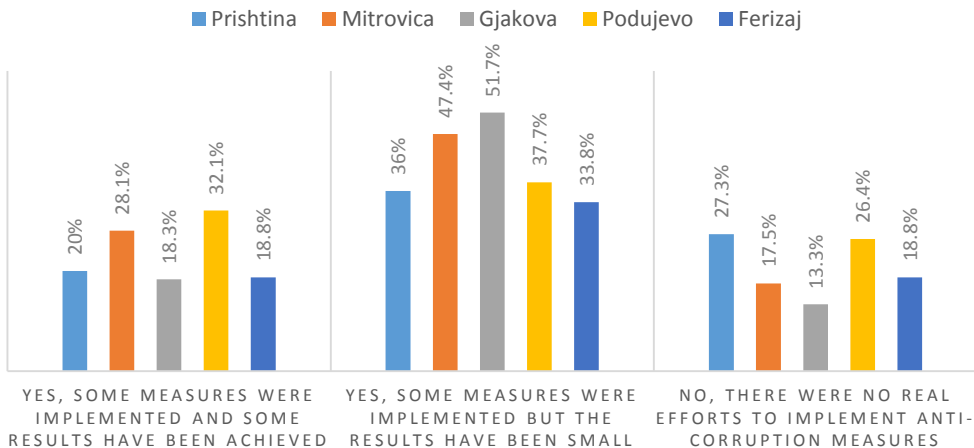
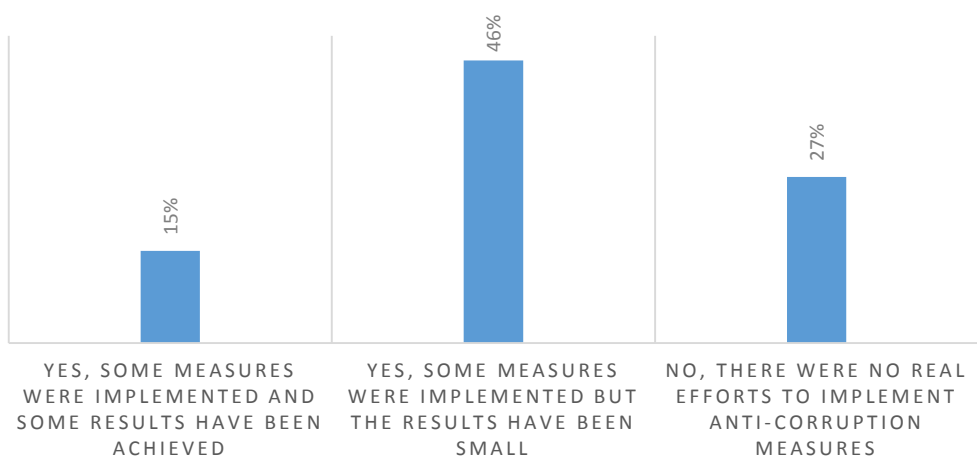


FIGURE 65
STUDENTS -IN RECENT YEARS, HAVE THE LOCAL PUBLIC AUTHORITIES IMPLEMENTED POLICIES OR EFFECTIVE MEASURES AGAINST CORRUPTION IN THE EDUCATION SYSTEM?

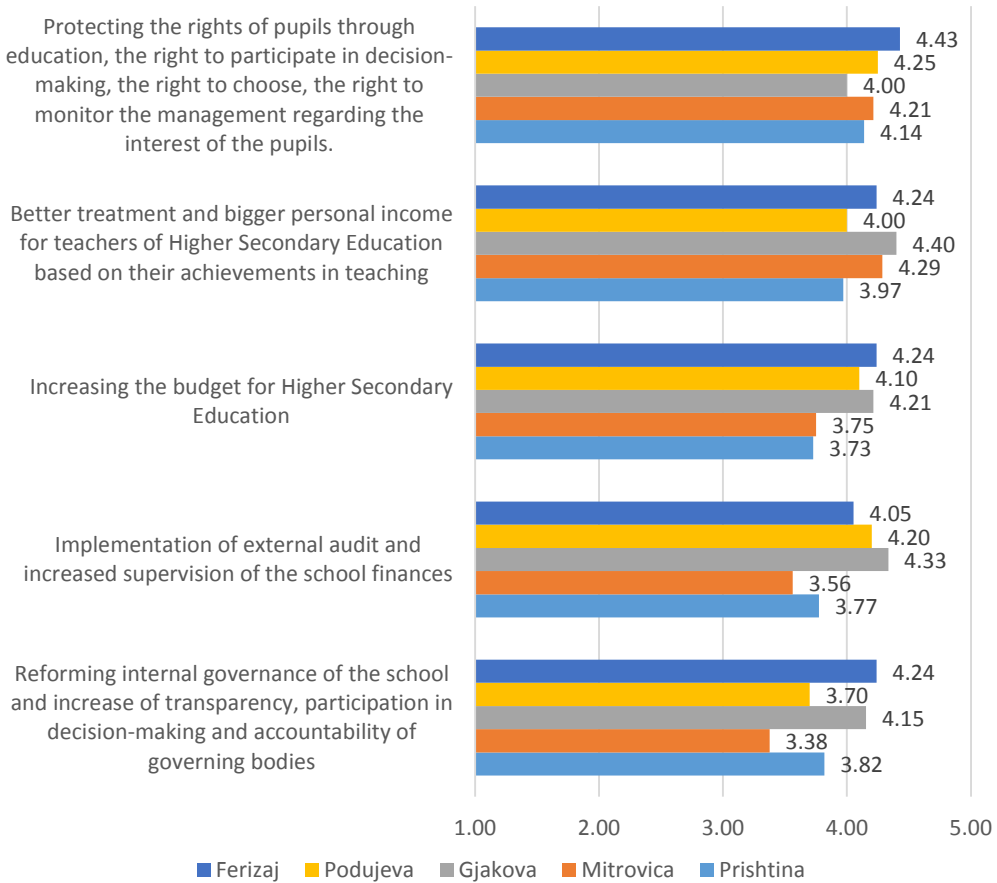


Teachers were also asked whether they agree (assessment scale of 1 = strongly disagree to 5 = strongly agree) with several statements, regarding with policies that should be taken to fight corruption in educational institutions.

As seen from the graph below, most of the teachers in all municipalities where the research was conducted, agree with the following statements, where the highest ranked statements stand as: Protecting the rights of pupils through education, the right to participate in decision-making, the right to choose, the right to monitor the management regarding the interest of the pupils and better treatment and higher personal income for teachers of the Higher Secondary Education based on their achievements in teaching.

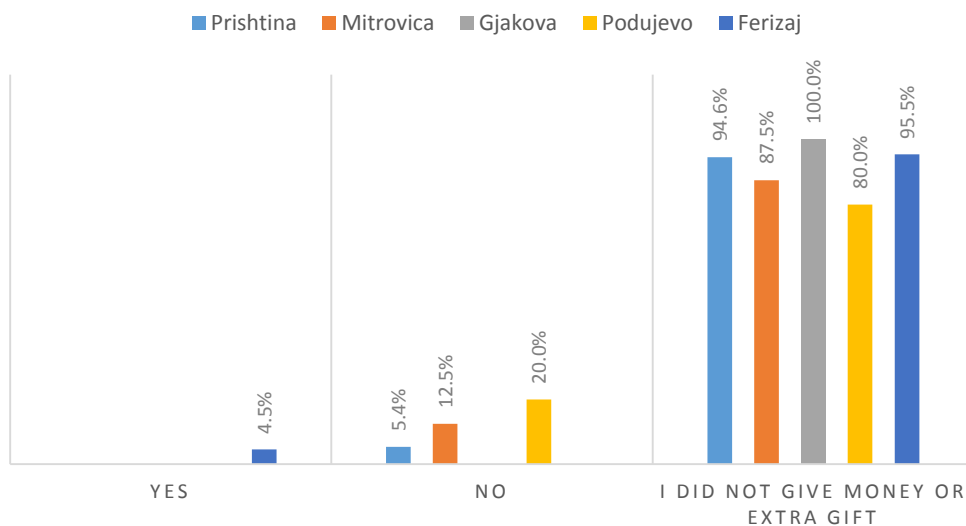
FIGURE 66

TEACHERS - DO YOU AGREE WITH THESE STATEMENTS? RATE FROM 1 TO 5 WHERE 1 = STRONGLY DISAGREE TO 5 = STRONGLY AGREE.



At the end of the questionnaire were some questions about personal experiences respondents have had with corruption. First, the teachers were asked if they had to give money or extra gift, or have notified the responsible institutions. Initially, most of the teachers, said that they have never given money or extra gift.

FIGURE 67
 TEACHERS - WHEN WAS THE LAST TIME YOU HAD TO GIVE MONEY OR EXTRA GIFT TO YOUR SCHOOL, DID YOU REPORTED THIS TO THE AUTHORITIES / OFFICIAL INSTITUTIONS?



A very small number admitted (from the Municipality of Ferizaj), that have received a gift, and they have informed the Kosovo Police while others did not informed at all the case because they think it's worthless because only problems can come out. Those teachers who reported the case to the Kosovo Police stress that no measure was taken after.

In the same question a majority of the pupils and students, have declared that they have never given money or extra gift.

FIGURE 68
 PUPILS - WHEN WAS THE LAST TIME YOU HAD TO GIVE MONEY OR EXTRA GIFT TO YOUR SCHOOL, DID YOU REPORTED THIS TO THE AUTHORITIES / OFFICIAL INSTITUTIONS?

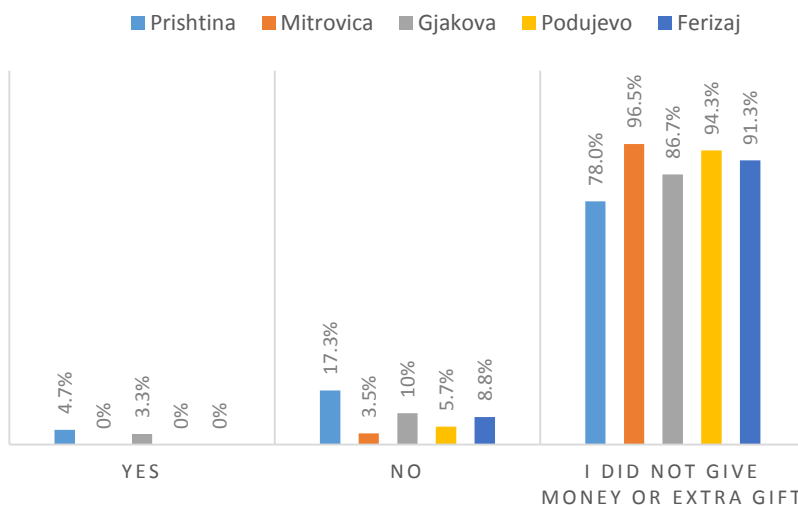
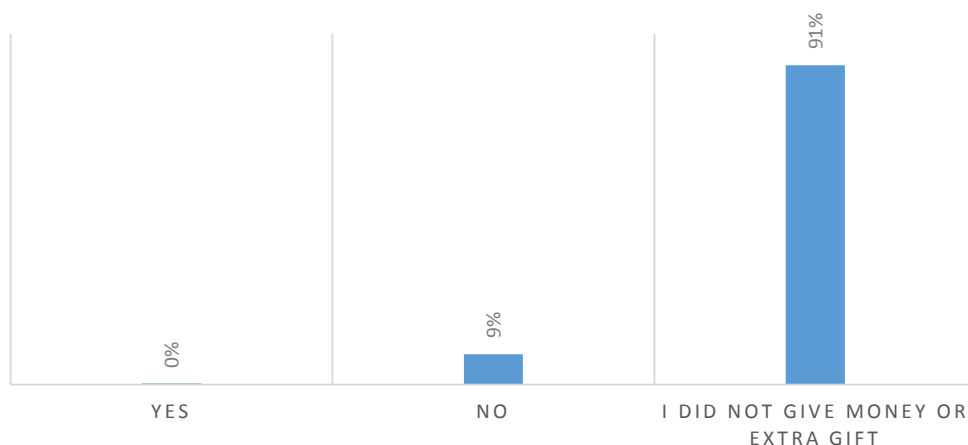


FIGURE 69

STUDENTS -WHEN WAS THE LAST TIME YOU HAD TO GIVE MONEY OR EXTRA GIFT TO YOUR SCHOOL, DID YOU REPORTED THIS TO THE AUTHORITIES / OFFICIAL INSTITUTIONS?

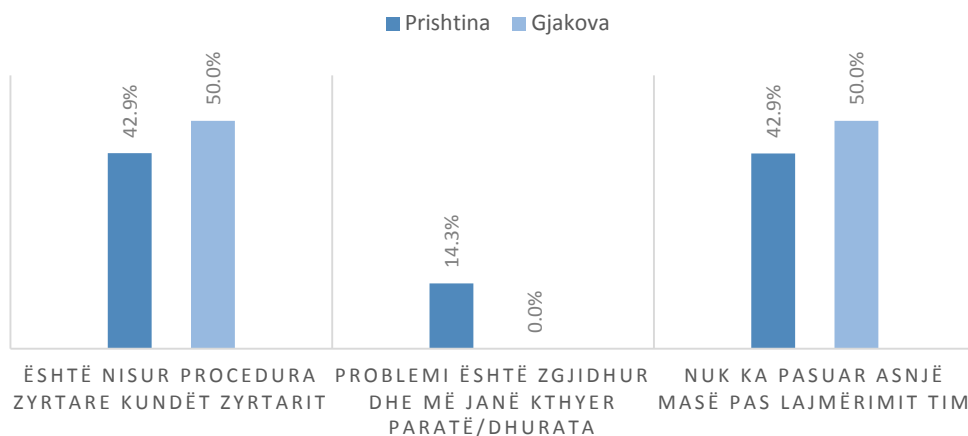


Those pupils who have committed such an offense and that have admitted that they have informed the competent authorities, have said that they have informed the Kosovo Police and in most cases the procedure is started and then nothing was done. Regarding the students, a person that has admitted that did informed the authorities, did not want to provide more information.

Pupils who have admitted that they have given money or extra gift, most of them have not informed the authorities that deal with corruption cases in education.

FIGURE 70

PUPILS - WHAT HAPPENED AFTER YOU HAVE REPORTED THE CASE?



As reasons why they have not informed similar cases of giving money or extra gifts, pupils and students who have committed similar actions emphasize; it is common practice to give money / gift, fear of consequences, benefit from gifts or even if the person has given a gift in gratitude.

FIGURE 71
PUPILS - WHY YOU DID NOT INFORMED?

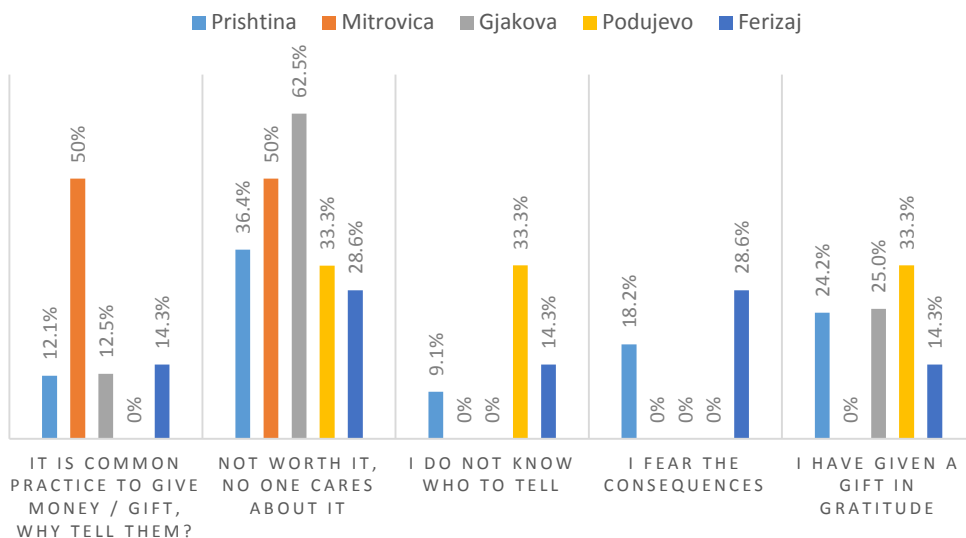
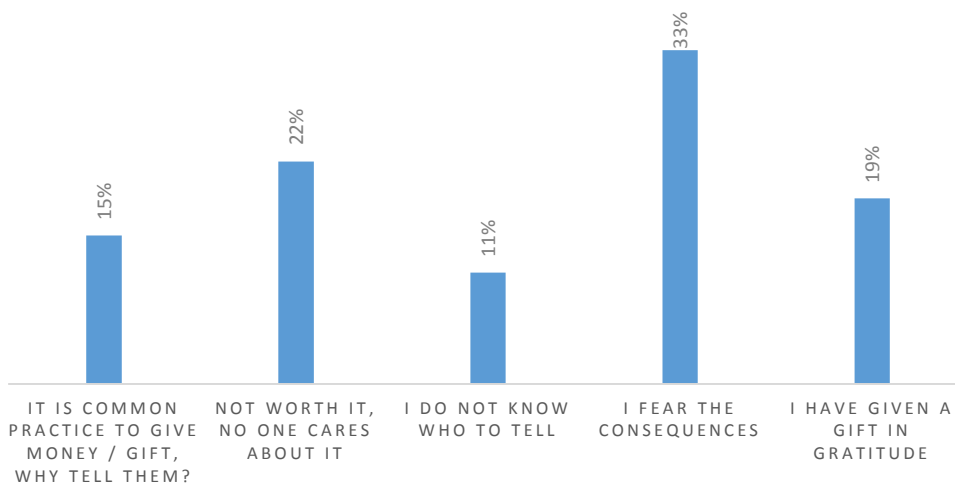


FIGURE 72
STUDENTS - WHY YOU DID NOT INFORMED?



5. CONCLUSIONS

Results showed very interesting and useful data which have enabled a detailed and more specific analysis, to derive information regarding the perceptions, knowledge and experiences of teachers, pupils and students in relation to corruption in the education system.

From the results derived, there are concerns about the problems facing Kosovo today, where according to respondents (teachers, pupils and students) comes out that unemployment, corruption and poverty are 3 very challenging problems for Kosovo.

Regarding the corruption according to respondents it appears that the most corrupt institutions are the Government of Kosovo, the Prosecution of Kosovo, Courts of Kosovo the Assembly of Kosovo, Political Parties and Public and Private Universities. It is worrying when we consider that most of the above institutions are also bearers of the overall development of state-building processes.

It is interesting that teachers in the majority, think that people who are willing to lie, cheat, do not respect the laws and the corrupted, are more likely to achieve in life than those who are not like that while students and pupils have a different opinion and think that people who are honest, with high integrity, are more likely to fail in life than those who are not so. Perhaps here we have the generational differences since pupils and students are still motivated to see life from a positive perspective.

The majority of respondents from the three groups surveyed emphasize that in educational institutions there is much corruption as there is in other institutions, but there is nepotism, specifically agree to some extent that the management staff of the school gives preference to family members, relatives and friends in case of admission of pupils in school.

It is promising that a very small number of pupils / students have used their connections, paid or donate something to fix any issues in school (grades, disciplinary measures, etc.) But it is worrisome on the other hand that a large number of pupils, think that such corrupt behavior are normal, including pupils who have not been stakeholders in such behavior.

From the results obtained from the research it has emerged that those who accepted that have donated gifts / money, in many cases they have not informed the authorities, because they believe that such corrupt practices are normal, benefit from gifts / service is reciprocal and feel that authorities did not finish the case ever.

In conclusion, the situation in the education system in Kosovo in terms of perceptions of corruption received by teachers, pupils and students, is not to be left out, because according to the data, it appears that there is corrupt activity, there is negligence, nepotism by the managerial staff of educational institutions and what is more worrying is that there are corrupt practices by all parties (teachers, management staff, pupils, students) and that a significant number of them consider corruption as a normal behaviour.

ANNEX I – FINAL SAMPLE OF THE INTERVIEWED TARGET GROUPS

Higher Secondary Education – High School Students Sample			
Divided number of the students by the schools	Sample		
	Municipality	Total of the Sample	Professional School
Ferizaj	80	49	32
Mitrovica	57	34	23
Podujevo	53	32	21
Prishtina	150	72	78
Gjakova	60	32	28
Total	400	218	182

Teachers/ Higher Secondary Education	
Municipality	Teacher
Ferizaj	22
Mitrovica	16
Podujevo	10
Prishtina	37
Gjakova	15
Total	100

Divided number of students of the University of Prishtina

Faculty	Total
Faculty of Philosophy	30
Faculty of Philology	30
Faculty of Law	30
Faculty of Economy	30
Faculty of Mathematics and Natural Sciences	30
Faculty of Civil Engineering and Architecture	22
Technical Faculty	22
Medical Faculty	22
Faculty of Agriculture	22
Faculty of Education	22
Faculty of Physical Education	22
Faculty of Arts	18
Total	300

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The report was prepared by FOL Movement staff and other local partners. In such a context, FOL Movement expresses its appreciation to all the people who worked so hard in ensuring the information and the writing of this report. You can find all of FOL Movement’s publication at: www.levizjafol.org.

About FOL Movement

FOL Movement was established with the purpose of supporting an active citizenry, to increase transparency and accountability on the part of public institutions so as to contribute to good governance and prevention of corruption. In order to achieve its goals, our organization will undertake activities, such as: debates and training, conferences, seminars and round tables, publications and research, advocacy and institutional and technical assistance, monitoring of public institutions as well as mobilization and networking. Public funds expenditure, conflict of interest, negligence and institutional accountability as well as access to official information, are the main issues in FOL's activities.



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