MWL
Mary Ward Loreto
Foundation

Albanian Mission Against Human Trafficking

"PERCEIVED CAUSES OF CORRUPTION AND LACK OF ETHICS IN THE EDUCATION SYSTEM IN ALBANIA"

Study Report

ACER
Albanian Center for Economic Research

Tirana, December 2020

GEER

"PERCEIVED CAUSES OF CORRUPTION AND LACK OF ETHICS IN THE EDUCATION SYSTEM IN ALBANIA"

Submitted by:
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ACER

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PREFACE TO THE STUDY

Mary Ward Loreto Foundation in a nutshell

The Mary Ward Loreto Foundation (MWL) is a non-profit organization whose mission is to eliminate human trafficking from Albania, specifically cases bound for the UK. The foundation works to achieve this goal through a three-fold approach of advocacy, prevention, and support for PV/VoTs. Awareness-raising and advocacy remain necessary to maintain public attention to the fact that such crimes continue to be committed across the country. Prevention is achieved by MWL through conducting a host of projects at the local level to facilitate systemic change and eliminate poverty: one of the main causes of human trafficking. Furthermore, support services are provided on a referral basis to individuals vulnerable to human trafficking and abuse, as well as to returning victims, who receive specialized assistance in reintegration and rehabilitation.

MWL conducts direct outreach to local community members through its Advice and Service Centres in six regions of Albania: Tropoja (Kukes), Shkoder, Lezha, Tirana, Lushnja, and Saranda. These six centers directly combat human trafficking on the ground through local rescue actions, supporting victims' reintegration and rehabilitation, and conducting various prevention measures. The work is guided by a service-based and holistic approach focusing on the most isolated and vulnerable regions of Albania. At the heart of everything the foundation does is the conviction that human trafficking and exploitation are best confronted by rooting out and addressing their underlining causes.

Education Project at a glance.

The Education Project aims to address issues of ethical behavior in the Albanian education schools. By tackling issues of ethical behavior as identified by a pilot research of 2015, the project aims to strengthen systemically the education system. This particular research is examining the perceived causes of the corruption and

lack of ethic in the education system in Albania and to make recommendations to address these perceived causes. This report aims to serve as baseline for future interventions both in the grassroots and in policy level intervention. This project was steered by the Board of Education of MWL Foundation from its outset, which has been exceptional in its dedication to this great work with guidance from experts in the field.

ACKNOWLEDGEMENTS

It is my great pleasure to present the study "The perceived causes of corruption and lack of ethics in education system in Albania" - the third report for the Mary Ward Loreto Foundation (MWL). I would like to express my thanks, on behalf of Mary Ward Loreto(MWL), to the following people and groups who have enabled this research Report: ''The perceived causes of corruption and lack of ethics in education system in Albania'' to be fully realized at such a high level of academia and with such a profound depth of interpretation and analysis.

Mrs. Aferdita Gjoni, has been the overall leader of this research project. She is the coordinator of the MWL Advice and Service Centre in Lezhe and has led the MWL Education Board of Education for MWL throughout this time, directing the three components of the project including a service learning component in schools in both Lezhe and Tropoje and also working closely with **Dr Edlira Gjoni** to conduct a massive country wide training for teachers on the topic of 'Ethics in the Albanian Curriculum'. This MWL Education Board has worked together to design and develop the research component of the MWL Education project. Together they have worked to gather pupils, parents, students, teachers and lecturers for their cooperation in providing the information required in the realization of this study.

The members of the Mary Ward Loreto Education Board have been an invaluable contributor to the outcome of this research. They were constant in their advice and gave a clarity to the process. This has led to an outcome which has ensured that Mary Ward Loreto has maintained its integrity and truth in the light of the research findings. We are very grateful for this wisdom shared so generously and pro gratis. The following three people have been the members of the MWL Education Board working constantly for the purposes of this research:

Prof Dr. Shpresa Delia, professor at the University of Tirana, Faculty of Foreign Languages, a prominent name in the education sphere in the country and a leader in promoting holistic education in English learning.

Dr. Edlira Gjoni, a lecturer at the department of social sciences, a communications and media specialist, plays a very important role in the field of communications and is leading a new initiative under this project, service learning in a school in Lezha. She is supporting the development of the "Service Learning" project of MWL, which is currently being applied in Lezha and Tropoje.

Imelda Poole IBVM President of Mary Ward Loreto and chair of the MWL Education Board has been on mission in Albania for eleven years, working at Caritas, Albania and following this in the co-setting up of a project for Roma and for Albanian women. In England, Imelda worked in the field of Education and empowerment. Imelda is the President of Religious in Europe Networking Against Trafficking and Exploitation (RENATE), a European network of religious and co-workers who work in all fields against trafficking in 27 countries of Europe www.albaniahope.com andwww.renate-europe.net.

Each member has given their time weekly, monthly and whenever needed, outside of these meetings, to ensure that this research document was only accepted, in its final form, at the highest academic standard and according to the remit given by the projects concept, mission, goals and objectives. All of this work has been given pro gratis.

MWL Foundation employed the **ACER company** to conduct this research whose findings can be found within the body of this document. MWL would like to thank in particular **Zef Preci, the Director of ACER** company, for the magnificent work on behalf of MWL and we thank Zef Preci and his team for this insightful research concluded in December, 2020.

This study has been submitted by ACER collaborating researchers**, Skerdi Zahaj, Ph.D and Blerta Bodinaku, Ph.D., lecturers at the University of Tirana**, who have methodologically guided the design of the survey instruments and have interpreted its results. For the fulfillment of this task they have been widely supported by the ACER staff: Bylyre Serjanaj, M.Sc, and Amena Losha, Msc. The following third study seeks to identify the perceived causes of unethical and corrupt behavior in Albania's education system.

The previous research led by MWL in 2018-2019 and also conducted by Acer on behalf of MWL, revealed the fact that there were many known and identified issues, prevalent in the Albanian education system, relating to corruption and a lack of ethic throughout the system. CF "Ethics in the Albanian Education

System" found in www.albaniahope.com This research was launched in 2019 in 3 parts of Albania, Tirana, Vlora and Shkoder. At these conferences many participants raised the major question of 'WHY'? Why and what were the real perceived causes behind such corruption and lack of ethic in the education system in Albania.

The main purpose of this present report is a response to these many questions presented by parents, teachers and governers throughout Albania.: 'The perceived causes of corruption and lack of ethic in the education system in Albania', serves as a resource for developing new policies and practise, and to further foster debate and institutional interaction on key issues, for creating a high level, ethical and just system of education in Albania. It is hoped that into the future this newly created system will be based on human rights and integrity as key issues for the makings of a best practise education system in Albania.

Mary Ward Loreto wants to thank the contributors from Cambridge for their excellent support throughout this project in writing the literature review and supporting the final section on methodology.

Last and not least we wish to thank all educators, teachers, parents, pupils, students, pedagogues, and principals as well as education managers from the Ministry of Education and Sports (MoES) in Tirana and in the regions, whose accountability, professionalism and kindness enabled the realization of this study.

Finally we thank our donors, a European Private Foundation, who without their support this MWL education project could not have been realized. We are hopeful that this project will lead to the impact for systemic change which lay at the heart of this generous donation.

Imelda Poole IBVM President – Mary Ward Loreto.

ABBREVIATIONS

ACER	Albanian Center for Economic Research
CIDA	Canadian International Development Agency
CMI	Chr. Michelsen Institute
CPI	Corruption Perception Index
DIND	Integrated Diploma of Second Cycle
EU	European Union
HE	Higher Education
HEI	Higher Education Institution
INSTAT	Institute of Statistics
INTES	Integrity of Education Systems
MESY	Ministry of Education Sport and Youth
MoJ	Ministry of Justice
MWL	Mary Ward Loreto Foundation
NGO	Non-governmental organization
OECD	Organisation for Economic Co-operation and Development
OSI AFA	Open Society Institute of Aid Foundation Armenia
RDA	Regional Directorate of Education
SPSS	Statistical Package of Social Sciences
TI	Transparency International
UN	United Nations

EXECUTIVE SUMMARY

Ethics in education includes the principles and standards of practice, which aim at educating the character of pupils, through deliberate efforts, nurturing key virtues that are good for the individual and for society. It aims to educate the concepts of right and wrong behaviour, social morality, and the values of integrity, discipline and honesty, and apply them in daily life. Violations of ethics and corruption are considered to be the greatest threats to humanity, both in developing and developed countries. Their costs place a burden on economies, justice systems, education, health, wealth, trust and values as they erode the quality of life in the present and undermine the future. Studies show that corruption distorts communities' perceptions of normalcy, undermines social norms and values, causes distrust in justice systems, encourages atrophy of political action, and hinders competition and innovation (Claros, 2013; Richey, 2010). Along with all other social areas, education is damaged by corruption, and research shows that education ranks among the most vulnerable sectors to corruption (Trines, 2017). According to Hallak & Poisson, (2007) education is affected by corruption in two main ways: it puts pressure on public resources and affects the cost of education services, their volume and quality. The consequences of corruption in education go beyond the simple economic cost as social, psychological and moral costs are added, which are long-term, complex and difficult to reverse. Corruption in education also has ethical costs. This is why EU institutions define education as a process that must recognize and address the factors that increase inequality and social exclusion, jeopardizing the essential principles of sustainable social societies, democracy and social justice (Council of Europe, 2010).

Various studies show that, as in most Eastern European countries, high levels of literacy have been achieved and the number of children dropping out of school has decreased,. Positive trends are also observed in terms of gender equality in primary and secondary schools, in the teacher-student ratio and the increased participation rate in higher education. In these countries there is also an increase in the budget allocated for education, although during the last decade this has

been significantly conditioned by slow economic growth, mainly due to the global economic crisis and governance problems in various countries.

Meanwhile, the Western Balkans countries are facing problems in their education systems, such as insufficient harmonization between the supply of education and the needs of the labor market, the low quality and substandard professional preparation of pupils and students, low wages of teachers and instructors, insufficient teaching infrastructure and laboratory equipment, etc.

Albania signed and ratified the UN Convention against Corruption in 2004 and, since then, has taken several steps aimed at designing anti-corruption actions for all sectors, including education. Over the past six years, Albania has undergone extensive judicial reform aimed at preventing and repressing corruption, which is expected to affect all sectors of public life. In the same line, in 2015 the government approved the Cross-Sectoral Strategy against Corruption 2015-2020 (Ministry of Justice of Albania [MoJ], 2015). Despite these major actions, Albania does not appear to be showing an improved picture of corruption. The Corruption Perceptions Index (CPI) in 2019 showed that since 2016, Albania has shown a steady decline in results from year to year, placing Albania among the most corrupt countries in the world and the most corrupt country among its EU member states and candidate countries (Transparency International [IT], 2020).

This study is a continuation of the national research "Ethics in the Education System in Albania" published in April 2017. The current study is a consequence of requests from teachers, students and parents to identify the perceived causes behind corruption and lack of ethics in the Albanian education system. To delve deeper into corruption and ethical violations one must understand the attractive and motivating factors that are pushing people towards courses of action they would not choose.

The aim of this study is to discover the perceived causes that lead people to behave in an unethical and corrupt manner in the Albanian education system. Mary Ward Loreto [MWL] and ACER wanted to understand what makes these behaviors socially acceptable in general and how teachers, parents, pupils, lecturers and students find justifications for these behaviors (for the sake of their own integrity and self-perception), and how others (society) interact to deny and / or react to these behaviors. The first research question that has been raised in this study is why a person choose a course of action, even though he knows that it is unethical and/or corrupt. The second research question that has been

raised in this study deals with the perceived reason for any service provision within the education system in Albania to be considered as a favor, instead of a human or civic right. The last research question raised in this study is, what are the perceived causes for accepted cultural norms being instrumentalized for unethical and corrupt behaviors.

The methodological approach applied by ACER, as designed and described in the study outline documents provided by Mary Ward Loreto, includes direct and indirect instruments, as well as an analysis of existing data, the national research study "Ethics in the education system in Albania" and information and reports of MESY and other related institutions. To conduct the study, a survey questionnaire was created based on methodological suggestions by MWL. First, a literature review was conducted, in ordery to collect data and information from available secondary sources and, as a second stage, the designed study instruments, questionnaire and semi-structured interviews were used to collect the necessary data. After data collection, ACER prepared the data analysis by extracting the main findings of the study.

The sample selection framework for this study is based on data obtained from the Institute of Statistics (INSTAT) in Albania. In the final selection the sample is based on data from the Ministry of Education Sport and Youth. Based on the aims and objectives of the study, stratified random sampling selection was used. The procedure minimizes the bias of sample selection and ensures that certain segments of the study population are not overrepresented or underrepresented. As a result of the exceptional circumstances of the COVID 19 pandemic, the lack of support from the MESY and the closure of educational institutions, the study methodology was adapted and the number of participants was significantly reduced. All these limitations have not affected the quality of the study findings and conclusions.

In total, 65 pupils, 29 parents, 64 teachers, 489 students and 59 teachers participated in this study. All participants answered the questionnaires designed in electronic format according to the respective target groups. ACER experts have designed the 5 main questionnaires with different scales based on the terms of reference of MWL. The questionnaires were prepared based on the target groups to be interviewed and took into account similar instruments used in other projects / countries.

Main Findings

The results of the study showed that corrupt and unethical practices are present in the Albanian education system, both at pre-university and university stages, ranging from moderate to high levels. Unlike previous studies, this study shows that at the pre-university level, pupils and parents are identified by all parties as the most frequent initiators of corrupt behaviour, while pupils are identified as the group most frequently committing unethical behaviour in school. Corrupt and unethical behaviours in Albanian education are most often manifested in the areas of unfair assessment, grade manipulation at all levels of assessment, school enrolment and favored classroom distribution, special treatment of students in the classroom, permission for absence, copying and plagiarism. Unlike the pre-university system, in the university system, the lack of civic behaviour of students and lecturers is also reported as one of the most common forms of unethical behaviour. The findings represent a significant impact of cultural background on the initiation, manifestation and perpetuation of unethical and corrupt practices in education. In most cases, unethical and corrupt practices are manifested through personal acquaintances, as well as through the recycling of implicit patterns of corruption, which have a cultural history, for instance giving gifts on special occasions such as March 7th-8th.

The study shows that all parties involved, pupils / students, parents and teachers / lecturers, show higher sensitivity to practices that are more likely to affect them personally, assessing them as more severe compared to practices which may be worse, but which they may not have experienced, such as physical violence, sexual harassment, theft and substance abuse in school. Also, in many cases, pupils, parents and, to a lesser extent, teachers and lecturers, have insufficient knowledge about ethical behaviour, displaying inconsistencies between the global assessment of unethical behaviour and specific forms of its manifestation.

In both pre-university and university education, corrupt behaviours are evaluated differently from unethical ones. The authorities generally take a tougher and more responsive stance on corruption and show an increased awareness of the importance of the code of ethics and an increased willingness to report corrupt or unethical behaviour, compared to previous studies.

Lack of trust represents the main motive for the low levels of reporting of ethical violations and corrupt behaviour at all levels of education in Albania, including lack of trust in the value of reporting and the justice system in general or lack of

trust in institutional fairness in particular. Paradoxically, the need to be treated fairly could be the central motivation for pupils and parents to display unjust behaviour. Other motives that might motivate pupils, parents, and teachers to engage in corrupt or unethical behaviour relate to the need to get out of a difficult situations, avoid higher payments and speed up bureaucracies.

Punishment is generally believed to represent the best way to fight corruption and unethical practices in pre-university education. The most effective ways are considered to be stronger punishments for those who exhibit unethical behaviour, stricter and more frequent checks, open publication of cases of unethical behaviour, and the proposal to revoke the professional licence. As expected, teachers display higher awareness of practices aimed at sustainable change through continuing education, on-the-job training, and positive evaluation, and they highlight punitive and control practices in second place.

These findings highlight once again that the punitive and controlling spirit seems to permeate the Albanian education system at all levels. Thus, strategies aimed at sustainable and internally motivated change, are considered less effective.

Main recommendation

The study showed that corrupt and unethical practices in the Albanian education system are encouraged and maintained by:

- External factors, mainly related to the social and cultural context in which the education system operates. These factors include: economic factors, inherited cultural practices, values related to relationships, education, evaluation or punishment.

- Internal factors related to the internal management processes of educational institutions, such as legislation, regulatory bodies, regulations, procedures.

In this context, the study identified six major blocks of factors related to the initiation, manifestation and preservation of corrupt and unethical practices in the Albanian education system. The recommendations have been drafted in accordance with these factors, emphasizing a) understanding cultural factors and recognizing inherited practices that nurture and preserve corruption and

unethical practices; b) resource poverty, along with cultural factors, leading to the use of pupils and students for personal work; c) insufficient knowledge and fragmented education regarding corrupt and unethical behaviours; d) low trust in governing institutions and the justice system; e) insufficiency of the system to guarantee fair and equal treatment; f) insufficiency of the system to guarantee efficient, fast and transparent procedures.

Repeatedly and in line with previous studies (ACER, 2017; Mato et al., 2014), the findings of the study suggest the taking of systemic and systematic steps, which extend to all levels of decision-making and execution and that integrate providers as well as beneficiaries in educational institutions.

INTRODUCTION

Corruption is considered one of the biggest threats to humanity, in both developing and developed countries. Its costs weigh on economies, justice systems, education, health, wealth, trust, and values. It erodes the quality of life in the present and undermines the future. Corruption is found to impede economic growth (Aidt, 2011) and the general societal and economic environment (Justesen & Bjørnskov, 2011). It decreases productivity (OECD, 2015); encourages the emigration of highly skilled people (Dimant et al., 2013); creates inefficiencies in the sport sector (Dimant & Deutscher, 2015); impairs education and all other social and health care services (Patrinos & Angrist, 2018). Research shows that corruption deforms communities' perceptions of normality, dilutes societal norms and values, triggers mistrust in justice systems, encourages atrophy of political action, and impedes competition and innovation (Claros, 2013; Richey, 2010).

Along with all other social domains, education is impaired by corruption. Although it appears quite difficult to evaluate with precision the magnitude of corruption in various sectors, research shows that education ranks among the most vulnerable sectors to corruption (Trines, 2017). Main factors contributing to this are: a significant part of government budgets is generally dedicated to the education sector; and education has a strong impact on the development of societies. The relationship between corruption and education is complex, as it is in all other sectors of social services. Similarly to other public sectors, corruption in education leads to waste of financial resources. However, given the extent to which education services have an impact on every segment of society and on everybody's life, from preschool to higher education, to employment and retirement, the consequences are not comparable to the generality of the public sector (Deliversky, 2016)

Education appears to be affected by corruption in two main ways (Hallak & Poisson, 2007). First, it exerts pressure on public resources and as a consequence, on education budgets. Second, it impacts on the cost of education services, their volume and their quality. There is broad evidence of the empirical link

between the quantity of education and economic growth, which is found to be largely positive and significant (Sala-i-Martin et al. 2004). Research also shows that impaired quality and quantity of education correlate strongly with income inequality and reduced quality of life (Castello- Climent& Domenech (2014; Hall, 2018). In a vicious cycle, income inequality and poverty are widely associated with increased corruption (Klitgaard, 2017), while the higher the levels of corruption in a country, the lower the academic performance of students of all ages (Patrinos & Angrist, 2018). Researchers explain the growth of income inequality over recent decades as largely affected by globalization, skill-biased technological change, and particularly by institutional quality, such as corruption and the rule of law (Hall, 2018).

The cost of corruption to education is high beyond the simple economic cost. It has social, psychological and moral costs which are long term, complex and difficult to reverse. Costs of educational corruption are incurred when any child is denied access to schooling because of corruption in admission; when talents are misallocated as a result of bribery; and when proliferation of a culture of corruption, manipulation, and favouritism among the new generation of citizens occurs as they personally participate in corruption (Deliversy, 2016). Corruption in education affects poorer people most severely. This contributes to increased poverty and decreased quality of life in any society. It also explains why the level of sustained corruption in education is particularly high.

Academic and policy discussions have generally tended to underestimate the role that citizens play in sustaining and reproducing the phenomenon of corruption, traditionally favouring approaches focused on official actors such as bureaucrats and politicians (Alvarez, 2016). Manzetti (2000) posits that one of the main settings where corruption happens is when there is popular acceptance and tolerance of malfeasance. Corruption in education has ethical costs as well. This is why the EU institutions define education as a process that should recognize and address factors which increase inequality and social exclusion, jeopardizing the core principles of socially sustainable societies, democracy and social justice (Council of Europe (2010).

Research on the antecedents and effects of corruption has undergone a profound development over the last decades (Dimant & Schlute, 2016); so has research on corruption in education. The phenomenon of corruption in the Albanian education system first became an issue of research in 2006 with a study

undertaken by the World Bank (2006). The following years saw an increase in regulations and strategies to tackle corruption in the education sector and more generally. This brought further attention to research on corruption (Karameta, 2010). Lately, research on education in Albania has raised the subject of ethics in education and the need to address corruption as one of the facets of (un) ethical education (ACER, 2017; Mato, Keta &Mita, 2014; Xhemollari, 2018). These studies have focused mostly on the perception of students, teachers and parents on petty corruption, given the hidden nature of this phenomenon and the challenges of accessing data that lead to the examination of grand corruption. Massive student protests in December 2018 – January 2019 followed the approval of Law No. 80/2015 "For Higher Education and Research in the Institutions of Higher Education in the Republic of Albania." These protests focused attention on all types of corruption in Higher Education (HE). The Government launched several initiatives aiming at identifying and fighting corruption in HE. However, most of them were found to be superficial and mainly of a punitive and demonstrative nature (Xhemolari, 2020).

Albania signed and ratified the UN Convention against Corruption in 2004, and has, since then, undertaken several steps aimed at designing anti-corruption action for all sectors, education included. Over the last six years, Albania has gone through an extensive judicial reform with the goal of preventing and punishing corruption, which is expected to affect all sectors of public life. Along the same lines, in 2015 the government approved the Inter-sectoral Strategy against Corruption 2015 – 2020 (Ministry of Justice of Albania [MoJA], 2015). Despite these major actions, Albania does not appear to display an improved picture of corruption. The Transparency International Corruption Perceptions Index (CPI) in 2019 indicated that from 2016, Albania has been showing a steady drop in scores from year to year, placing Albania among the most corrupt countries in the world, and the most corrupt country among EU member states and candidate countries (Transparency International [TI], 2020). The report notes that Albania remains vulnerable to corruption because institutions in the country, including all branches of government, the judiciary, media, public and private sectors and civil society lack independence from politics. According to the report "issues of conflict of interest, abuse of state resources for electoral purposes, insufficient disclosure of political party and campaign financing, and a lack of media independence" are prevalent in the region and combating it should be a priority for both national governments and the EU.

Corruption is universal. No society is immune to it. However, research indicates a significant relationship between corruption and contextual factors, making some countries, communities, organizations or institutions, more inclined to corrupt behaviour. Such factors include cultural values and norms (Cuervo-Cazurra, 2014), culture of organizations (Bistrong, 2016), institutional environment (Klitgaard, 2017), gender imbalance with men dominating leadership (Dollar, Fisman & Gatti, 2001). At the political level, these factors include poor governance, instability of political systems (Rose-Ackerman, 2005), lack of economic and political freedom (Abdiweli & Hodan, 2003), existing legal frameworks, insufficient transparency of public information, low levels of accountability of individuals and institutions, and inefficiency of the mechanisms of governance in place (Hallak & Poisson, 2007). These findings are of substantial importance, and point out the need to include environmental factors in any attempt to understand the corruption issues at stake, and to be able to formulate locally-shaped strategies accordingly.

I. LITERATURE REVIEW

1.1 Definition of corruption

The search for a comprehensive and universally accepted definition of corruption has proven to be an extremely challenging task. Despite the increasing concern about, and engagement against corruption, there is still a lack of agreement about the exact nature of corruption. As research shows, public conception of corruption is multifaceted, and the public, generally, does not hold a conceptually uniform view of corruption (Navot & Beeri, 2017). The definition of corruption has long been an issue of conflict between academics and policymakers. For a long time during the last century, conflicting interests between politicians and researchers prevented corruption research from advancing. Research-based efforts to fight corruption aiming to achieve a potentially corruption-free country were almost impossible at that time; research was impeded and disagreement about the definition of corruption was artificially imposed (Nye, 1967). Nowadays, scholars and policy-makers insist that the proper definition of corruption, and agreement on that definition, is of fundamental importance. As the United Nations Development Programme (UNDP) (2008, p. 21) states in relation to measurement: "conceptual clarity [is] … crucial", as it indicates the variety of behaviours to be included in, or excluded from, action to be undertaken against corruption.

Definitions of corruption vary in their emphasis on particular aspects of the corrupt behaviour, such as private morality, public duties, public goods etc. Focus on these concepts defines the extent of restrictiveness or inclusiveness in regard to different types of behaviour (Rose, 2018). Part of this difficulty is caused by the fact that the definition of corruption implies the evaluation of an event, rather than the description of it. This leads inevitably to the fact that corruption is almost always connected to morality-related issues, and because core ideas of morality are to some extent subjective, culturally bound, and context-related, what may fall under the definition of corruption in one country may not in another (Dimant & Schlute, 2016). Therefore, there will naturally be a great variety of different definitions of

corruption that point in different directions (Rose, 2018). In considering morality and context-relativity, it is important to distinguish between corruption and unethical behaviour[1]; while corruption does always constitute unethical behaviour, unethical behaviour does not necessarily represent an act of corruption. Therefore, efforts to arrive at one single, comprehensive and universally accepted definition of corruption involve cultural, legal, criminological and sometimes (in particular regimes) political issues.

There are several approaches when choosing a definition of corruption. Several scholars and policymakers addressing corruption appear to accept any definition, as long as it does not hold conceptual problems; others assume that corruption is essentially uncontested and can be understood straightforwardly by reference to a single popular definition; and a final group chooses to have an option of not defining corruption at all but to list specific types or acts of corruption (Narayan & Narayan, 2014). Given the inexhaustible, worldwide academic and political debate about the proper definition of corruption, scholars mostly agree that the question is whether the current understanding of corruption is adequate for the tasks to which it is being applied. It is also referred to as an intentional definition: a definition suggesting the meaning of the term and the conditions under which it can be used, without being limited to a specific referent (Cook, 2009; Fitting, 2015).

When attempting to measure corruption in education, researchers have encountered several other problems, apart from the definition issues. Owing to its hidden nature, the objective assessment of corruption remains a challenge for researchers, who have widely relied on assessment of perceptions, rather than other objective measurements.

In response to these challenges, OECD (2018) developed a methodology document for assessing integrity in education systems. This document proposes using the term "integrity-related violation" as an intent-based definition. Defined in this way, the term "integrity violation" can apply to any practice in education, whether well-known or yet to evolve, which has the properties specified in the definition of the term. This document defines an integrity-related violation

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1. The section of literature review in this report focuses exclusively on corruption in education. For a thorough and comprehensive discussion on ethics in education refer to Study Report "Ethics in the Albanian Education System", (p. 25-55), published by ACER, with support of Mary Ward Loreto Foundation: https://www.albaniahope.com/wp-content/uploads/2019/04/Study-Report-%E2%80%9CEthics-in-the-Education-System-in-Albania%E2%80%9D.pdf

as a corrupt action by one or more education participants which contradicts rules, standards and principles that apply in education (OECD, 2018). It further specifies the components of the definition as follows:

- *Education participants*, referring to education professionals, students, stakeholders, and/or education authorities, which includes the entities setting the conditions in an education system and monitoring its performance;

- *Corrupt action* standing for action which is intentional and undertaken for personal benefit in violation of rules, standards and principles in education;

- *Personal benefit* can be anything of tangible value to those participating in the integrity violation and could include money, services and education deliverables, including benefits related to employment;

- *Rules, standards and principles,* referring to the national and international regulations, norms and imperatives of conduct to which a country has committed, and which apply to the education sector, such as primary and secondary legislation, but also international conventions and anti-corruption standards.

1.2 Types and forms of corruption

Despite the ongoing disagreement about the definition of corruption, there is a general agreement among academics, policy makers, and anti-corruption activists, when categorizing different types of corruption. Two main categories include administrative corruption and political corruption. For the sake of brevity, in this document we refer to the classification of TI (2018), which is, as above mentioned, widely accepted.

Political corruption refers to the manipulation of policies, institutions and rules of procedure in allocation of resources and financing by political decision makers, who abuse their position to sustain their power, status and wealth (TI, 2018).

Administrative corruption involves the use of public office for pecuniary gain and is classified as petty and grand corruption, making reference to the level of officials involved and damage caused.

Petty corruption refers to the everyday abuse of entrusted power by low and mid-level public officials in their interactions with ordinary citizens, who try to access basic goods or services: in this case in education institutions. Examples of petty corruption in education include selling textbooks under implicit or explicit pressure to students, or fees demanded by teachers for private lessons, which ensure an automatic pass mark for students. A thorough study of ethics in the Albanian education system published by ACER (2017), indicated a high prevalence of this type of corruption in all levels of education from preschool to higher education.

Grand corruption stands at the opposite end of the scale, and consists of acts committed at high levels of government that distort policies, or the central functioning of the state, enabling leaders to benefit at the expense of the public good. Examples of grand corruption in education include manipulated procurements, for instance for school buildings, bribery or the embezzlement of huge sums of money by those at the highest levels of government.

The continuum petty – grand corruption implies the existence of intermediate-level corruption, which has developed in a number of countries in parallel with the implementation of decentralization. This type of corruption can be found in various sectors such as teacher deployment, the distribution of teaching materials or the allocation of scholarships (Hallak & Poisson, 2007).

A workshop of experts held at the International Institute for Education Planning (IIEP) in 2001, with the participation of international governmental and non-governmental organizations involved in anti-corruption programs, identified several operational definitions used by each individual organization to distinguish between petty and grand corruption within the universal classification (Hallak & Poisson, 2002). These classifications include *corruption without theft* and *corruption with theft* (OECD-DAC Center). The former occurs when an official demands a bribe, but passes on the regular payment to the government. Corruption with theft involves instances where the regular payment is not made to the government. Another distinction between types of corruption focuses on frequency versus pervasiveness, defined as *systematic* versus *episodic corruption* (Canadian International Development Agency [CIDA]). *According-to-rule corruption* versus *against-the-rule corruption* is another distinction provided in this workshop by TI. According-to-rule corruption occurs when an official receives private gain illegally for doing something, which he or she is ordinarily

required to do by law. In the second situation, the bribe is paid to obtain services which the official is prohibited from providing.

The limited list provided above serves only as an illustration of the diversity of operational definitions used by different organizations, agencies, or countries, and shows the numerous facets of corruption.

Corruption materializes in different forms:

- *Bribery* involves the direct or indirect offer or provision of any undue payment, gift or other advantage to an official, in violation of his/her legal duties, in order to obtain or retain business or obtain any other undue favour. Bribery is at the centre of any definition of corruption. It always includes (at least) two parties.

- *Embezzlement* is the theft of public resources by public officials, and as such it is understood as another form of misappropriation of public funds. It may involve only one person.

- *Fraud* is crime that involves some kind of trickery, swindle or deceit, and it is a broader legal and popular term that covers both bribery and embezzlement.

- *Extortion* is when money or other resources are extracted from somebody by the use of coercion, violence or other threats to use force.

- *Favouritism* is a mechanism of power abuse implying 'privatization' and a highly biased distribution of common resources, no matter how these resources have been accumulated in the first place.

- *Nepotism* is a form of favouritism, where an office holder with the right to make appointments prefers to nominate his or her own kinfolk and family members, irrespective of their qualifications.

1.3 Corruption in education

Corruption occurs in all levels of education and may involve all stakeholders and parties. It takes various forms, some of which are not obvious (Chr. Michelsen Institute [CMI], 2006). Worldwide studies on unethical behaviour and corruption in education have provided exhaustive lists of forms in which

corruption manifests itself in different levels of the education sector. While differing in terms of general prevalence of corruption in education, and context-related prevalence of particular types and forms of corruption, international and country reports generally identify the same forms of manifestation of corruption in education. As previously described, corruption in education occurs at all levels, from classrooms to administrative and political levels. Practices of grand corruption are generally the most condemned (for example, government contracts) and for the same reason are the most hidden practices. Practices of petty corruption are more visible and tend to be more tolerated and widely accepted, for example paid tutoring. Regardless of the extent to which these practices are condemned or accepted, they all impose an economic burden on education and have a direct impact on the quality of education. However, the further up the system corruption occurs, the harder it is to detect and to prosecute the perpetrators (CMI, 2006). Scholars and policy makers have provided several models of classifying typologies of corruption in education (Chapman, 2002; Deliversky, 2016; Heyneman, 2004; Tanaka, 2001).

The CMI report (2006) has described forms of corrupt behaviour according to the levels at which it occurs.

- *Corruption at policy level* afflicts the allocation of resources to the education budget, leaving the sector under-resourced. In this level, decision-makers prefer hard investments (procurement, large construction projects) instead of soft investments (e.g. the daily running costs of schools), because the former are more easily corrupted. Blackmailing and manipulation for political benefits are common in this level of corruption.

- *Corruption at central level* is typically grand corruption. It involves the diversion of funds from procurement, construction, and the lower levels of the system. Funds for educational institutions can be siphoned off at the administrative and political level by corrupt administrators, public officials and politicians even before they reach the schoo- *Corruption at school administrative level* manifests generally through forms of medium-sized and petty corruption. In this level, money and supplies are diverted before reaching the schools. Educators in the lower system may secure opportunities or avoid punishment through petty bribes. Corruption in teacher recruitment and promotion lowers the quality of public teaching. Parents may pay bribes to ensure their children's

access to desired schools, good grades and graduation. Ethnic or gender bias may occur to the disadvantage of certain pupils, for example when objective student assessment criteria are bypassed.

Another classification of corruption in education is proposed by an OECD methodology document (2018) which provides a comprehensive overview of most forms of the manifestation of corruption, identifying nine typologies of corruption :

- *Illicit provision or denial of access to education*: refers to all forms of arbitrary withholding or provision of access to education by those in charge of access, in exchange for undue benefit or the prospect thereof. Other reports provide examples of this typology, including illegal charges levied on children's school admission forms which are supposed to be free; children from certain communities being favoured for admission, while others are subjected to extra payments (Chapman, 2002; CMI, 2006).

- *Improper private supplementary services:* includes services, such as private tutoring, provided by teachers or other professionals privately and for personal gain in addition to their regular work in education, to students and in subjects or areas which they teach or otherwise cover in that regular work, with the purpose of student advancement and/or support (Chapman, 2002).

- *Politicization of education*: refers to building and promoting political and quasi-political connections, loyalties and networks in (public) education with a view to using them for personal or political advantage. Examples include politicians allocating resources to particular schools to gain support, especially during election times (CMI, 2006), forced involvement of teachers and other school staff in political activities (Chapman, 2002)

- *Improper assessment of student achievement:* intentional over-marking or under-marking of students in regular education and the fraudulent granting of graduation credentials in exchange for personal benefit or the prospect thereof. Examples include selling exam questions in advance; setting prices in advance; expecting candidates to pay upfront and examination results being released only upon payment; removing the consequences of failing exams; admitting students under false names; pupils/students/parents carrying out unpaid labour for the

benefit of the staff (CMI, 2006).

- *Favouritism in staffing decisions:* Redistribution of public resources in the form of employment contracts, employment-related promotions and benefits in favour of relations, friends, colleagues or people who are otherwise close to those in charge of the staffing decisions. Other example include the 'Ghost teachers' phenomenon - salaries drawn for staff who are no longer (or never were) employed for various reasons; high absenteeism with no consequences on salaries, or administrative measures (Chapman, 2002; CMI, 2006).

- *Misappropriation of funds in education:* Embezzlement of assets (funds) in education by someone who does not own them but is entrusted with their management or control. embezzlement of funds intended for teaching materials, school buildings, etc.; school property used for private commercial purposes; inflated student numbers (including numbers of special needs pupils) quoted to obtain better funding; embezzlement of funds raised by local NGOs and parents' organisations (Chapman, 2002; CMI, 2006);

- *Procurement fraud:* Use of fraudulent schemes to procure goods and services for education providers with a view to personal enrichment. Examples include sub-standard educational material purchased following bribes from manufacturers; instructors' copyrights; schools monopolising provision of meals and uniforms, resulting in low quality and high prices; bribes to auditors for not disclosing the misuse of funds (CMI, 2006); overlooking school violations on inspector visits in return for bribes or favours (Chapman, 2002).

- *Cheating*: Misrepresentation through fraudulent means (including plagiarism) by those seeking formal recognition of student achievement, of the work they have done and/or the knowledge and skills they have acquired (Chapman, 2002).

- *Accreditation and licensing fraud:* The use of fraudulent means, including of personal favours or the prospect thereof, to obtain a licence to operate, degree-awarding powers, and/or program accreditation. Examples include licences and authorisations for teaching obtained on false grounds via corrupt means (Chapman, 2002; CMI, 2006).

1.4 Causes of corruption

Several factors are found to contribute to corruption, generally clustered as internal and external factors (Hallak & Poisson, 2007). Corruption is a phenomenon that requires participation by at least two parties and often, a corrupt equilibrium emerges. Once corrupt behaviour is embedded, each individual may have little choice but to go along with it (Klitgaard, 2000). Corruption can also be conceived through a tripartite model which involves the presence of a benefactor (usually a private actor), a beneficiary (usually a public official), and an affected party (society at large) (Spengler, 2010). All models suggest that understanding corruption in all the levels where it occurs, and the factors contributing to it, is important in finding ways to break the corrupt equilibrium, and lead to effective anticorruption strategy planning and implementation.

Internal factors facilitating corruption are linked to the decision-making and management structure of the education system itself. External factors, on the other hand, are linked to the overall context and environment in which the education sector operates.

Internal factors include:

- Level of decentralization of the education system. Evidence suggests that in some contexts, the more decentralized a system is, the more opportunities for corruption provides, as it increases the number of persons involved.

- Administrative levels involved: the more administrative levels involved in the financing of the system, the greater is the risk of fund leakage.

- Inadequate human resources. Most administrators in schools are teachers, and they often lack the knowledge to analyse audits and financial information. Skill deficiencies are often prevalent at district, provincial and national levels, too (CMI, 2006).

- Extensive private sector in education. It requires strong and well established mechanisms of accreditation and quality control.

- Lack of transparent regulations and criteria. Clear standards and regulations define the line between acceptable and unacceptable and

create less chances for misinterpretation and/or manipulation.

External factors include:

- Absence of political will sustains corruption regardless of any anticorruption policies and bodies established.

- Cultural and historical background are found to have direct impact on corruption. In particular collectivistic, power-distant, strongly tradition-oriented societies, and societies with a long history of oppression, are more inclined to corruption.

- There is a frequently found correlation and causal relationship between poverty and corruption, since it is linked to low salaries and insufficient resources.

- Lack of community involvement, lack of transparency of procedures and poor access to information inhibits people from making informed decisions and hampers access to their rights and opportunities. Parents who are - deliberately or unintentionally - not given the opportunity to involve themselves in establishing, overseeing and supporting a school may lose a sense of ownership and therefore, the ability to react against corruption (CMI, 2006).

- Poor mechanisms of external audit and mistrust in the juridical system.

- An unbalanced job market which produces insecurity, high rates of unemployment, diploma inflation and inequalities.

- Lack of infrastructure. Corruption does not occur only in big cities. The remoter an area, and the poorer the infrastructure, the higher are the chances for corrupt practices going unnoticed and unpunished.

Internal and external factors are interrelated and reinforce each other, producing a chain reaction. Breaking the chain and/or the corrupt status quo requires systemic interventions, which are not sector-focused and that involve all parties at all levels.

1.5 Tackling corruption

Evidence shows that there are some basic principles that practitioners need to consider before designing anti-corruption strategies. Understanding corruption, as a global phenomenon with local features, marks the first step towards a comprehensive intervention (Klitgaard, 2017). In this regard, several reports emphasize the importance of first defining the context where the intervention should take place, and second, gathering the most detailed data possible. The data should describe accurately how and where corruption occurs, what are the causes and actors (CMI, 2006).

Action should be taken in close cooperation with government counterparts, otherwise the effects are unlikely to be sustainable. Considering these government counterparts are one of the most relevant external factors contributing to corruption (Hallak & Poisson, 2007), it is important to understand their mindset and to what extent they manifest the will to fight corruption (CMI, 2006). In working with counterparts, Klitgaard (2000, 2017) introduced the concept of 'convening' referring to the process of combining:

- local contexts,

- success stories, and

- available data.

He points out that in practice, the challenge for policy design and implementation is to take the particular cultural setting into account in each component of the policy. This is true in two senses: in controlling corruption (by affecting specific agents in their contexts), and in subverting corrupt equilibriums in their particular contexts. Although success stories do not always, or do not necessarily fit the cultural context, such stories serve as sources of awareness about corruption and inspiration towards change. This leads to another important principle which suggests that action should involve all stakeholders, from pupils, teachers, parents, and community, and develop the sense of ownership over the quality of education and anticorruption action (Poteete, Janssen & Ostrom 2010).

Anticorruption interventions should focus on increasing accountability. The most rigorous laws and regulations and effectively–run institutions will not be enough to prevent corruption unless citizens actively demand accountability

from government and public institutions (Deliversky, 2016). According to the tripartite model, citizens can act as benefactors when diverse forms of petty corruption occur, and they also fall constantly under the category of affected party in cases of political corruption. Thus, citizens play an inevitable role in sustaining malfeasance through (a) the citizen's willingness to engage in corruption (Alvarez, 2015), and (b) the citizen's support for corrupt politicians (Alvarez, 2014). This model suggests that anti-corruption action is essential in all levels of the system, with particular focus on civic education as a relevant contribution, as it focuses researchers' and policy-makers' attention on the role of citizens in the process of fighting corruption as opposed to actively supporting it.

Accountable education systems rely on legislations promoting transparency, free press, and an active civil society. Similarly, education institutions' structures and administrative procedures must be built upon principles of accountability and transparency. Factors contributing to increased accountability include (CMI, 2006):

- politically independent administrations

- clear-cut management rules and procedures

- clear standards and rules for merit-based teacher recruitment and promotion

- clear criteria for student admissions and examinations

- systems for monitoring compliance with rules and applying punitive measures in case of non-compliance rules on conflict of interest

- autonomous examination agencies

- involvement of parents, teachers, and civil society in planning and management

- access to information

- complaint mechanisms available for all interested parties (including rights for whistleblowers)

- internal and external control of private institutions through accreditation boards

- codes of conduct

Evidence shows that decentralization of education should be matched by equivalent downsizing of the administration at ministerial level, while ensuring sufficient staffing and training at local levels, otherwise decentralization increases the risk for corruption, by also decentralizing the opportunities for corruption (Hallak & Poisson, 2007).

Evidence from success stories suggest several other factors that may contribute to reduced corruption (CMI, 2006), including:

- privatization of outsourcing,

- centralized university admissions,

- lobbying for change with local NGOs

- public feedback on the conduct of institutions

- increased salaries and incentives;

- increased access to information.

1.6 Corruption in the Albanian educaation system

Corruption in the education system in Albania has a long tradition, with deep roots in cultural and political grounds. Politicization of education, favouritism, bribery, inflated records of students' achievements, illicit provision or denial of access to education, improper private supplementary services have always been present in both socialist and post-socialist systems in Albania (Zhllima, et al., 2018; see also ACER, 2017, p. 27-30). Often, forms of corrupt behaviour have remained unrecognised, hidden behind political ideology, political discourse (Kajsiu, 2013), or cultural norms. For example, the case of arbitrary exclusion from higher education of youngsters coming from 'stained biography' families during communism (Nixon, 2009), or the cultural 'coffee, lunch, or dinner' 'invitation' (Zhllima, et al., 2018) have been present in both socialist and post-socialist era. Both examples, and similarly, many others, are reflections of poverty, political abuses, social exclusion and perception of education as a 'privileged' service, not equally accessible to all. International reports on the progress of Albania towards democratization and fulfilment of EU membership standards, indicate that Albania still lags behind other European countries in

terms of anticorruption action, transparency, and de-politicization in public administration and other public staffing (European Commission, [EU], (2016); United Nations Albania, 2017). These reports also show that perception of corruption is increasingly high (TI, 2020); one third of Albanians have directly or indirectly experienced bribery (United Nations Office on Drugs and Crime [UNODC], 2017); corruption is underreported due to mistrust, therefore mostly reported by investigative media (IDRA, 2016). According to IDRA (2016), not surprisingly, perceived corruption in Albania is particularly high for judges and customs officers, while educators and teachers are ranked close to the lowest level of the perceived corruption index. However, the perception changes when it comes to higher education, as described in the following sections.

The mismatch between the perceived low corruption (IDRA, 2016) and the reported high prevalence of corrupt behaviour in the pre-university system (ACER, 2017) may derive from the different focus used by different studies in describing corruption. In cases when corruption is described as a general phenomenon affecting all sectors, respondents tend to relativize corruption in one sector compared to other sectors. On the other hand, when corruption is described in a sector-specific way, respondents are required to focus on concrete ways and the current extent to which corruption is experienced in that sector; in this case education. This contrast brings to attention the need for studies on education-specific corruption, which would allow better understanding of the phenomenon and more effective interventions.

1.7 Corruption in the pre-university education system in Albania

Educators and teachers in the pre-university system are perceived as among the least corrupt professionals in the public sector in Albania (IDRA, 2016). This report suggests that the low perceived corruption in the pre-university education system is linked with the 'normalized' corrupt behaviour of teachers, therefore the inability of parents to recognize all types of education- specific corruption. Indeed, the perception of low corruption in the pre-university education system does not agree with findings reported by national surveys which focus specifically on unethical behaviour and corruption in the pre-university education in Albania. These reports indicate high prevalence of

corrupt behaviour present in the Albanian pre-university education system (ACER, 2017; Mato et al, 2014), and provide descriptions of the most typical forms of corruption. Parents play an active role in maintaining corruption in pre-university education. Pupils show greater willingness to recognize and report corruption compared to parents, who are reported to be often an obstacle to the reporting process (IDRA, 2016). Fear, mistrust, and the lack of ethics codes, anti-corruption regulations and ethical commissions are identified among the most relevant factors in preventing pupils and parents from reporting corruption in education (ACER, 2017; IDRA, 2016; Mato et al, 2014).

A comprehensive study conducted by ACER (2017) showed that teachers, parents and pupils are involved in unethical and corrupt behaviour, both as offenders and victims. The most frequently reported corrupt behaviours by all parties include:

- exploitation of pupils for personal tasks and activities;

- asking pupils for payment, beyond official requests from the school;

- asking for gifts or favours in return for extra care given to children;

- forcing students to buy the teacher's own published book;

- favouritism in treatment of students, and inflated records of achievement;

- encouraging pupils to participate in political activities;

- teachers using pupils'/students' work as personal work.

Previous studies have reported similar findings in regard to improper assessment of achievement, favouritism towards pupils, engagement of pupils for personal work, asking for gifts, etc. (Abadzi & Lambiri, 2011; Mato et al., 2014). These studies indicate a strong link between educational corruption and poor quality of education, suggesting that bribery is strongly connected with students' poor performance in school learning and with unethical teacher- training (Mato et al., 2014).

The nature of corruption itself, as well as worldwide research, suggest that the poorest and the most disadvantaged people are the most exposed to the risk of being victims of corruption. In this regard, it is important to understand the extent to which the education system in Albania provides equal opportunities

and access to all children through an inclusive education model. National study reports indicate that the process of implementing inclusive education in Albania is facing several challenges and still lags behind European standards. Such challenges lead to missed education for socially disadvantaged children and children with special needs, and pave the way to increased corruption such as extra payments and bribery for guaranteeing the education and proper care of one's own child (Çuko, Kulla, & Kasapi, 2013; Duci et al., 2016).

1.8 Corruption in the higher education system in Albania

Reports on corruption in the HE sector in Albania provide divergent results, mainly owing to the fact that different surveys employ different operational definitions of corruption in HE; put different focus on petty versus grand corruption; and provide different coverage (e.g. national versus local studies). Regardless of the differences, all studies share similar findings, suggesting that the perception of corruption in HE is high, as is the extent to which students report being directly or indirectly affected by corruption in their HEI (ACER, 2017; Çera, 2017; Xhemollari, 2018; 2020). Another common finding suggests that students show poor motivation to report corrupt behaviours owing to the lack of trust in HE authorities and ethical bodies (ACER, 2017; Çera, 2017; Mato et al., 2014; Xhemollari, 2018). Indeed, all the above-mentioned studies indicate that HEIs in Albania lack ethical bodies or commissions, lack proper regulations and codes of ethics, and show low reported responsiveness to corrupt behaviourNot surprisingly, corruption in HEIs outside Tirana is found to be higher compared to HEIs in Tirana (Kächelein, Jasini, &Zhllima, 2013), and students coming to Tirana from other towns show greater inclinations towards corruption, greater fear of authorities (high power distance), and lower motivation to report corruption (Çera, 2017). Poverty, power distance, collectivistic traits, strong ties to tradition and distance from central monitoring authorities are found to be direct causes, or strong correlates of corruption (Alesina & Giuliano, 2015; Klitgaard, 2017).

Studies on corruption in HEIs in Albania (ACER, 2017; Kächelein, 2013; Mato et al., 2014) have mainly focused on petty corruption, describing the most prevalent types of corrupt behaviour such as:

- forcing students to buy their instructor's own publication;

- plagiarising students' work;

- favouritism and manipulating students' academic records;

- bribery; asking for gifts.

These studies have generally addressed the corrupt behaviour of instructors and academic staff, overlooking students' participation in corrupt behaviour, both in active and passive forms. Although students' corrupt behaviour is a manifestation of perceived pressure from authorities, students represent the other side of corruption; therefore their behaviour needs to be understood as a relevant factor maintaining corruption in HE. ACER (2017) identified some of the student behaviours which encourage and feed corruption in HE:

- students sharing information with instructors in return for personal favours;

- students bribing or offering gifts in exchange for better grades;

- students manipulating instructors for better grades.

Other student behaviours such as cheating, plagiarism (Lamallari, et al, 2016), seducing instructors (ACER, 2017), intimidating instructors (Vishkurti, 2013), are often concurrent with corrupt behaviour. In addition, students' complicity with the corrupt behaviour of instructors, and underreporting of corrupt behaviour are relevant factors contributing to maintaining corruption in education. The factors contributing to complicity and underreporting of corruption in HE, are similar to those in pre-university education and include fear, mistrust, and lack of regulations and ethical watchdogs (ACER, 2017; IDRA, 2016; Mato et al., 2014; Xhemollari, 2018).

Because of the complexity of the phenomena, which manifests in multiple intertwined layers, and because of limited access to data and impaired transparency (Xhemollari, 2020; 2018), most reports on corruption in the Albanian education system have described mainly manifestations of petty corruption at all levels of the education sector, from preschool to higher education. There has been less focus on the medium-sized and grand corruption which happens at administrative and policy levels. In this regard, as a response to students' protests in December 2018 and January 2019, the Government launched the portal www.U-Transparenca.al as a tool encouraging transparency and anti-

corruption action in HE. A recent investigation (Xhemollari, 2020), however, noticed that the portal does not contain any information about budgets and expenses at the university level, and does not contain information about procurements, contracts and other details which would facilitate the tackling of corruption. That investigation occurred during the academic year 2018-2019 and notes several problems concerning transparency, inflated expenses and misdistribution of funds. In addition, Xhemollari (2020) reports that data on budgets and allocation of funds which are published on other transparency-promoting webpages, are not complete and do not allow a transparent and comprehensive understanding of the way HEIs use their funds to the benefit of students and institutions.

1.9 Regulatory framework of corruption in the Albanian Education System

According to Albanian legislation, corruption is a penal act. Albania has developed a satisfactory penal legislation framework and Penal Code in line with the European Penal Convention and GRECO recommendations against passive and active corruption (Albanian Helsinki Committee, 2018). The Albania Penal Code describes corruption as a penal act, specifically active and/or passive corruption of public officials (articles 244 & 259); exerting influence on public officers (article 245/a); misuse of office (articles 248); misuse of State contributions (article 256); giving rewards and promises (article 328). However, regardless of the improved legislation, and judiciary reforms, the Cross-Sectoral Strategy against Corruption 2015-2020 (2015)[2] describes the following major challenges in the fight against corruption, based on EU assessment reports and other assessment documents developed by international organizations:

- strengthening the integrity of public administration;
- reform of the judiciary system;
- improving the legislative framework;
- sustainability of public administration;

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2. From July 1st, 2020, it has been amended by Decision no. 526 For some changes and additions to the decision no. 247, dated 20.3.2015 of the Council of Ministers, "On the approval of the Inter-sectoral Strategy against Corruption for the period 2015-2020" and the approval of the Action Plan 2020-2023, pursuant to the Inter-sectoral Strategy against Corruption 2015-2023 and the passport of indicators: http://www.drejtesia.gov.al/wp-content/uploads/2020/07/VKM-Nr.-516-01.07.2020.pdf

- low functional autonomy of institutions
- mistrust and lack of institutional collaboration

These challenges apply for all public sectors in Albania, including education. This document describes corruption as an endemic phenomenon which needs to be fought in a systemic way and through interwoven efforts involving all sectors and institutional levels. Some of the objectives which can be translated into education-specific anti-corruption action, as described in the Cross-Sectoral Strategy against Corruption 2015-2020 (2015) are:

- Increasing transparency of state activity and improved access to information for citizens, which translates into transparent processes of human resources throughout all areas, education included;

- Increasing transparency in planning, elaboration, management and control of budgets;

- Strengthening electronic infrastructure of public institutions;

- Improving the handling of whistle-blowing against corruption;

- Strengthening the regime of disclosure and checking of public officials' wealth, and cases of potential conflicts of interest;

- Improving the efficiency of the internal audit and inspection and systematic use of risk analysis;

- Strengthening the integrity of public officials;

- Systematic analysis of tendencies to corruption and improvement of statistics on the activity of law-enforcement agencies in the fight against corruption;

- Improving cooperation among law-enforcement agencies in the criminal prosecution and punishment of corruption.

It is clear that understanding the anti-corruption regulatory framework, even when it relates to specific areas, such as education, requires a very comprehensive and wide view of the phenomenon, involving knowledge of innumerable laws and interacting regulatory instruments.

The activities of education institutions in the Republic of Albania are regulated by several laws and regulatory instruments.

The Law no. 69/2012 dated 21.6.2012, "On the Pre-university Education System in the Republic of Albania". This is the basic legal document which regulates schools' and teachers' activity. It describes the nature of education institutions and their mission in accordance with the basic principles of human rights and quality of education. These principles encourage ethical standards and a general anti-corruption framework, and include free and equal access to education, transparency, inclusiveness, equity, freedom of pupils, teachers and parents to stand up for their rights, and objective and standardized evaluation of achievements for pupils and teachers. It describes institutions and bodies which are entitled to monitor education institutions in terms of quality of education, administrative procedures, and budgeting, as well as bodies and organs of the education institutions, which should guarantee quality, transparency, standards, inclusiveness and ethics. Such organs include the ethical commission and the board of the institution and its student government. Another important section of the law describes fiscal policies and use of funds.

The Law "On the Pre-university Education System in the Republic of Albania" is supported by several regulatory documents and normative acts which describe a wide range of specific procedures aimed at regulating the activity of pre-university institutions, some of them aimed at guaranteeing quality, transparency, accountability, ethical behaviour and prevention of corruption. Some of these documents and normative acts include:

- Normative disposition No. 98, 27.2.2019 "For the establishment and means of organization of the Agency for Quality Insurance in Pre-University Education"; (MoE, 2019a);

- The regulatory document No. 13, 22.05.2019, "Procedures for employment of teachers in public institutions of pre-university education and for the administration of the portal 'Teachers for Albania' (MoE, 2019b);

- The code of ethics of teachers in public and private pre-university education, approved on 30.11.2013;

- The normative dispositions for the pre-university system 2013 (MoE, 2013);

- The regulatory document for the activity of Regional Education Directorate/ Education Offices.

Law no. 80/2015 "On Higher Education and Research in the Institutions of Higher Education in the Republic of Albania", dated 17.9.2015, regulates the activity of public and private HEIs. Since its approval to the present date, it has provoked immense public reaction, which culminated in student protest on December 2018. Academics and civil society activists have argued that this law creates conditions that favour corruption and poor quality of education through acts that encourage unequal competition between public and private HEIs with a bias to the private sector; decreased autonomy of HEIs; conflict of roles between different bodies and authorities running HEIs; and misdistribution of funds.

The law describes a financing scheme for public HEIs which is based on competition between public and private universities for State public funds. The competition for and distribution of State funds directly affect funds of public HEIs, giving rise to several problems such as pressure to generate their own funds, increased education fees, lower standards of student admission. The law also allows private HEIs, which are for-profit institutions, to use public funds for research on the cost of public HEIs.

This law, as discussed by academics, education experts, and civil society advocates, threatens the autonomy of HEIs by putting their control in the hands of Boards of Administrations. For a HEI to have higher representation on its own Board of Administration, it has to guarantee a higher percentage of self-generated funds compared to the funds provided by the State. Again, this policy puts HEIs under pressure to increase education fees so that it guarantees its own autonomy. Increased education costs, and increased pressure on education institutions to survive, are basic conditions that favour corruption, inequality and poor quality of education.

II. METHODOLOGY OF THE STUDY

The study on "The perceived causes of corrupt and unethical behaviours in the education system in Albania" is a follow-up of the national research "Ethics in the Education System in Albania" published in April 2017. This study is a consequence of a request made in at least two of recent conferences (Shkodra and Vlora) by participating teachers, students and parents, to identify the perceived causes behind corruption and lack of ethics in the Albanian education system.

The results are based on the known facts of corruption and lack of ethics in the education system in Albania. In order for the system to change, one must understand the attractive and motivating factors that are leading people to choices that normally they would not make if the underlying causes for such an unethical behaviour did not exist. Once the causes are understood, a number of recommendations have been made to the central government for the design and implementation of policies that fight the causes of corruption. We want to change this reality by working at both levels: a) Influencing policymakers and b) Involving citizens to make this change through community approaches and their active participation in decision-making processes.

2.1 Research Questions

Through this study MWL, in collaboration with ACER, wanted to understand the attracting and motivating factors that create the appropriate environment for the existence of corruption and unethical behaviour in the education system in Albania. MWL and ACER wanted to understand what makes these behaviours socially acceptable in general and how teachers, parents, pupils, lecturers and students think they justify these behaviours (for the sake of their own integrity and self-perception), and how others (society) interact to deny and / or react to these behaviours. Everyone may have tried an unethical and corrupt practice, so the research questions of this study were:

➢ Why woulda person take a certain action, even though he knows what he is doing is unethical and / or corrupt?

➢ What is the perceived reason for any service provision within the education system in Albania to be regarded as a favour, instead of a human right?

➢ What are the perceived causes for accepted / cultural norms being the tool for unethical and corrupt behaviour?

2.2 Education sector and methodological approach

In this analysis, the education sector refers to the provision of formal education at every level or for every profession solely involved in the public sector. Education systems and their outcomes vary across countries in the Western Balkans region and within their borders; the outcomes can be influenced by factors such as family income, location, ethnicity, gender, etc.

Various studies show that, as in most Eastern European countries, high levels of literacy have been achieved and the number of children dropping out of school has decreased. Positive trends are also observed in terms of gender equality in primary and secondary schools, in the teacher-student ratio and in an increased participation rate in higher education. In these countries there is also an increase in the budget allocation for education, although during the last decade this has been significantly affected by slow economic growth mainly due to the global economic crisis and governance problems in various countries.

Meanwhile, the Western Balkans countries are facing problems in their education systems, such as insufficient harmonization between the supply of education and the needs of the labor market, the poor and substandard qualityof the professional training of pupils and students, low salaries of teachers and instructors, poor teaching infrastructure and insufficient laboratory equipment. Some key indicators of education in the Western Balkans are given in the Table below:

Table 1. Key indicators of education in the Western Balkan countries

Country	Adult literacy rate, 2015	Expenditures on education (% of GDP)	enrolment rate in higher education per 100,000 inhabitants
Albania	97.5	3.5 (2013)	6 015.2 (2014)
Bosnia Herzegovina	98.5	N/A	2 933.0 (2014)
North Macedonia	97.8	3.3 (2002)	2 928.0 (2013)
Montenegro	98.7	N/A	3 824.4 (2010)
Serbia	98.0	4.4 (2012)	3 343.4 (2013)
OECD Average	N/A	5.4	4 577.1

Source: UNESCO Institute of Statistics

2.2.1 The nature, risks and consequences of corruption in education

According to a 2015 OECD report, "corrupt schools and universities impede prosperity, cause long-term damage to society, and increase the cost of education at the expense of equity and quality."

First, corruption in education is likely to affect the education system itself, reducing the quality of education provision, reducing access and equality of education, producing misallocation of resources, and affecting the quality of educational infrastructure and teaching and learning materials. As a result, unskilled graduates can occupy important job positions and perpetuate corruption in other sectors of the economy and society. Some countries do not recognize diplomas from states believed to have rampant corruption in their education system. On a larger scale, dishonesty in education can result in greater government spending. It can hinder investment, reduce positive investment outflows in the economy and hinder countries' economic development. It has been estimated that developing countries would increase their GNP by 5 percentage points if they based their leadership on merit instead of gender and social status. It should also be noted that education is the largest or second largest budget item in most countries and employs a significant proportion of civil servants and skilled workers.

Opportunities for corruption in education are numerous and have particularly serious consequences for society and the economy. Corruption in education

also takes several forms and affects different levels of education – for example in politics (in ministries or regional authorities), administrative (e.g school administration) and classrooms.

According to the OECD and proven by our study, a non-exhaustive list of corrupt behaviour in the education sector includes:

- **School enrolment**: illegal admission fees; "auction" of admission places (quotas); favours; misconduct during school admission tests;

- **Tests and exams**: bribes for good grades; issuing exam results only for a fee; readmission of failed students under false names; pre-sold exam questions or theses; private consultation as a requirement for passing a test / exam;

- **Infrastucture and school resources**: funding or subsidies based on favoritism or other unfair factors; misappropriation of school funds, e.g. unauthorized deductions from teachers' salaries by education officials; bribes for the purpose of selling (often for inflated prices) low-quality educational materials, such as textbooks and uniforms; use of school facilities / assets for private commercial purposes; abuse by unpaid students working as staff; recruiting teachers through bribery or sexual favours; "ghost teachers", i.e teachers whose names only appear on school payrolls or who are abroad; allocating funds to schools based on personal or political interests; forcing students to purchase educational materials prepared by professors; unfair allocation of construction contracts in university or high school buildings, their maintenance and repair;

- **Tuition offers**: paid private tuition outside of school, sometimes by the same teachers who deliberately create such a compulsory system;

- **Licensing, accreditation, auditing**: licences and accreditation obtained through corruption; leaders's bribes to hide the misuse of funds created by schools themselves and especially universities.

The risk of politicization extends to all of the above, for example, politicians sometimes allocate resources to specific schools to gain support, especially during elections. Economic circumstances can also create incentives for corrupt behaviour, such as low salaries of teachers or other staff in the education sector,

inadequate school budgets, and high rates of unemployment, which lead to the pursuit of alternative ways of earning money by education personnel, for example, through the provision of private courses or the acceptance of bribes. Various institutional and regulatory factors, for example weak regulations and professional norms, lack of external oversight and audit, insufficient sanctions for corrupt behaviour, incitement to corrupt behaviour as well.

According to the 2013 Global Transparency Corruption Barometer, they do not belong to the most corrupt sectors worldwide. Respondents from 107 countries surveyed perceived education as the 8th most corrupt institution out of 12, and none of the countries surveyed ranked it as the most corrupt institution. However, respondents from the ACN region considered the education sector to be more corrupt (3.4 out of 5) than the global average (3.1 out of 5).

Figure 1. Perception of corruption in the education system among Western Balkans countries, 2013*
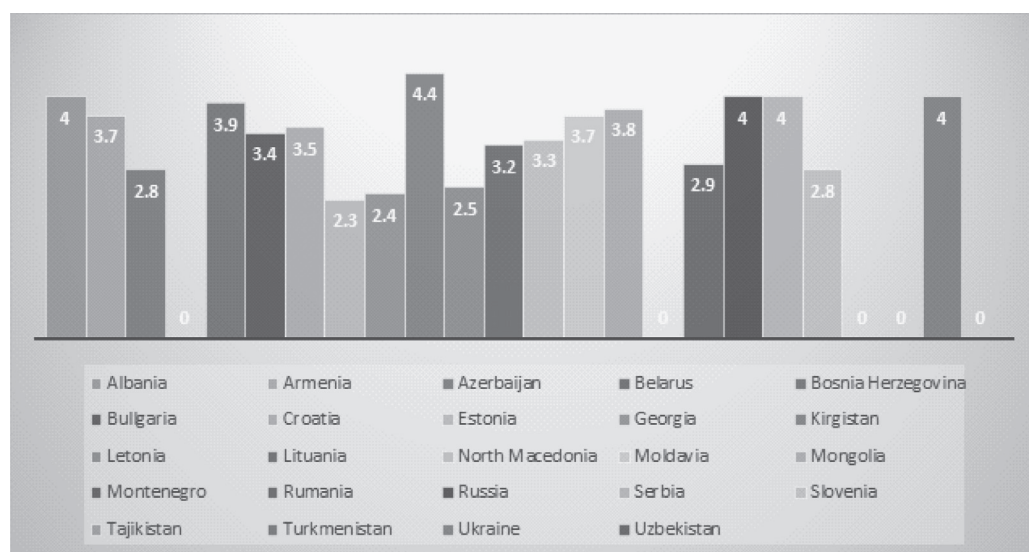
Note: Results range from 1 to 5, with 1 representing "not at all corrupt", and 5 representing "extremely corrupt".

Source: OECD Analysis based on the 2013 International Transparency Corruption Perceptions Barometer.

2.2.2 Methodologies for Studying the Corruption Risks in Education

The INTES approach was developed by the OECD Directorate for Education and Skills at the request of the OECD Anti-Corruption Network Steering Group for Eastern Europe and Central Asia. Assessing the integrity of education systems, it aims to develop a reliable map of the origins of corruption in education, propose effective ways to address them, and assess the risk of corruption incidence. The purpose is to support governments and stakeholders with evidence and analysis of policy failures that provide education participants with incentives and opportunities to engage in breaches of educational integrity - in behaviours such as fraud, unwarranted recognition of achievements, misuse of funds, and favouring staff decisions.

INTES explores corruption in relation to the shortcomings of policies that create a demand for corruption - creating incentives for problematic behaviour by education participants and opening up opportunities for that behaviour. Examples of areas that may be affected by deficiencies include access to education, quality of education, sound management of staff and resources, and capacity to detect and prosecute corruption.

The INTES methodology applies the minimum criteria to qualify an action or occurrence as a violation of integrity. It considers violations of the rules and regulations governing the education system, which offer unfair advantages to selected participants in education, repetitive and systematic corrupt actions, actions originating from or occurring in the education system, and actions involving several participants in education. INTES addresses breaches of integrity at all levels of education, including preschool, pre-university and higher education. It develops recommendations in consultation with key stakeholders and envisages their involvement in implementation.

Table 2. INTES Evaluation Process

Steps	INTES logics	Key questions	Task
Step A	Integrity violation*	What?	Determine what constitutes a violation of integrity
Step B	Opportunities	How?	Determine what creates opportunities for violations
Step C	Motive	Why?	Determine what are the motives for the violation

Step D	Indicators for policy implementation	What should be done?	Propose indicators for undertaking integrity violation policies

*Violation of integrity refers to the violation of generally accepted values and norms in daily practice. Types of integrity violations: corruption, favoritism, conflict of interest, etc.

Source: Presentation of the OECD Directorate for Education and Skills (EDU) at the seminar "The Impact of Corruption Prevention Measures at National and Sectoral Levels", co-organized by ACN and OSCE, in Issyk-Kul, Kyrgyzstan, May 26-27 2016.

Serbia was the first country to request an assessment of the integrity of its education system. The INTES report on that country noted that Serbia faces shortcomings in the areas of university admission and academic assessment, that the quality of learning in pre-university education is improving but remains far from satisfactory (for example, private tutoring is widespread and has no professional code of conduct), that there are certain weaknesses in staff policies, even though teachers are respected and in demand, and that primary and secondary school budgets remain tight. The report highlighted the low capacity of the education sector in terms of preventing and detecting acts of corruption. The Serbian authorities responded quickly with some measures to address the report's recommendations (OECD, 2012) and Serbia's national anti-corruption strategy also refers to the INTES assessment.

The Open Society Institute Armenia Aid Foundation (OSI AFA) commissioned the Center for Policy Implementation to conduct an INTES study, hoping it would be a new, constructive, and potentially more effective way to address corruption in secondary and high education in Armenia. The center conducted an examination through desk research, field visits, interviews, data collection, and analysis, after which it produced a report and proposed recommendations. The expert team conducted two site visits to Armenia and conducted over 100 focus group interviews and meetings with key stakeholders.

Some of the study findings are that students are more likely to receive private tuition in later years of schooling (reaching 60% in grade 12) and that tutors are more prevalent in the capital than in the rest of the country. It is enabled by the regulatory framework which allows such forms of support as well as by inappropriate school inspections and low student self-esteem. The management and operation of schools is influenced by informal arrangements. Inefficiencies in the recruitment and dismissal of staff employed in the sector are usually side-

effects of deliberate actions at the point of entry into the education profession. Compliance with norms for the recruitment and dismissal of school staff is assessed as poor. Two of the most obvious manifestations of abuse are inflation of grades and marking *in absentia*. Some forms of academic dishonesty (fraud, deception, plagiarism, etc.) are quite common in public universities owing to ignorance and impunity.

OSI AFA has praised the training positively, calling it a "very effective and successful initiative". He considers the INTES methodology very valuable in that it has established a new political language and culture and made it possible to open a dialogue with the government. However, OSI AFA also reports some difficulties regarding the government's ability and/or willingness to produce an effective action plan for the education sector with clear and measurable standards and indicators for further reforms.

The third country to be evaluated with the help of the INTES methodology was Ukraine. In 2015/2016 the OECD Directorate of Education and Skills conducted a review of the integrity of the education system in that country, which found that it was affected by numerous violations of integrity in education, such as obtaining preferential access to school and education preschool through bribery; misuse of parental contributions in schools, unfair assessment of learning achievements in schools; conflict of interest through supplementary paid tuition by classroom teachers; textbook procurement fraud; and, in higher education, corrupt access, academic dishonesty, and improper assessment of academic work.

The OECD report further states that corruption is a consequence of poor performance of the education system and poor compliance control. For example, parents may conclude that classroom teaching is inefficient and that bribing teachers or paying them extra for tuition is the only way to ensure their children's success. School buildings and poorly maintained classrooms may force principals to demand payment in exchange for school admission. Finally, the widespread failure to ensure fair competition for places in degree programs may motivate students to bypass procedures by offering gifts and favours to the faculty they wish to attend.

2.3 Data sources

The methodological approach applied by ACER, as designed and described in the outline documents of the study provided by Mary Ward Loreto, includes direct and indirect instruments, as well as an analysis of existing data, the national research "Ethics in the education system in Albania" and information and reports from the Ministry of Education Sport and Youth (MESY) and other related institutions. To conduct the study, a survey questionnaire was created based on the methodological suggestions of MWL. First, a literature review was conducted, which was necessary to collect data and information from available secondary sources, as described below. In the second stage, the designed study instruments, questionnaires and semi-structured interviews were used to collect the required data. After data collection, ACER prepared the data analysis by extracting the main findings of the study.

The quantitative data were collected from pupils, teachers, parents, students and lecturers in educational institutions in three regions (Vlora, Shkodra, Tirana). The quantitative study assessed the level of corrupt and unethical indicators as agreed between MWL and ACER. The results are presented in tables and diagrams (tables, histograms, etc.), which are used for ease of reference and to clarify the results. Information is disaggregated by gender and age, providing opportunities for shared analysis.

Secondary data sources: Secondary data sources were used for both qualitative and quantitative techniques. This includes the collection of data that already exist either from internal sources of the funding agency (project documents / development objectives / indicators / preliminary and narrative reports, etc.), or publications of governmental and non-governmental institutions, free access data on the internet , professional newspapers and magazines, reports of international organizations, etc. Research and secondary data collection is essential from the initial stage to gain background and specific subject knowledge, as well as providing useful guidelines that have helped to get the most out of the research.

2.4 Data collection instruments

ACER experts have designed the main questionnaires based on the terms of reference from MWL. The questionnaire was prepared based on the target groups involved in the questionnaire, and took into account similar instruments used in other projects / countries (See Annex G).

2.5 Quantitative data sample

The sample selection framework for this study is based on data obtained from the Albanian Institute of Statistics (INSTAT), while in the final selection the sample is based on data from the MESY. Based on the aims and objectives of the study, stratified random sampling selection was used. The procedure minimizes the bias of sample selection and ensures that certain segments of the study population are not overrepresented or underrepresented. The biggest advantage of the following stratified random sample is that it reduces the selection bias of students, teachers and parents. Furthermore, this procedure ensures that each subgroup (basic education, upper secondary education and higher education students, teachers and parents) within the population receives appropriate representation within the study sample. All the characteristics of the sample are presented in the tables below.

Table 3. Pupils Sample

City	Target	Fact	%
Shkoder	100	14	21.5
Tirana	100	51	78.5
Vlore	100	0	0
Total	**300**	**65**	**100**

Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Table 4. Parents Sample

City	Target	Fact	%
Shkoder	30	15	50.0
Tirana	30	14	46.7
Vlore	30	0	0
Total	**90**	**29**	**100**

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 5. Teachers Sample

City	Target	Fact	%
Shkoder	50	8	12.5
Tirana	50	22	34.4
Vlore	50	34	53.1
Total	**150**	**64**	**100**

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

2.6 Data collection

Fieldwork is organized in a way that ensures complete control, accuracy and consistency of field logistics to obtain high quality data. The purpose of this phase is to create adequate communication channels both within the fieldwork team and between the human and institutional resources involved in the implementation of the study. Following the approval of the survey instruments, the mobilization of interviewers / observers was planned in accordance with the agreed timetable for the fieldwork. The ACER team was engaged in overseeing their work and timely collection of completed questionnaires.

The main stages through which the application process methodology has passed include: selection of interviewers; interviewer training; engagement of regional study supervisors; pre-testing of the survey instrument; behaviour assessment and quality assurance; implementation of the system for data entry and data cleansing; data processing; checking of completed questionnaires; putting responses into a computer readable format; summary of statistics.

2.7 Study limitation

Quantitative data of the study were collected during the period July-August-September, 2020. The limits of data collection were:

- The sample number was reduced due to the lack of support from the Ministry of Education, Sports and Youth for data collection in primary schools and high schools in Vlora, Shkodra and Tirana.

- The state of emergency caused by COVID-19, made it necessary for interviews to be conducted online but this did not affect the validity and reliability of the data collected.

III.   MAIN FINDINGS OF THE STUDY

3.1 Results for the Pre-University Education System

3.1.1 Demographics of participants in pre-university education

The pupils of the pre-university system, participants in this study, were selected from the schools of the city of Shkodra and Tirana, with the largest representation of pupils living in Tirana (78.5%). The largest percentage of pupils in this study are girls (67.7%) compared to boy pupils (32.3%). The average age of the children in the study is 16.13 years, of which 44.6% are in the third year of high school. In the highest percentage, pupils belong to the middle social and economic status, respectively 67.7% and 87.7% (Table 59, Annex B).

The parents participating in the study are mainly from the cities of Shkodra and Tirana. The majority of parents participating in this study are women (80.0%), suggesting that mothers show greater commitment to child rearing issues compared to fathers (Table 65, Annex C). The average age of the parents in the study is 35.83 years; with an university education in the highest percentage (43.3%) and on a middle social and economic status, respectively 73.3% and 96.7% (Table 65, Annex C).

Most of the teachers participating in the study are from the city of Vlora (53.1%), followed by teachers from the city of Tirana (34.4%). At a level comparable to parents, teachers participating in the study are predominantly female (89.1%), with university education (master level, or Ph.D) at 70.3% (Table 72, Annex D). It is interesting that the question on the level of education represents the question with the highest percentage of participants who did not gave an answer (26.6%). Length of teaching experience ranges from a minimum of 2 years to 37 years (Table 73, Annex D).

3.1.2 Corrupt and unethical behaviours in the pre-university education system – Pupils' results

All pupils participating in the study (100%) believe that corruption is a phenomenon present in Albanian society, followed by 93.3% of pupils who believe that corruption is also present in the Albanian education system (Table 6). The closer the questions are to the pupils' personal and direct experience (from the education system, schools and classrooms), the more the perceived level of corruption decreases, showing the lower frequency of pupils perceiving corruption in their classroom (51.6%). Pupils' perceptions about the presence of corruption and ethical violations in their classroom are at comparable levels, with a slightly higher percentage of pupils perceiving the presence of ethical violations (54.84%) compared to 51.61% of pupils reporting a perception of corruption in the classroom.

Pupils perceive that the most common unethical (Table 63, Annex B) and corrupt (Table 64, Annex B) behaviours in school are manifested mainly in the area of unfair assessment and grade manipulation at all levels of assessment. Unethical practices in the field of copying and plagiarism are also perceived, more frequently than unethical practices related to civic behaviour and children's rights. The latter are reported by pupils as less often encountered but sufficiently present in school life. School enrolment, or favoritism in allocation to classes, is reported as one of the areas in which corrupt behaviours are most commonly perceived by pupils. Copying, plagiarism and injustice in evaluation, or favourable treatment based on acquaintance or exchange of favours, have also been identified by previous studies as among the most common unethical and corrupt practices in the Albanian education system (ACER, 2017; Mato et al., 2014).

Students tend to report as more serious the practices and behaviours that are closer to their personal experience and more likely to affect themselves. As will be seen from the following data, the less frequently a behaviour is reported, the less severe it is perceived, even if it involves physical abuse, sexual harassment, or criminal behaviour.

Table 6: Global perceptions regarding corrupt and unethical behaviours in the education system according to pupils

		Frequency		If so, how severe is 1 in 5?	
		N	%	N	M
In your opinion, is there corruption in Albania?	Yes	62	100.00	62	4.32
	No	0	0.00		
Do you think there is corruption in the education system?	Yes	58	93.55	58	4.07
	No	4	6.45		
Do you think there is corruption in your school?	Yes	45	72.58	44	3.39
	No	17	27.42		
Do you think there is corruption in your classroom?	Yes	32	51.61	26	3.38
	No	30	48.39		
Do you think there are ethical violations in your classroom?	Yes	34	54.84	32	3.22
	No	28	45.16		
Do you think there is injustice in your classroom?	Yes	37	59.68	35	3.11
	No	25	40.32		
Do you think there is discrimination in your classroom or school?	Yes	34	56.67	34	3.38
	No	26	43.33		
Do you think there is inequality in your classroom or school?	Yes	38	63.33	38	3.08
	No	22	36.67		

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Tables 60, 61 and 62 (Annex B) present pupils' perceptions regarding the frequency and severity of unethical and corrupt behaviours of teachers, pupils themselves and parents. In all cases, pupils show a tendency for higher perceptions of corrupt practices compared to unethical ones and in the same way they tend to perceive corrupt practices as more severe compared to unethical ones. Pupils report that corrupt behaviours are more common among pupils, followed by

parents and finally, by teachers. Thus, 51.7% of pupilsascribe medium or high frequency of corrupt practices to pupils, 30.4% of pupils ascribe medium or high frequency of corrupt practices to parents and 25% of them ascribe medium or high frequency to teachers.

In terms of unethical behaviours, pupils report similar frequency of unethical behaviours of pupils and teachers, while parents report the lowest frequency. Thus, 18.7% of pupils report medium or high frequency of unethical behaviours for teachers, versus 17.5% who report moderate or high frequency of unethical behaviour for pupils and only 3.6% who report moderate frequency of unethical behaviour for parents. In no case do pupils report unethical behaviours of a high severity to parents.

Table 7 summarizes teachers' unethical practices from the pupils' point of view, assessed by frequency and severity. Unethical practices that pupils report as most frequently occurring are generally related to pupils not being informed about assessment, and non-compliance with the curriculum both during class teaching and in exams. Other behaviours reported as frequent relate to disrespect for pupils' personal lives, pupils' exploitation for private work by teachers, and disrespect for pupils' dignity. Interestingly, these behaviours are also perceived by pupils as harsher when they occur, compared to behaviours related to physical abuse, or sexual harassment of pupils by teachers. As expected, acts of physical and sexual abuse are among the unethical behaviours that are reported to occur less frequently, but suddenly, and are perceived as less violent behaviours compared to insult and humiliation. These data may suggest that the perception of the severity of a behaviour is influenced by the degree to which the subject / pupil is likely to be personally affected by that behaviour.

Table 7: Unethical practices of teachers from the prespective of pupils

	How often			How severe		
	N	M	SD	N	M	SD
The teacher insults pupils in the classroom or at school	40	2.28	1.240	39	2.33	1.243
The teacher does not respect the dignity of pupils	37	2.24	1.362	36	2.36	1.457
The teacher punishes pupils	39	2.03	1.224	34	2.09	1.311

The teacher humiliates pupils	32	1.81	1.281	30	2.07	1.437
The teacher uses violence in class	26	1.35	.892	24	1.71	1.398
The teacher uses pupils for personal work	37	2.49	1.283	36	2.31	1.305
The teacher shows prejudice towards pupils	36	2.42	1.422	36	2.39	1.420
The teacher does not respect the personal life of pupils	33	2.58	1.562	32	2.66	1.619
The teacher asks in the exam about subjects outside the curriculum	35	2.43	1.703	35	2.60	1.701
The teacher sets grades without communicating with pupils	37	3.03	1.740	37	2.89	1.629
The teacher does not implement the curriculum	31	2.26	1.460	29	2.24	1.405
The teacher does not respect the teaching schedule	30	1.77	1.194	30	1.57	1.165
The teacher sexually harasses pupils	23	1.22	.850	23	1.39	1.158

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

In reporting of unethical practices committed by pupils themselves (Table 8), pupils report as as the most frequent behaviours: copying on assignments or in exams, bias among pupils as well as the manifestation of violent behaviour at school, including damage to school equipment. Less frequent are reported behaviours related to substance use on school premises, as well as juvenile delinquency behaviours such as theft or possession of illicit items. Again, pupils subjectively report among the most severe behaviours practices such as, copying and prejudice among pupils, rather than behaviours related to substance use, theft, or possession of illicit drugs.

Table 8: Unethical practices of pupils from the perspective of pupils

	How often			How severe		
	N	M	SD	N	M	SD
Pupils use violence at school	36	2.08	1.079	35	2.26	1.291
Pupils show prejudice to pupils	38	3.03	1.652	37	3.05	1.615
Pupils copy assignments	39	3.72	1.432	37	3.65	1.399
Pupils copy in exams	39	3.28	1.450	38	3.24	1.422
Pupils carry illegal tools (knives, gloves, etc.)	30	1.80	1.297	30	1.97	1.497
Pupils steal in the school environment	24	1.67	1.274	25	1.80	1.354
Pupils drink alcohol on school premises	22	1.18	.853	22	1.32	1.041
Pupils consume narcotic substances in school premises	26	1.88	1.423	25	2.00	1.472
Pupils damage school equipment	33	2.27	1.206	33	2.21	1.139

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

In pupils' perceptions, parents manifest the lowest level of unethical behaviours in school, compared to teachers and pupils, both in frequency and severity (Table 9). Parental behaviours related to the use of physical violence, or insulting pupils and teachers, are reported as rare and perceived as non-serious behaviours, in cases when they occur.

Table 9: Unethical practices of parents from the prespective of pupils

	How often			How severe		
	N	M	SD	N	M	SD
Parents use physical violence	21	1.38	1.024	22	1.55	1.262
Parents insult teachers	25	1.56	1.158	26	1.69	1.289
Parents insult pupils	25	1.80	1.155	26	1.88	1.336
Parents do not follow school rules	23	1.30	.926	23	1.48	1.201

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 10 presents a summary of pupils' perceptions regarding corrupt practices manifested by the pupils themselves. Generally, pupils maintain a critical attitude towards their corrupt behaviours, assessing them as serious whenever they manifest. Corrupt behaviours and practices that pupils report as the most common among themselves, are those that are related to manipulating the relationship with teachers in order to gain the attention of teachers and evaluation with a higher grade than deserved. All of these behaviours are reported as quite frequent in pupils' perceptions. At the top of the list, by a significant distance from other behaviours, is the practice of presenting gifts for March 7-8, followed by the use of personal acquaintance, bribes, attending courses offered by the teachers of a particular subject, etc. All these behaviours have been evidenced in previous reports regarding unethical and corrupt behaviour in the Albanian education system (ACER, 2017; Mato et al., 2014).

Table 10: Corrupt practices of pupils from the prespective of pupils

	How often			How severe		
	N	M	SD	N	M	1.772
Pupils give gifts for March 7-8	28	4.46	1.201	26	3.46	1.743
Pupils give gifts after taking an exam to get higher grades	21	2.62	1.564	22	3.09	1.558
Pupils seek parental help after taking an exam	21	3.00	1.517	21	3.14	1.601
Pupils give money to get higher grades	22	3.27	1.518	21	3.52	1.654
Pupils give gifts for special attention from the teachers	23	3.13	1.740	24	3.29	1.557
Pupils use personal acquaintance with the teacher's family	25	3.44	1.635	25	3.56	1.698
Pupils give bonuses to get help in final exams	16	3.25	1.807	17	3.59	1.649
Pupils participate in private courses developed by the subject teacher	22	3.45	1.683	22	3.64	

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

In the following, Table 11, following, describes pupils' perceptions regarding teachers' corrupt behaviour. It is notable that the corrupt behaviours of teachers are perceived by pupils more leniently, both in frequency and severity, compared to the judgment of pupils about their peers' corrupt practices. Although teachers represent the party which enjoys privileges and the power to use them for personal gain, in pupils' eyes, the perceptions of the frequency and severity of teachers' corrupt behaviour do not correspond to perceptions of the frequency and severity of pupils' corrupt behaviour.This discrepancy may suggest an increase in pupils' awareness of their role in promoting and perpetuating corruption in school and consequently increasing criticism of their behaviour. These findings may also suggest a timely shift of the position of teachers in relation to corruption, from an active and demanding position, to a passive and hostile position. Finally, the findings may be influenced by the effect of overreporting, which occurs when the interviewee/respondent, wanting to express support for the study and the case under study, inadvertently reports excessively on certain aspects that present particular sensitivities.

Table 11: Corrupt practices of teachers from the prespective of pupils

	How often			How severe		
	N	M	SD	N	M	SD
The teacher asks pupils to make payments not authorised by the school board	17	1.88	1.453	19	2.37	1.802
The teacher favours pupils based on personal acquaintances	26	2.96	1.755	25	3.16	1.675
The teacher entices pupils to give gifts for a better grade	17	1.88	1.364	18	2.61	1.754
The teacher forces the pupils to buy the books published by him off the approved list	19	1.79	1.512	19	2.11	1.663
The teacher asks for money to improve pupils' grades	19	2.32	1.797	20	2.95	1.877
The teacher asks for money to give a passing grade	17	2.76	1.954	18	3.11	1.875
The teacher changes grades after entering them in the register	20	2.55	1.761	21	2.67	1.742

The teacher asks for rewards from pupils' parents	15	2.27	1.792	17	2.82	1.944
The teacher asks for rewards to help pupils in the final high school exams	14	2.50	1.871	14	2.57	1.828
The teacher invites his pupils to take private courses	18	2.44	1.464	20	2.90	1.651

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

In classifying the frequency and severity of parental corrupt practices (Table 12), pupils report that the most common corrupt practice among parents is the use of personal knowledge to influence teachers to give better grades, followed by indirect payment of teachers through attending courses offered by them and finally payments, or direct rewards. In terms of the severity of their parents' corrupt practices, pupils generally take a critical stance, judging the severity of these behaviours to be moderately high. Parents' attempts to manipulate teacher evaluation through direct payments or rewards are perceived as the most serious behaviours, followed by the use of personal acquaintances, or indirect rewards.

Table 12: Corrupt practices of parents from the perspective of pupils

	How often			*How severe*		
	N	M	SD	N	M	SD
Parents use personal and family knowledge to influence the teacher	22	3.14	1.699	22	3.18	1.593
Parents use personal and family acquaintance to get better grades for their children	22	3.09	1.601	22	3.18	1.563
Parents offer outdoor gifts in exchange for higher grades	14	2.57	1.697	16	2.88	1.708
Parents offer money to improve pupil grades	17	2.65	1.618	19	3.00	1.700
Parents offer money to get passing grades for their children	14	3.07	1.900	17	3.35	1.730
Parents offer money for grades in the state Matura exam	14	2.71	1.858	16	3.25	1.880

Parents require children to take private courses taught by the subject teacher	17	3.06	1.713	18	3.17	1.724

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The following table presents the steps that pupils would take if they were aware of unethical behaviour (Table 13) and corrupt behaviour (Table 14). There is a tendency of pupils to treat unethical behaviours differently from corrupt ones. This finding suggests that pupils have developed cognition and awareness of both categories of behaviours in a way that distinguishes between them and leads to different actions. In the case of unethical behaviour, pupils prefer to treat this in an advisory manner, turning to the teacher, or parents, and less to the principal, or relevant authorities. Whereas in the case of corrupt behaviour, the tendency to report behaviours to the relevant authorities increases, and the percentage of pupils who would not take any steps decreases.

Table 13: Steps that pupils would take if they witnessed unethical behaviour

	N	%
I would talk to my teacher	15	57.69
I would talk to my parents	12	46.15
I would talk to the school principal	7	26.92
I would report it to the relevant authorities	7	26.92
I would talk to school senate	6	23.08
I wouldn't do anything	4	15.38
Don't know	2	7.69

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Although conversation with parents remains one of the first choices of pupils in both cases of behaviour, in the case of corrupt behaviour parents are the first choice of pupils in 50% of cases, with the teacher in second place, by a marked difference. Attached to this finding is the increased percentage of pupils who would not know how to act in the case of corrupt behaviour compared to unethical behaviours, suggesting that pupils perceive corrupt practices as more severe and more punishable.

Compared to previous studies, the data in this study show a significant increase in the percentage of pupils who are willing to take action, even by exposing themselves personally, both in the case of unethical behaviour and in the case of corrupt behaviour. (ACER, 2017; Mato, et al., 2014). Rising awareness about unethical and corrupt behaviours is also shown in Figure 3, according to which, 92% of pupils believe that adhering to the code of ethics is important or very important, even though only 80% are aware of its existence.

Table 14: Steps that pupils would take if they witnessed corrupt behaviour

	N	%
I would talk to my parents	13	50.00
I would talk to my teacher	9	34.62
I would report it to the relevant authorities	9	34.62
I would talk to the school principal	6	23.08
I would talk to school senate	4	15.38
I wouldn't do anything	3	11.54
Don't know	3	11.54

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Figure 2: The importance of respecting the code of ethics in schools according to pupils
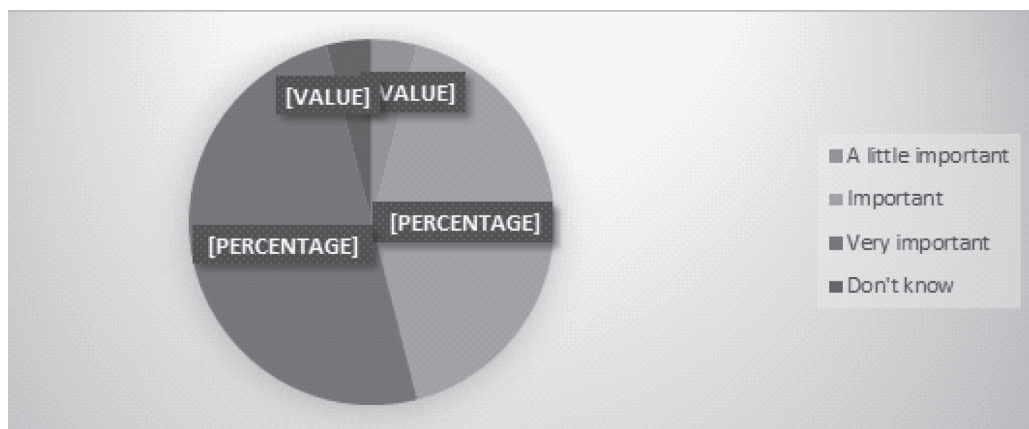
Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Figure 3 presents pupils' assessments regarding the presence of unethical behaviour in their school. Pupils believe to a large extent that there is unethical

behaviour in their school (73.07%), whether it has affected them personally (38.46%) or not (34.61%).

Figure 3: Assessment of unethical behaviours
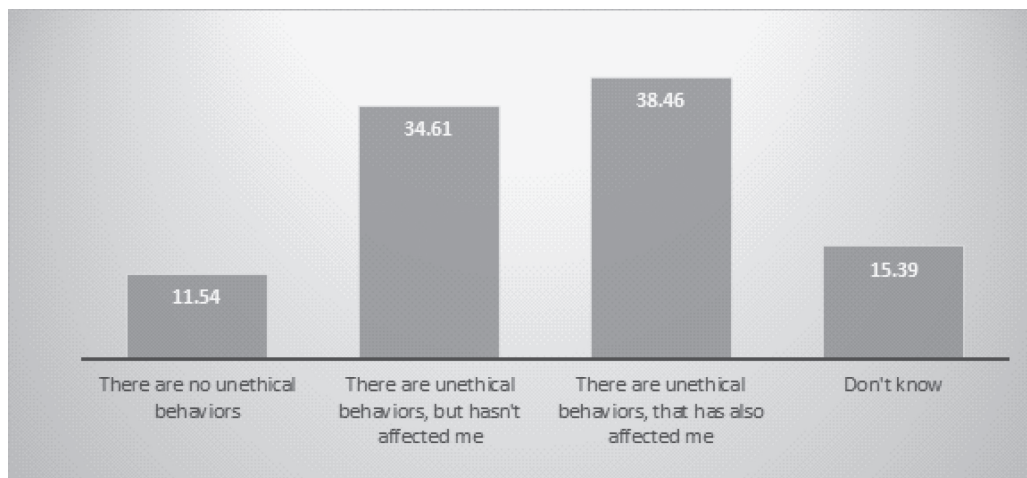
Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Corrupt behaviours are reported as more common compared to unethical behaviours (Figure 4), but the percentage of pupils who report being personally affected by corruption in school drops to 26.92%, while the percentage of pupils who estimate that corrupt practices are present in their school but have not affected them is 50%.

Figure 4: Assessment of corrupt behaviours
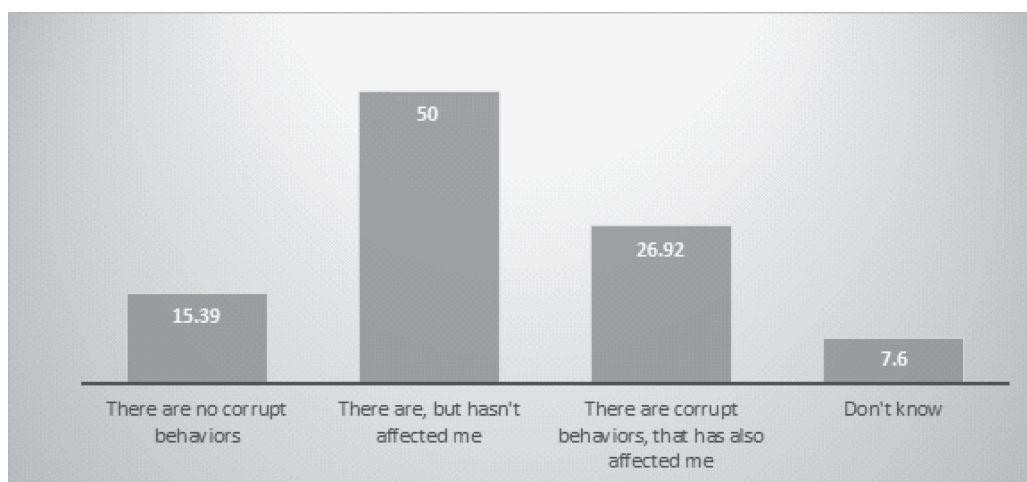
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The most reported form of corrupt practice in school remains the use of personal links, family or social ties to pass exams, followed by bribery and direct intervention by parents with teachers to influence their judgment (Table 15). Repeatedly, the findings in this study suggest the dominant presence of corruption based on social and interpersonal relationships, a pattern which is characteristic of collectivist and tradition-oriented societies. This matches the profile of Albanian society (Alesina & Giuliano, 2015; Klitgaard, 2017).

Table 15: What forms of corruption do you think exist in your school?

	N	%
Using family / social connections to pass an exam	20	76.92
Giving bribes for a specific subject	14	53.85
Parental intervention with the teacher to give a pass-mark in a certain exam	11	42.31
Purchase of diploma	2	7.69
Publication of plagiarized books by the teacher	2	7.69
Sexual favours given by the pupil to the teacher in exchange for a grade	1	3.85

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 16 presents pupils' assessments of appropriate steps in the fight against corruption and unethical behaviour. There is a clear tendency of pupils to refer to punitive and centralized models such as harsh punishments, strict controls, open publications of cases of unethical behaviour, or licence revocation. Only 23.08% of pupils believe that evaluation models for teachers who maintain ethical standards represent the most appropriate way to fight corruption and unethical behaviours. An exception to this trend is the belief of 46.15% of pupils that teachers can become effective actors in the fight against corruption and unethical behaviour, through investment in their professional development. Favourable perception of punitive models is characteristic of societies with a strong hierarchical structure and high distances from authority (Alesina & Giuliano, 2015; Klitgaard, 2017). In this case, it could also be an indication of a similarly characteristic style for Albanian pre-university education.

Table 16: Steps in the fight against corruption and unethical behaviours

	N	%
Strong punishments	13	50.00
Teacher professional development	12	46.15
Stricter and more frequent checks	11	42.31
Open publication of cases of unethical behaviour	11	42.31
Proposal to revoke the professional licence	10	38.46
Evaluations for teachers who perform unethical behaviours	6	23.08
Don't Know	5	19.23

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 17 presents the motives and favorable conditions for the prevalence of corruption in school, according to the perceptions and real needs of pupils. The majority of pupils (56%) say that they would commit a corrupt behaviour in order to guarantee fair treatment. This finding is in line with pupils' perceptions of the frequency and severity of unequal and unfair treatment of pupils by the teacher. Also, the need to speed up procedures and overcome bureaucracies represents another justifying motive for pupil-initiated corruption. Avoiding sanctions and payments, or gaining privileges, are reported as choices at significantly lower rates, suggesting that corruption is often seen as an alternative way of guaranteeing rights and services that are not provided by the school.

Table 17: Pupils motivation to commit corrupt behaviours

	N	%
To be treated properly	14	56.00
To accelerate procedures / process	8	32.00
Becasue there is no other way to "finish work"	7	28.00
To avoid penalties / sanctions	4	16.00
To avoid other major payments than corruption	3	12.00
To receive privileges	3	12.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Pupils report that lack of trust in institutions and the justice system is the main reason that would contribute to the non reporting of corrupt behaviour (Table 18). Lack of knowledge about reporting steps and procedures is present at low levels, much lower than the above reasons. These data correspond to findings provided by previous studies on ethics and corruption in the Albanian education system.

Table 18: The motivation to report a corrupt behaviour

	N	%
If I had confidence in the institutions	17	68.00
If I had faith in the justice system	16	64.00
If I knew the steps and reporting procedures	3	12.00
If I hadn't finished work	2	8.00
If I hadn't been helped	2	8.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

3.1.3 Corrupt and unethical behaviours in pre-university education system – Parents' results

All parents participating in the study (100%) believe that corruption is a phenomenon present in Albanian society, followed by 96.67% of parents who believe that corruption is also present in the Albanian education system (Table 19). For parents, just as for pupils, the closer the questions are to their personal and direct experience (of the education system, the school and the child's class) the more the perceived level of corruption decreases, displaying the lowest frequency of parents who perceive corruption in their child's class (46.67%). In general, parents' perceptions regarding unethical, corrupt, unfair and discriminatory behaviours in their child's classroom are lower than the perceptions reported by pupils. Unlike pupils, parents exhibit higher sensitivity to corrupt practices, reporting them at a higher frequency and perceiving them as more serious offenses compared to unethical behaviours.

Table 19: Global perceptions on ethics and corruption in the education system ccording to parents

		Frequency		If so, how severe is 1 in 5?	
		N	%	N	M
In your opinion, is there corruption in Albania?	Yes	30	100.00	30	4.53
	No	0	0.00		
Do you think there is corruption in the education system?	Yes	29	96.67	29	3.55
	No	1	3.33		
Do you think there is corruption in your child's school?	Yes	17	56.67	17	3.53
	No	13	43.33		
Do you think there is corruption in your child's classrom?	Yes	14	46.67	13	3.23
	No	16	53.33		
Do you think there are ethical violations in your child's classroom?	Yes	12	40.00	12	2.67
	No	18	60.00		
Do you think there is injustice in your child's classroom?	Yes	18	60.00	18	3.11
	No	12	40.00		
Do you think there is discrimination in your child's classroom or school?	Yes	13	43.33	13	3.23
	No	17	56.67		
Do you think there is inequality in your child's classroom or school?	Yes	12	41.38	12	3.25
	No	17	58.62		

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Annex C presents parents' perceptions regarding the frequency and severity of unethical and corrupt behaviours of teachers (Table 66), pupils (Table 67) and parents themselves (Table 68). Unlike pupils, parents tend to see unethical practices as more frequent than corrupt practices. But, similarly to pupils, parents perceive themselves as the party with the highest frequency of corrupt behaviours, followed by pupils and finally by teachers. Thus, 27.3% of parents ascribe medium frequency of corrupt practices to parents, 15.4% ascribe medium frequency of corrupt behaviour to pupils and only 8.3% ascribe medium frequency of corrupt behaviour to teachers. In no case do parents report high

frequency of corrupt behaviour, whether to pupils, teachers, or to parents themselves. In the same way, parents estimate that the severity of corrupt behaviours of pupils, teachers, or parents themselves varies from low to high and in no case is it reported as highly severe.

In terms of unethical behaviours, parents believe that teachers are the ones who most often violate ethics, followed by pupils and lastly by parents. Thus, 27.8% of parents report medium or high frequency of unethical behaviour of teachers, versus 21.1% who report medium or high frequency of unethical behaviour of pupils and only 18.8% report medium or high frequency of unethical behaviours of parents.

The unethical practices that parents report most often to teachers (Table 20) are generally related to insults, prejudice, disrespecting the dignity of pupils, as well as not informing pupils about their evaluation grades, and non-compliance with the curriculum in exams. Similarly to pupils, parents also judge these behaviours as more severe when they occur, compared to behaviours related to physical abuse, or sexual harassment of pupils by teachers.

Regarding pupils (Table 21), parents perceive that the most frequent unethical behaviours are related to copying in assignments and exams, prejudice among pupils, and the exercising of violence by pupils at school. These behaviours are also perceived as more severe in the cases when they occur, leaving behind in weight and severity behaviours such as substance use, alcohol, possession of illegal items, and theft, which endanger the well-being and safety of children in a direct and immediate manner.

Table 20: Unethical practice of teachers from perspective of parents

	How often			How severe		
	N	M	SD	N	M	SD
The teacher insults pupils in the classroom or at school	17	2.24	1.091	16	2.69	1.621
The teacher does not respect the dignity of the pupils	17	2.29	1.404	16	2.44	1.632
The teacher punishes the pupils	17	2.12	1.269	15	2.27	1.438
The teacher humiliates the pupils	18	2.17	1.295	17	2.65	1.656

	N	M	SD	N	M	SD
The teacher uses class violence	16	1.50	.894	14	2.21	1.718
The teacher uses the pupils for personal work	15	1.93	1.280	14	1.93	1.141
The teacher prejudices the pupils	18	2.78	1.592	18	2.94	1.697
The teacher does not respect the personal life of the pupils	16	1.88	1.147	15	2.07	1.486
The teacher asks in the exam about issues outside the curriculum	16	2.75	1.483	16	2.63	1.455
The teacher sets the grades without communicating to the pupils	18	2.50	1.339	18	2.61	1.378
The teacher does not implement the curriculum	16	2.06	1.289	15	2.13	1.302
The teacher does not respect the teaching schedule	15	1.87	1.302	15	1.93	1.335
The teacher sexually harasses the pupils	14	1.14	.535	14	1.57	1.453

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 21: Unethical practice of pupils from perspective of parents

	How often			How severe		
	N	M	SD	N	M	SD
Pupils use violence at school	16	2.31	1.195	16	2.50	1.461
Pupils show prejudice to other pupils	18	2.83	1.383	18	2.94	1.474
Pupils copy assignments	18	3.28	1.127	18	3.28	1.227
Pupils copy in exams	18	2.94	1.392	18	3.00	1.414
Pupils carry illegal tools (knives, gloves, etc.)	13	2.00	1.354	14	2.29	1.590
Pupils steal in the school environment	13	1.54	1.127	13	1.77	1.363
Pupils drink alcohol on school premises	13	1.69	1.251	14	1.93	1.439

Pupils consume narcotic substances in school premises	13	1.69	1.182	13	2.15	1.725
Pupils damage school equipment	16	1.88	1.258	17	2.12	1.536

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Parents perceive lower levels of unethical behaviour manifested by themselves (Table 22). Failure to follow school rules, and insulting pupils, are listed as the most frequent behaviours, although nevertheless with low frequency. Consistently throughout the study there is a tendency to associate the perceived frequency of a behaviour with the judgment about the severity of that behaviour. Thus, the use of physical violence, insulting teachers and pupils are considered by parents as non-severe behaviours even if they occur in reality. On the other hand, despite the fact that the above-mentioned behaviours represent violence and abuse that target specific persons, parents consider as more severe failure to comply with school regulations.

Table 22: Unethical practice of parents from perspective of parents

|	*How often*			*How severe*		
	N	M	SD	N	M	SD
Parents use physical violence	16	1.50	1.095	16	1.63	1.258
Parents insult teachers	15	1.47	.834	15	1.67	1.291
Parents insult pupils	16	1.63	1.204	16	1.56	1.209
Parents do not follow school rules	16	1.63	1.147	16	1.88	1.408

Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Parents perceive that the most frequent unethical behaviours (Table 23) in school are manifested in the sphere of justice in grades evaluation, copying and civic behaviour. Child rights and plagiarism are considered areas where unethical behaviour is less frequent. Again the severity judgment of the behaviour corresponds to the perceived frequency, although in almost all areas presented, the severity judgment is higher than the frequency judgment.

Table 23: Areas where ethics are violatedin shcools from perspective of parents

	How often			How severe		
	N	M	SD	N	M	SD
Copying	17	2.76	1.348	16	3.00	1.317
Plagiarism	14	2.14	1.406	14	2.14	1.406
Justice in grades	16	2.88	1.628	16	3.19	1.682
Civic behaviours	17	2.76	1.437	17	2.94	1.478
Children's rights	17	2.41	1.278	17	2.53	1.375

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 69 (Annex C) presents a summary of parents' perceptions regarding corrupt practices manifested by pupils. Parents' perceptions about frequency and severity do not match pupils' own perceptions of their behaviours. In general, parents take a milder stance on pupils' corrupt behaviours, assessing them as not frequent and not severe in cases where they manifest. Corrupt behaviours and practices that parents report as the most common among pupils, are those related to manipulating the relationship with teachers in order to gain the attention of teachers and an assessment with a higher grade than deserved. At the top of the list and with a significant distance from other behaviours, is the practice of giving gifts on March 7th-8th, followed by the use of personal acquaintance, bribes, attending courses offered by subject teachers, etc. However, these behaviours are perceived neither as frequent nor as severe.

In the following, Table 70 (Annex C) describes parents 'perceptions regarding teachers' corrupt behaviours. In general, parents perceive low levels of corrupt practices among teachers. The most reported practice is favoring pupils based on personal acquaintances, followed by pupils being required to purchase books outside of the approved list, changing grades, and enticing pupils to attend private courses. Again, behaviours reported as more frequent are perceived by parents as more severe compared to other practices, especially compared to those practices in which teachers are more active in manifesting corrupt behaviour, such as demanding money, or rewards in exchange for favours to pupils.

Parents perceive that they exhibit more corrupt behaviour than teachers, although not at high levels in both frequency and severity (Table 71, Annex C). The most reported practices by parents are providing payments and gifts in

exchange for passing grades, using personal knowledge to influence teachers and their evaluation in grades. behaviours reported as more frequent are also perceived as more severe.

Grading of pupils, differentiated treatment of pupils in the classroom, or enrolment of pupils in school, are reported by parents as areas of school activity where corrupt practices are most frequent. In all reporting, the least corrupt behaviour in the perception of parents is related to attempts to influence the Finals high school exams. The same behaviours that are reported as most frequent are also perceived as the most severe in the cases when they occur (Table 24).

Table 24: Areas of corruption from the perspective of parents

	How often			*How severe*		
	N	M	SD	N	M	SD
Pupils enrolment in school	11	2.82	1.537	9	2.78	1.563
Divide pupils into classes	12	2.33	1.557	11	2.18	1.168
Assessment of pupils in exams	9	3.11	1.537	9	3.22	1.563
Special treatment of pupils in the classroom	10	3.00	1.563	10	3.00	1.633
Increasing final grades	10	2.20	1.229	10	2.60	1.578
Putting passing grades	7	2.00	1.000	6	2.33	1.033
Assistance in final high school exams	6	1.17	.408	6	1.33	.516
Failure to record pupils' absents in the register	8	1.38	.744	8	1.88	1.356
Deleting absents from the registry	7	1.29	.756	7	1.71	1.254

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Parents were asked about knowing the code of ethics and the data show that 78% of parents are aware of the code of ethics in their child's school. On the importance of adhering to the code of ethics more than ½ parents report that adhering to the code of ethics in school is very important (Figure 5).

Figure 5: The importance of adhering to the code of ethics in schools according to parents
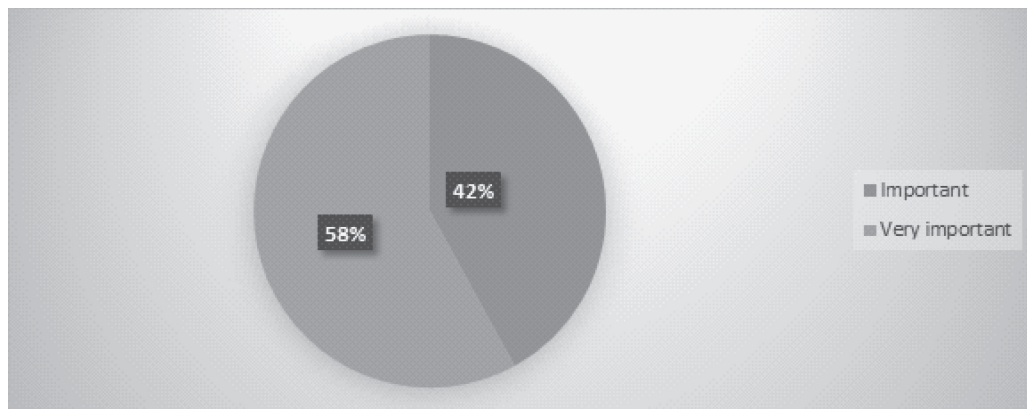
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The following table (Table 25) presents the attitudes of parents in case they would witness or be the object of *an unethical behaviour* in their child's school. 3 in 4 parents (75%) state that they would talk to their child's teacher if such a situation arose. The second position most chosen by parents is that they would talk to the school principal (66.7% of them) while the rest (about 33.3%) say they would talk to other parents or report the behaviour to the relevant authorities.

Table 25: Steps that parents would take if they witnessed unethical behaviour

	N	%
I would talk to the teacher	9	75.00
I woud talk to school principal	8	66.67
I would talk to other parents	4	33.33
I would report it to the relevant authorities	4	33.33
I wouldn't do anything	1	8.33
I don't know	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Similarly, in Table 26 parents were asked how they would act if the case presented was not about unethical behaviour but about *corrupt behaviour*. As in the first case, most parents report that they would talk to the teacher (58.3% of them). The rest (41.7%) report that they would talk to the school principal and

only 1/3 of them (33.3%) would talk to other parents and report the corrupt behaviour to the relevant authorities.

Table 26: Steps that parents would take if they witnessed corrupt behaviour

	N	%
I would talk to the teacher	7	58.3
I woud talk to school principal	5	41.7
I would talk to other parents	4	33.3
I would report it to the relevant authorities	4	33.3
I wouldn't do anything	0	0.0
I don't know	0	0.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Figure 6 shows the forms of corruption that exist in pre-university education, according to the responses of parents who have children in these schools. Based on the results of the study, parents reported higher incidence of corrupt behaviour by "using family / social ties to pass an exam" in more than half of the cases (57.1%). Other forms of corrupt behaviour that exist in schools alleged by most parents are "giving a bribe for a specific subject" (28.6%) and "parents' intervention with the teacher to pass a certain exam" (14.3 %).

Figure 6: Forms of corruption that exist in the child's school according to the parents
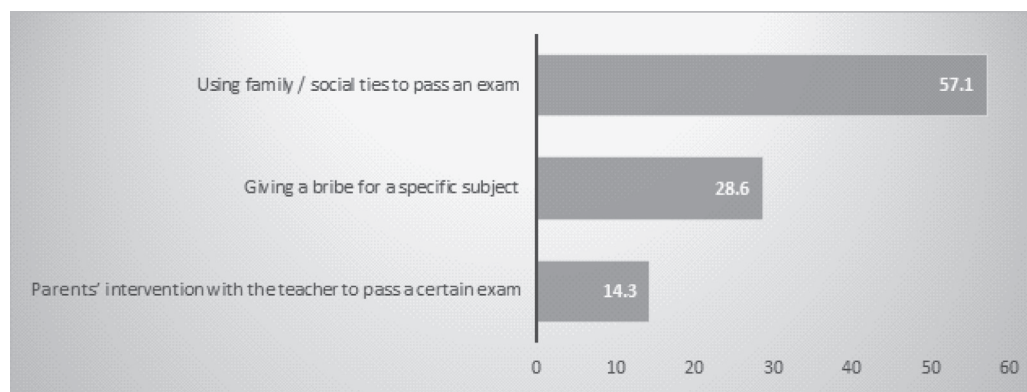
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

A major concern, which also arises during the literature review, is the lack of reporting to ethics committees in education in Albania. As a result, even from

the results of the study it is reported that none of the parents had as a source of information about corrupt behaviour in school the ethical commission of the school or the education directorate. The most used source of information is from their own "Non-institutional information from the child" in 50% of cases and "non-institutional information from other parents" in 33.3% of cases and somewhat less report to be aware of corrupt behaviour in school from "non-institutional information from teachers" (25% of parents confirm this). It is also reported that there is a very small number of parents who have heard of cases of corrupt behaviour in schools from the media, social networks and / or the school board (Table 27) .

Table 27: Source of information for parents about corrupt behaviour in schools

	N	%
Non-institutional information from the child	6	50.00
Non-institutional information from other parents	4	33.33
Non-institutional information from teachers	3	25.00
I don't know	3	25.00
Media	2	16.67
Social networks	2	16.67
The school board	2	16.67
Ethics Commission	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 28 below presents the results of the study where parents were asked what are the most important steps that should be taken by the institutions responsible for combating unethical behaviour by teachers. Most of them expressed the view that there should be stronger punishments for those who display unethical behaviour (66.67%); stricter and more frequent controls (58.33%) and open publication of cases of unethical behaviour (41.67%). Similarly to pupils, parents also reflect a preference for authoritarian, punitive approaches, assessing as less effective interventions aimed at evaluating teachers who maintain high standards of professional practicee as well as encouraging them to invest in this direction. The same tendency has been evidenced in previous studies in Albania, in collectivist cultures and with a high distance to power (Alesina & Giuliano, 2015), as well as societies that have a long history of oppression (Klitgaard, 2017).

Table 28: Steps parents think should be taken by institutions responsible for combating corrupt behaviour

	N	%
Strong punishments for those who exhibit unethical behaviour	8	66.67
Stricter and more frequent checks	7	58.33
Open publications of cases of unethical behaviour	5	41.67
Rewards for teachers who engage in ethical behaviour	4	33.33
I don't know	3	25.00
Professional development of the teacher	2	16.67
Proposal for revocation of the professional licence	2	16.67

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Tables 29, 30 and 31 reflect parents' attitudes towards corrupt practices, whether to be directly involved, to distance themselves, or to remain indifferent. Exploring the motives that would push parents to commit corrupt behaviour in the child's school, revealed that the motives are mainly of a functional nature, i.e. to help parents solve difficult situations, or where they feel stuck, suggesting policy making school interiors that favour communication and practices focused on solutions rather than problems *per se*.

Table 29: What are the reasons you would commit corrupt behaviour in your child's school?

	N	%
In a very difficult situation I have to solve	7	58.33
There is no other way to "finish work"	4	33.33
As a sign of respect for a person who helps me	2	16.67
As a token of gratitude	1	8.33
To accelerate procedures / process	0	0.00
I see it as a possible solution	0	0.00
Everyone is corrupt	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Parents report that they themselves would undertake corrupt behaviour in case of a very difficult situation that they have to solve (the vast majority 58.33%). Another reason given by parents, about 1/3 of them (33.3%) is that they see no other way 'to finish work' and a smaller number choose to commit corrupt behaviour as a sign of respect for someone who helped to solve work or as a sign of gratitude (about 25% of parents report this).

Table 30: Motives not to report corrupt behaviour

	N	%
I don't believe that even if I report it, anything will change	6	50.00
I do not believe in the justice system	5	41.67
I do not believe in the justice of institutions	2	16.67
I gave the "Besa" oath (*when you give the word to somebody for something***)**	2	16.67
Because it helped me finish work	1	8.33
I don't know where to report it	1	8.33
I'm afraid to report it	0	0.00
I prmised the person I would not report it	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Meanwhile, 1 in 2 parents have lost faith that reporting corrupt behaviour would make a difference and therefore they choose not to report it at all (Table 30). The second most important motive for not reporting corrupt behaviour is lack of trust in the justice system (41.67% of parents admit this).

Table 31: Motives to report corrupt behaviour

	N	%
If I had faith in the justice system	8	66.6
If I had confidence in the institutions	7	58.33
If I hadn't "finished work"	1	8.33
If I knew the steps and reporting procedures	1	8.33
If I hadn't been helped	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

At the same time, it should be noted that about two thirds of the parents stated that if they had confidence in the justice system and the responsible institutions then they would be motivated to report corrupt behaviour. Thus, strengthening law-enforcement institutions and increasing the overall credibility of judicial institutions in the country would increase the number of reports by parents of corrupt behaviour in schools (Table 31).

3.1.4 Corrupt and unethical behaviours in pre-university education system- Teachers' results

Teachers were asked about their global perceptions regarding the presence of corruption in Albania, in the education systemand in the school they represent, including their perception of inequality among pupils in a class. These summarized results are presented in Table 32. The highest perception of the presence of corruption is observed for the question about Albania and in the class (with over 90% of teachers answering "Yes"), but the average degree of severity estimated for these two forms of corruption at these two levels is completely different, respectively 3.67 for Albania and 1.40 for the class. So the weight or severity of corruption at each level is just as important to analyze as the frequency of perception of them.

Table 32: Global perceptions on ethics and corruption in the education system according to teachers

		Frequency		If so, how severe is 1 in 5?	
		N	%	N	M
In your opinion, is there corruption in Albania?	Yes	58	90.6	58	3.67
	No	6	9.4		
Do you think there is corruption in the education system?	Yes	48	75.0	48	3.00
	No	16	25.0		
Do you think there is corruption in your child's school?	Yes	14	21.9	14	2.14
	No	50	78.1		
Do you think there is corruption in your child's classrom?	Yes	5	7.8	5	1.40
	No	59	92.2		

Do you think there are ethical violations in your child's classroom?	Yes	13	20.3	13	2.23
	No	51	79.7		
Do you think there is injustice in your child's classroom?	Yes	18	28.1	18	2.67
	No	46	71.9		
Do you think there is discrimination in your child's classroom or school?	Yes	10	15.6	10	2.60
	No	54	84.4		
Do you think there is inequality in your child's classroom or school?	Yes	22	34.4	22	2.05
	No	42	65.6		

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

From the given results regarding the average severity of corruption it is noticed that the higher the level within the system (class, school, education system, state of Albania) the more severe the corruption is perceived at those levels. Teachers were also asked about their perceptions of injustices that may threaten pupils, discrimination against them, and unequal treatment of them. 71.9% of teachers said that there is no injustice in the classroom where they teach; 84.4% of them say that there is no discrimination against pupils by teachers in their school and 65.6% say that there is no inequality of pupils in the classroom or in the school where they teach. As a result, only a low percentage of teachers (about 15-35%) expressed the view that there is injustice, discrimination and/or inequality of pupils in the class/school where they work. Tables 74, 75 and 76 (Annex D) show comparatively the frequency and severity of unethical and corrupt practices of teachers, pupils and parents (referring to perception by teachers).

According to the results of the study, teachers report that the frequency of unethical practices is low in 100% of cases for teachers and pupils, but in 94.3% of cases for parents, implying that the frequency of unethical practices is higher in parents compared to teachers and pupils. The frequency of corrupt practices is perceived almost uniformly with a single difference where pupils appear to have a higher frequency of corrupt practices compared to unethical practices, according to the perception asserted by teachers. In cases where this corrupt practice is encountered, then the severity of corrupt practices of teachers and parents is higher (respectively 24% and 24.5%) than pupils (17.3%). Table 33 below presents the averages and standard deviations for unethical practices of teachers according to the perception of teachers themselves. Teachers consider

all categories of unethical practices to be less severe and less frequent, to say the least.

Table 33: Unethical practices of teachers from the perspective of teachers

	How often			How severe		
	N	M	SD	N	M	SD
Teacher insults pupils in the classroom or at school	46	1.50	.587	42	2.21	1.457
Teacher doesn't respect pupils' dignity	49	1.35	.597	42	2.24	1.559
Teacher punishes pupils	50	1.40	.606	44	2.07	1.388
Teacher humiliates pupils	41	1.10	.300	36	2.31	1.802
Teacher uses violence to pupils	43	1.12	.625	39	2.15	1.770
Teacher exploits pupilss for personal work	41	1.41	.670	36	2.19	1.451
Teacher shows prejudice to pupils	46	1.61	.682	43	2.47	1.548
Teacher does not respect pupils' personal life	44	1.14	.347	42	2.17	1.622
Teacher asks in the exam about issues outside the curriculum	43	1.16	.531	39	2.03	1.513
Teacher sets the grades without informing the pupils	48	1.63	.914	45	2.31	1.411
Teacher does not stick to the curriculum	47	1.09	.282	45	1.98	1.530
Teacher doesn't respect the timeframe of schedule	44	1.25	.488	41	2.07	1.523
Teacher sexually harasses pupils	43	1.00	0.000	42	2.24	1.872

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania,

Teachers also responded to their perceptions of pupils' unethical practices, as shown in Table 34 below. The results of the study show that one of the most common unethical behaviours of pupils is copying of assignments and when this behaviour occurs is perceived as moderately severe from the perspective of teachers. Also, teachers have expressed their views on unethical practices of parents and these results by means and standard deviations are reflected in Table 35. Teachers consider the unethical practices of parents, when they occur, as slightly or moderately severe, but these practices occur rarely or not at all.

Table 34: Unethical practices of pupils from the teachers' point of view

	How often			How severe		
	N	M	SD	N	M	SD
Pupils use violence at school	49	1.59	.705	47	2.55	1.666
Pupils show prejudice to other pupils	51	2.20	1.020	49	2.59	1.398
Pupils copy assignments	54	2.94	1.071	53	3.02	1.135
Pupils copy in exams	52	2.25	.988	48	2.85	1.399
Pupils carry illegal tools (knives, gloves, etc.)	43	1.16	.433	42	2.38	1.886
Pupils steal in the school environment	42	1.33	.570	42	2.67	1.896
Pupils drink alcohol on school premises	44	1.00	0.000	42	2.31	1.880
Pupils consume narcotic substances in school premises	44	1.05	.211	44	2.50	1.923
Pupils damage school equipment	48	1.71	.683	46	2.59	1.499

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 35: Unethical practices of parents from the perspective of teachers

	How often			How severe		
	N	M	SD	N	M	SD
Parents use physical violence	27	1.30	.609	32	2.81	1.857
Parents insult teachers	47	1.96	1.062	47	2.94	1.660
Parents insult pupils	40	1.55	.749	39	2.59	1.758
Parents do not respect the school rules	48	1.63	.815	45	2.40	1.615

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The data in Table 36 refer to different areas ofethics violationsin schools from the perspective of teachers. Teachers have stated that the most common areas of ethics violations in school are: civic behaviours, children's rights and copying. However, the severity when this behaviour occurs is perceived as low or moderate by teachers.

Table 36: Areas of ethics violations in school from teachers' point of view

	How often			How severe		
	N	M	SD	N	M	SD
Copying	49	2.04	.889	48	2.54	1.429
Plagiarism	44	1.57	.873	43	2.33	1.476
Fairness in grades	50	1.92	1.007	47	2.62	1.596
Civic behaviours	48	2.06	1.295	49	2.61	1.656
Children's rights	49	2.06	1.613	47	2.72	1.953

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

In the following table, teachers were asked about their views on corrupt practices perceived by pupils, teachers and parents, as well as areas of corruption in the school where they work. Teachers stated that corrupt practices are more frequently initiated by parents and pupils rather than by teachers themselves. The most frequent corrupt practices perceived by pupils are gift-giving on March 7th-8th and using personal links with the teacher's family (Table 77; Annex D). The latter is one of the most common corrupt practices displayed by teachers too, favouritism to pupils based on personal acquaintance (Table 79; Annex D) as well as by parents, using their personal acquaintance to influence teachers. Consistency between the three results reinforces the reliability of the study data.

The next table (Table 37) presents the fields in which corruption occurs in the school from the teachers' point of view, describing them according to their frequency and their judgment regarding the severity of the behaviour when it occurs. The results show that there is no discernible difference between the frequency and severity of corruption between the following fields. In general, teachers have expressed the view that corrupt behaviours in the fields listed below occurs rarely and with low to moderate severity.

Table 37: Areas of corruption in the school, from teachers' point of view

	How often			How severe		
	N	M	SD	N	M	SD
Pupil enrolment in school	47	1.45	.951	41	2.10	1.463
Pupil allocation to classes	50	1.46	.862	45	2.04	1.381
Assessment of pupils in exams	49	1.45	.709	46	2.30	1.618

Special treatment of pupils in the classroom	53	1.53	.749	48	2.40	1.594
Increasing final grades	54	1.59	.836	47	2.38	1.497
Giving pass grades	50	1.84	.997	44	2.30	1.374
Assistance in Matura exams	42	1.40	.857	39	2.28	1.701
Failure to record absences in the register	52	1.38	.661	47	2.47	1.627
Deleting absences from the register	51	1.06	.238	47	2.17	1.646

Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

The results in Table 38 show the steps that teachers would take if they witnessed or were the object of *unethical behaviour* in their school. 63% stated that they would speak to the ethics committee and 50% stated that they would speak to the school principal. 31.5% stated that they would talk to their colleagues and 24.1% would speak out in staff meetings. A small percentage (16.7%) answered that they would report to the relevant authorities.

The same alternatives are posed in the next question, but this time the teachers were asked about their reaction should they witness or be the object of *corrupt behaviour* in their school (Table 39). What is striking is that the percentage of teachers who would report corrupt behaviour to the relevant authorities has not changed at all from the previous question on unethical behaviour (16.7% has remained the same for corrupt behaviour too). Of concern is the fact that about 13% of teachers did not answer the question or chose 'I do not know', leaving the impression of a knowledge gap in how corrupt behaviours should be handled when encountered.

Table 38: Steps that teachers would take if they witnessed or were the object of unethical behaviour

	N	%
I would talk to the ethics committee	34	63.0
I would talk to the school principal	27	50.0
I would talk to my colleagues	17	31.5
I would speak out at staff meetings	13	24.1

	N	%
I would report it to the relevant authorities	9	16.7
I wouldn't do anything	0	0.0
Don't know/No answer	0	0.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 39: Steps that teachers would take if they witnessed or were the object of corrupt behaviour

	N	%
I would talk to the school principal	27	50.00
I would talk to the ethics committee	19	35.19
I would talk to my colleagues	15	27.78
I would report it to the relevant authorities	9	16.67
I would speak out at staff meetings	8	14.81
Don't know/No answer	7	12.96
I wouldn't do anything	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The following figure shows how informed teachers are about corrupt behaviour in their school community. Most of them (23) state that they are 'sufficiently' informed or 'little' informed (8). Lack of information on corrupt behaviour in school settings shows the discreet nature of corruption in school settings,

Figure 7: How informed are you about corrupt behaviours in your school community?
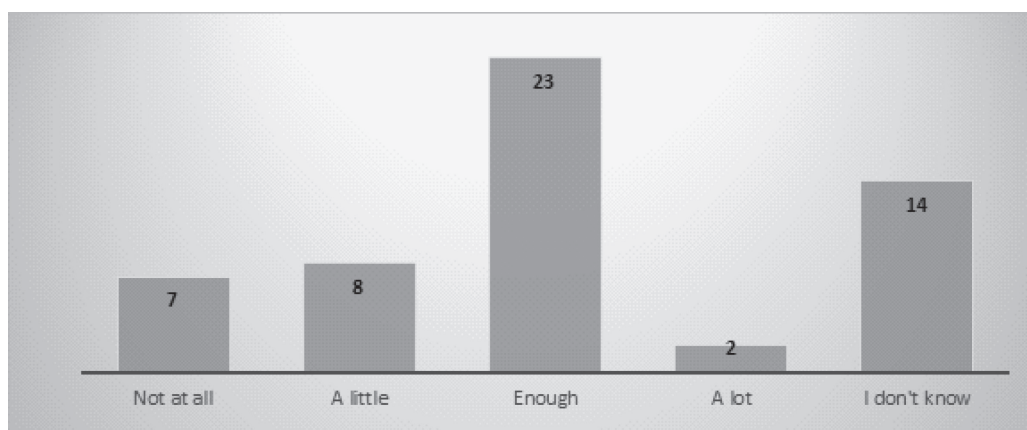
Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

and the longer this phenomenon exists (lack of access to information) the more difficult it becomes to tackle corruption in the education system.

Teachers were asked about sources of information on corrupt behaviour in school. About 42.6% of them said that they were informed about corrupt behaviour in school by the Ethics Commission (Table 40). Other sources of information were: non-institutional information from colleagues (25.93%); school governing board (20.37%); non-institutional information from pupils (18.52%) and the school Senate (16.67%).

Table 40: Source of information for teachers about corrupt behaviour in school

	N	%
Ethics Commission	23	42.59
Don't know/No answer	15	27.78
Non-institutional information from colleagues	14	25.93
The school board	11	20.37
Non-institutional information from pupils	10	18.52
School Senate	9	16.67

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The results of the study show that almost three fifths of teachers (57.4%) have been trained on ethical behaviours and practices in education during the last five years. The type of professional development that teachers have received on the ethics code and ethical behaviour are presented in Table 80, Annex D.

Professional development of teachers can be provided by public and private bodies, and for this reason teachers were asked about the body which provided their professional training. Most of them (36%) stated that they received professional training from private agencies, d 32% of them answered that they received training from state agencies, in this case from the Ministry of Education, Sports and Youth and 8% of them say that they participated in professional development training from the Regional Directorate of Education.

Figure 8: The body that provided the training (%)
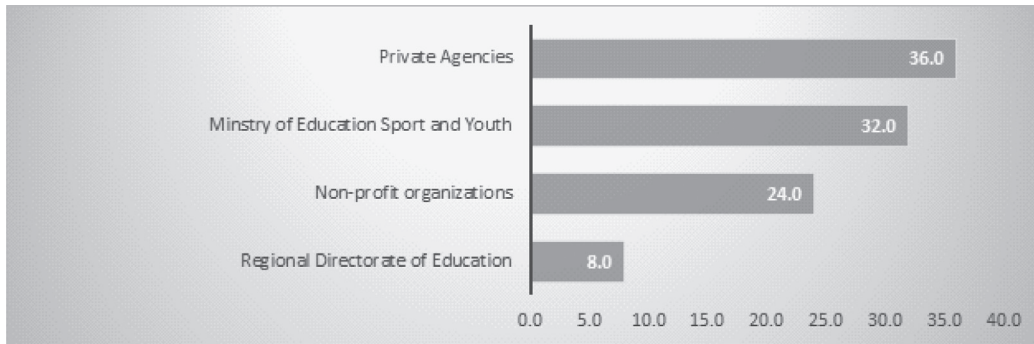
In the following (Figure 9), teachers assessed the presence of corrupt behaviours in their school. The vast majority (34 teachers) stated that 'there is no corrupt behaviour' in their school; 13 teachers have stated that 'there is corrupt behaviour' in their school (where only 2 of them say that they are affected by these behaviours themselves).

Figure 9: Assessment of corrupt behaviours in school according to teachers
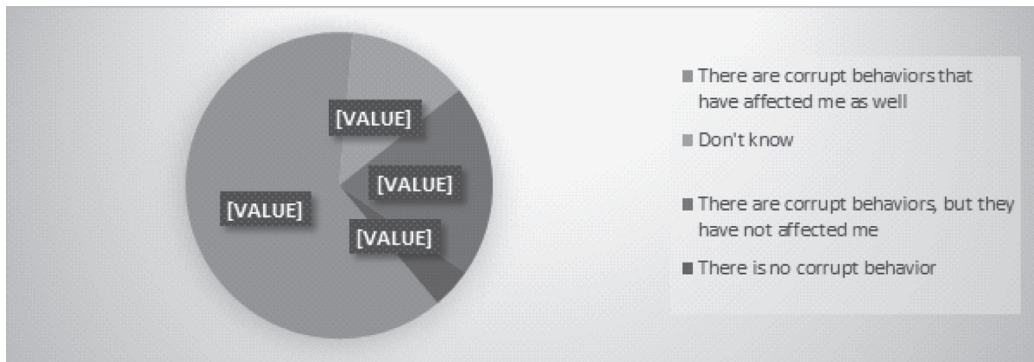
The most common forms of corruption in the school from the teachers' point of view are: 'Using famil /social ties to pass an exam' and 'Parental intervention with the teacher to pass a certain exam'. Direct bribery is a less common practice, noted in only 9.26% of cases reported by teachers. These data are consistent with pupils' and parents' reporting, highlighting the 'relational' corruption that characterizes collectivist and tradition-linked societies.

Table 41: Forms of corruption that exist in the school, according to teachers

	N	%
Using family / social ties to pass an exam	26	48.15
Parental intervention with the teacher to pass a certain exam	15	27.78
Giving bribes for a specific subject	5	9.26
Purchase of diploma	0	0.00
Publication of plagiarized books by the teacher	0	0.00
Sexual favours given by the pupil to the teacher in exchange for a grade	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Among the steps to be taken by the institutions responsible for preventing unethical behaviour in schools, 23 teachers said that professional development of teachers should be provided and approximately the same number (21 teachers) said that evaluations should be given to teachers who perform ethical behaviours. However, 19 teachers say that severe punishments should be applied to those who display unethical behaviour. In general all the steps listed below are widely accepted by teachers (to varying degrees) as necessary tools to prevent unethical teacher behaviours.

Figure 10: Steps to be taken by responsible institutions for preventing unethical behaviour by teachers

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The following three tables (Tables 42, 43,44) present the results of the study (frequencies and percentages) that relate to: motives that would induce teachers to commit corrupt behaviour; motives for not reporting corrupt behaviour as well as motives for reporting this behaviour.

Table 42: What are the motives for committing corrupt behaviour?

	N	%
To be treated properly	7	12.96
To speed up procedures / process	6	11.11
To avoid other major payments than corruption	4	7.41
There is no other way to "finish a job"	3	5.56
To avoid penalties / sanctions	2	3.70
To obtain privileges	2	3.70

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Approximately 13% of teachers say they would be motivated to commit corrupt behaviour to 'be treated properly' and approximately 11% say they would commit corrupt behaviour to 'speed up procedures / process' (Table 42) . Other motives, but in a very low percentage, that would push teachers towards committing corrupt behaviour are: 'avoiding other payments greater than corruption' (7.41%); 'There is no other way to finish a job' (5.56%); 'Avoiding penalties / sanctions' and 'obtaining privileges' (by 3.7% of the latter two, respectively).

Table 43: Motives to not report a corrupt behaviour

	N	%
I don't believe that even if I report it, anything will change	17	31.48
I do not believe in the justice system	9	16.67
I do not believe in the responsible institutions	8	14.81
I don't know where to report it	4	7.41
Because it helped me finish a job	1	1.85
I'm afraid to report it	1	1.85
I have given my word to the person I will not report	1	1.85
I gave my word	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Table 44: Motives for reporting corrupt behaviour

	N	%
If I believed in the justice system	23	42.59
If I believed in the institutions	22	40.74
If I knew the steps and reporting procedures	4	7.41
If I hadn't been helped	2	3.70
If I hadn't finished the job	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The results of tables 43 and 44 on the motives for reporting or not reporting corrupt behaviour, follow the same line as the motives for reporting or not reporting unethical behaviours. So, the main motive that teachers would not report a corrupt behaviour is 'they do not trust that if they report it anything will change' (31.48% of them report this) as well as lack of trust in the justice system (16.67%) and in the institutions (14.81%). In parallel with these answers are given the motives that would push teachers to report corrupt behaviours such as increasing trust in the justice system (42.59%) and in the relevant institutions (40.74%).

3.2 University Education System Results

3.2.1 Demographics data of participants in the university education system

The average age of students participating in the study is 22 years old. Students vary from the first year of Bachelor studies to the fifth year of studies, that is, the second year of Master studies (Table 81; Annex E). In the largest percentage, students belong to the social (83%) and economic (89.6%) strata.

Table 86 (Annex F) presents the demographic data of the instructors participating in the study. Their average age 40.4 years (ages range from 25 to 64 years). Lecturers have on average 13.6 years of work in this profession (ranging from 2 years to 37 years of experience in teaching) and most report that they have worked as lecturers at the university who are currently employed (M = 13.1 years of work). There is ith a significant gender difference from the teachers of

the pre-university system: 79.7% of the lecturers participating in the study are men.

3.2.2 Corrupt and unethical behaviours in the university education system - Students' results

More than 98% of students participating in the study believe that corruption is a phenomenon present in Albanian society, followed by 93.44% who believe that corruption is also present in the Albanian education system (Table 45). Similar to all the other actors involved in the study, the level of perceived corruption decreases as the answers approach the personal and direct experience of the students, thus the lowest frequency of corruption is perceived by students in their own courses. (42.94%). The higher they climb the levels of the education system, the more severely students perceive corrupt behaviour.

Students perceive the presence of ethical violations (51.64%) in their faculty at a lower frequency than corrupt behaviours (66.05%), while they report the presence of injustice at significantly higher levels (72.75%), although injustice remains at foundation of unethical and corrupt behaviours . It is also interesting that students perceive inequality and discrimination present at much lower levels than injustice. These findings may suggest the lack of an organized and systematic discourse on ethical behaviour and corruption in the education system, at all levels.

Students report that the most common unethical behaviours in the university (Table 82; Annex E) are manifested mainly in the area of student assessment, copying and plagiarism. While the most common corrupt practices in universities (Table 85; Annex E), in the judgment of students occur in the areas of unfair assessment of students, whether in discriminatory treatment of students in the classroom, assessment in final exams, or unfair award of pass marks or increased final grades.

In all cases, unethical or corrupt practices reported as the most common are also classified as the most severe, where they occur, suggesting the tendency of students to report as the most serious the practices and behaviours that are closest to their own experience and are more likely to touch them personally.

Table 45: Global perceptions of and unethical behaviours according to stude

		Frequency		If so, how severe is 1 in 5?	
		N	%	N	M
In your opinion, is there corruption in Albania?	Yes	481	98.36	480	4.43
	No	8	1.64		
Do you think there is corruption in the education system?	Yes	456	93.44	455	3.75
	No	32	6.56		
Do you think there is corruption in your university?	Yes	379	77.51	377	3.38
	No	110	22.49		
Do you think there is corruption in your faculty?	Yes	323	66.05	273	3.11
	No	166	33.95		
Do you think there is corruption in your class/ group?	Yes	210	42.94	169	2.76
	No	279	57.06		
Do you think there are ethical violations in your faculty?	Yes	252	51.64	252	3.04
	No	236	48.36		
Do you think there is injustice in your faculty?	Yes	355	72.75	354	3.23
	No	133	27.25		
Do you think there is discrimination in your classroom or faculty?	Yes	177	36.27	177	2.85
	No	311	63.73		
Do you think there is inequality in your classroom or faculty?	Yes	226	46.31	224	3.02
	No	262	53.69		

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Students report that, generally, unethical practices manifested by lecturers have low frequency and severity. Only 13.5% of students report moderate or high levels of unethical behaviours, which are perceived as moderate or very severe by 19.2% of students (Figure 11). The perception of the frequency and severity of unethical practices falls when students report on their own behaviour. Unethical behaviour among students is perceived as common at the average level by only 6.4% while 15.5% report that unethical student behaviour, when it occurs is severe, or very severe (Figure 12).

Figure 11: Percentage of frequency and severity of unethical behaviours at lecturers
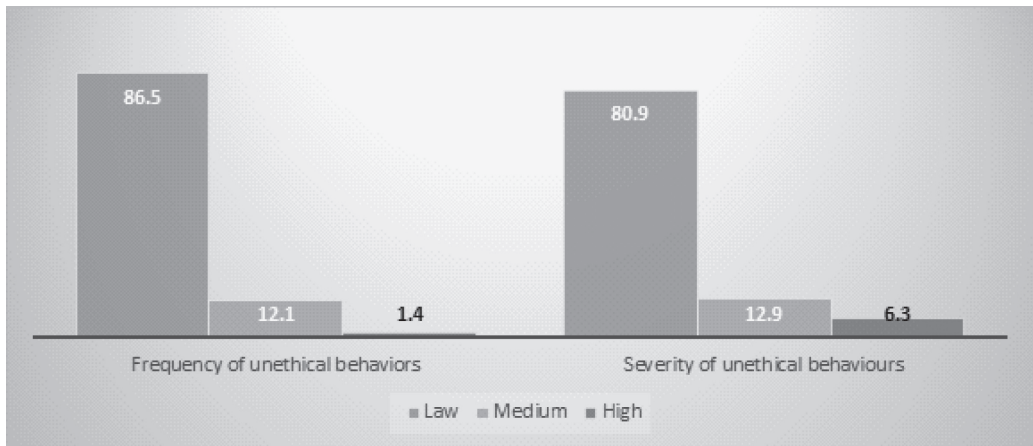
Figure 12: Percentage of frequency and severity of unethical behaviours at students
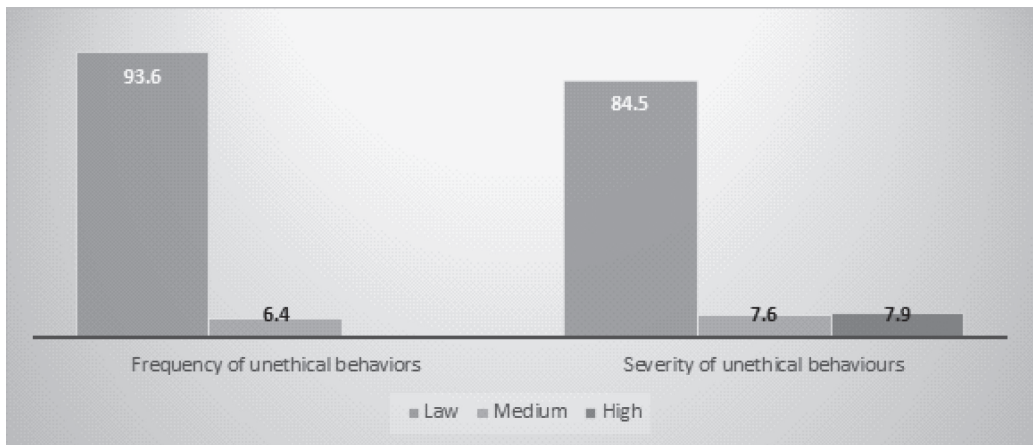
Table 46 describes the unethical practices of lecturers, both in frequency and severity. As evidenced above, students report low incidence of unethical teaching practices. At the top of the list in terms of frequency is giving grades without informing students, followed by student biased treatment of students, non-compliance with the schedules of lectures and seminars and assessment ofsubjects not included in the curriculum. Assessments of the severity of the behaviour tend to correspond with the frequency of manifestation of the behaviour . Generally, the most commonly perceived behaviours are judged as the most severe. Thus, grading without informing students, bias and insults

against students, non-compliance with lecture and seminar schedules, student assessment based on subjects outside the curriculum and non-compliance with the subject curriculum, are classified as the most severe, more so than offences such as the use of class violence, or sexual harassment.

Table 46: Unethical behaviours of lecturers according to students

	How often			How severe		
	N	M	SD	N	M	SD
The lecturer insults students in the classroom or at faculty	294	1.96	1.097	288	2.27	1.400
The lecturer does not respect the dignity of students	288	1.85	1.090	277	2.15	1.397
The lecturer punishes students	282	1.89	1.042	271	2.05	1.290
The lecturer humiliates students	269	1.71	1.094	261	2.06	1.486
The lecturer uses violence in class	240	1.08	.402	230	1.46	1.228
The lecturer exploits students for personal work	268	1.99	1.122	254	2.00	1.204
The lecturer shows prejudice to students	295	2.22	1.308	285	2.39	1.478
The lecturer does not respect the personal life of students	247	1.70	1.175	233	1.89	1.390
The lecturer asks in the exam about subjects outside the curriculum	298	2.07	1.259	280	2.25	1.394
The lecturer sets grades without informing students	315	2.29	1.288	307	2.64	1.516
The lecturer does not implement the curriculum	287	1.82	1.075	273	2.04	1.310
The lecturer does not respect the teaching schedule	314	2.18	1.194	297	2.30	1.297
The lecturer sexually harasses students	223	1.19	.585	218	1.73	1.445

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 47 describes students' unethical behaviours in self-assessment of students. Unethical behaviours most often manifested by students are related to copying

in course assignments or in exams, as well as prejudice against other students. These behaviours are also judged to be the most severe when they occur, compared to other behaviours such as theft, illegal possession of substances, consumption of substances on the faculty premises.

Table 47: Unethical behaviours at students according to students

	How often			How severe		
	N	M	SD	N	M	SD
Students use violence at faculty	237	1.34	.667	228	1.82	1.364
Students show prejudice against other students	321	3.07	1.298	315	3.30	1.400
Students copy assignments	316	3.25	1.299	310	3.33	1.385
Students copy in exams	313	3.24	1.297	303	3.32	1.379
Students carry illegal tools (knives, gloves, etc.)	154	1.24	.677	161	1.98	1.635
Students steal in the faculty environment	148	1.15	.526	156	1.85	1.577
Students drink alcohol on faculty premises	160	1.26	.647	163	1.88	1.506
Students consume narcotic substances in faculty premises	147	1.26	.683	155	2.01	1.659
Students damage faculty equipment	259	2.09	1.174	254	2.53	1.495

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Students perceive that the corrupt behaviour of lecturers is at levels very comparable to unethical behaviour, with 13.8% of students reporting medium or high levels of corrupt behaviour, compared to 13.5% in the case of unethical behaviour. The severity of corrupt behaviours is perceived slightly higher compared to unethical behaviours, with 22.6% of students reporting moderate or high severity of these behaviours (Figure 13). Students are more harsh in judging corrupt behaviour among students themselves, compared to the corrupt behaviour of professors, with 23.7% of students reporting moderate or high levels of corrupt student behaviour, which 33% of students rate as medium to severe, or severe, levels (Figure 14). The apparent difference in the assessment of frequency and the judgment of severity between the corrupt behaviours of

students and lecturers, suggests that students perceive that corruption in their faculty is initiated primarily by students.

Figure 13: Percentage of frequency and severity of corrupt behaviours by lecturers
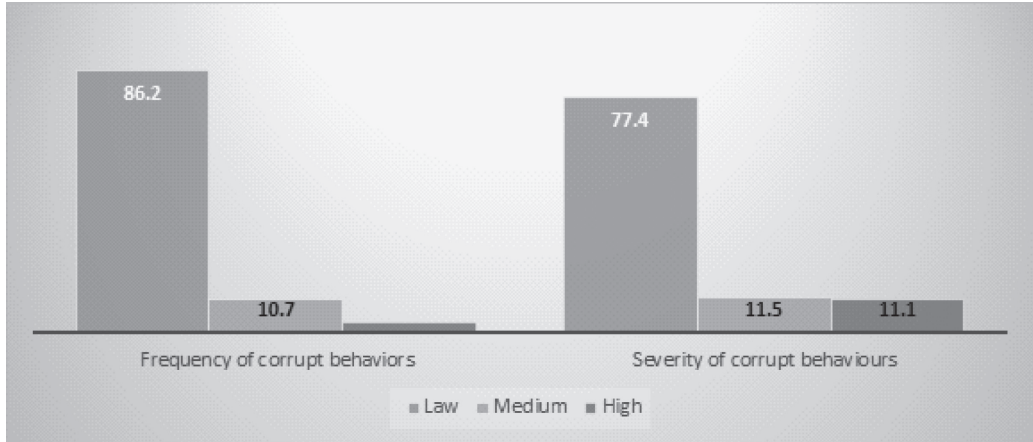
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

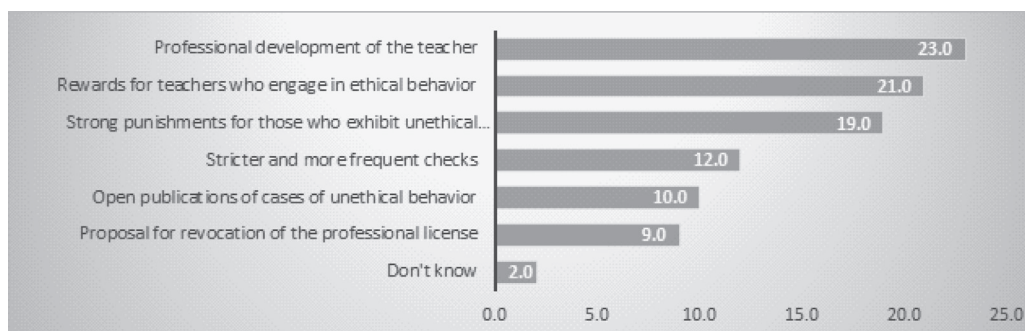**Figure 14: Percentage of frequency and severity of corrupt behaviour by students**
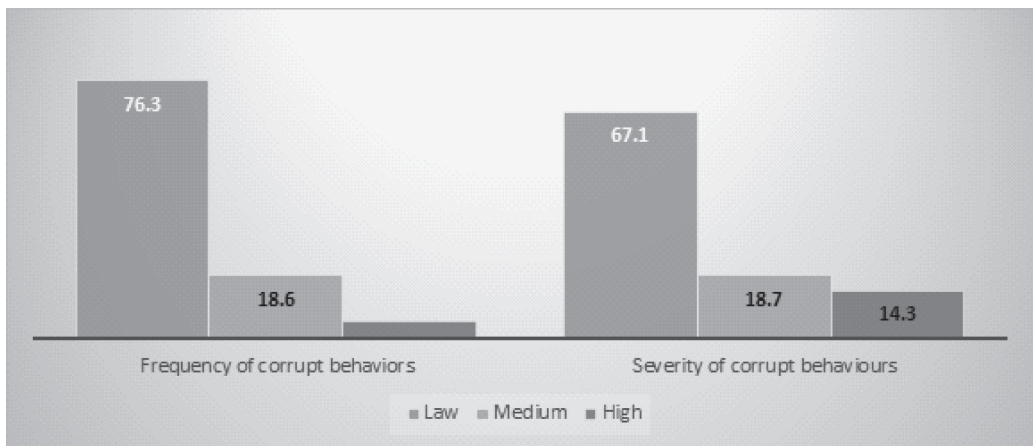
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 83 (Annex E) describes students' corrupt practices according to students' own perceptions. The most common corrupt behaviour among students is reported to be the use of personal knowledge to influence the lecturer. This is followed by the use of money or rewards in exchange for assessment or added assistance in exams and diplomas. The same behaviours are also classified as the most severe, as judged by students.

Regarding corrupt behaviours manifested by lecturers (Table 84; Annex E), students report that the most frequent, and at the same time most severe, behaviour is obliging students to buy books published by the lecturer, followed both in frequency and severity by favoritism shown to students, based on personal acquaintance. Lower than the above two behaviours, but still at the top of the list, rank the instructors who seek payments for undeserved grades, and those who invite students to attend private courses offered by them. In all cases, the corrupt behaviours ascribed to lecturers are seen as less frequent and less harsh compared to the same behaviours displayed by students, again suggesting that students perceive corrupt behaviour in their faculties as being mostly initiated by students.

The following are students' perceptions regarding the presence of unethical (Figure 15) and corrupt (Figure 16)behaviour in their faculty. More than half of students (52%) perceive manifestations of unethicalbehaviour in their faculty, but are not affected by them, compared to 16% of students who report that unethical behaviours have affected them personally. Meanwhile, 50% of students report the presence of corrupt behaviour in their faculty without them being personally affected, while 13% report that they have been personally affected.

Figure 15: Assessment of unethical behaviours in faculty
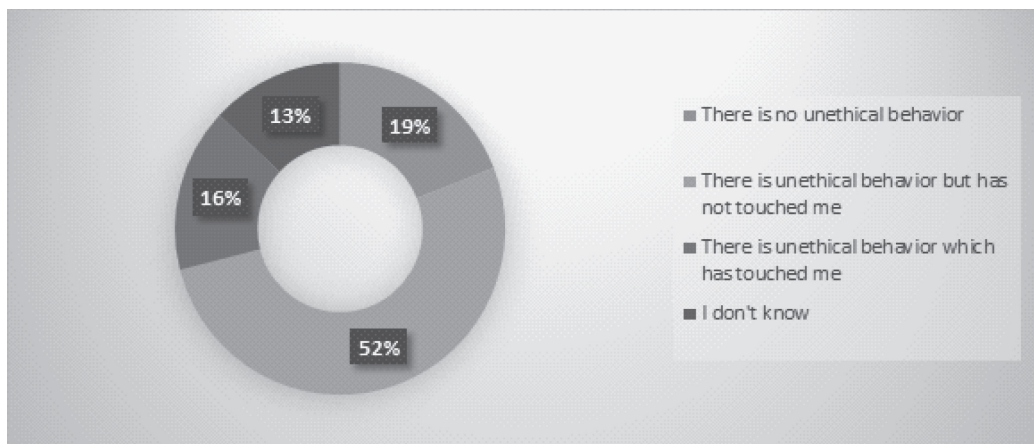
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Figure 16: Assessment of behaviours in faculty
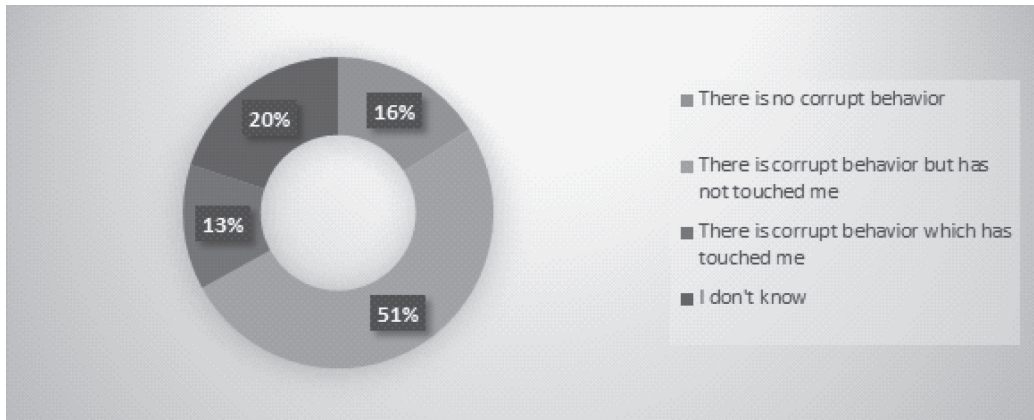
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

In general, regardless of the party undertaking the corrupt behaviour, students perceive that the most common form of corruption is related to the use of family ties, followed , at a significantly lower rate, bybribery in specific subjects (figure 17).

Figure 17: Types of corruption that exist in faculty according to students
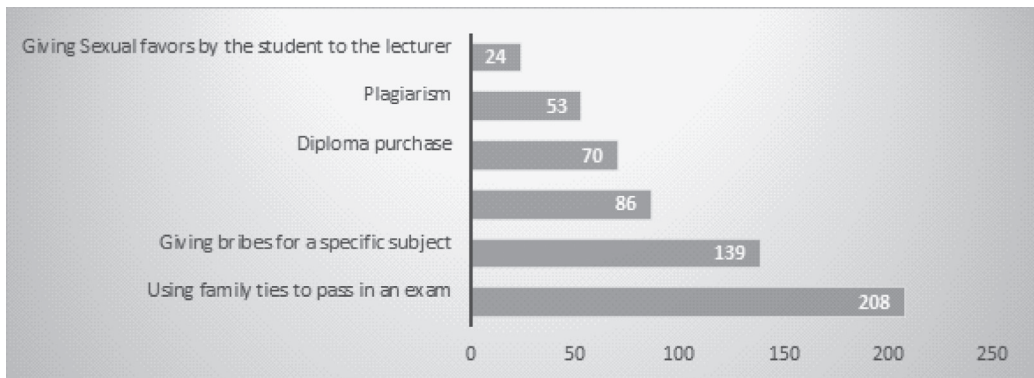
Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Table 48 describes the students' assessment of the most effective measures in the fight against corruption and unethical behaviour. Similarly to actors in the pre-university system, students also believe to a greater extent that methods of a punitive nature are more effective.

Table 48: Steps to be taken by institutions responsible for combating unethical and corrupt behaviour

	Yes	
	N	%
Strong punishments for those who exhibit unethical behaviour	131	48.34%
Stricter and more frequent checks	129	47.60%
Open publications of cases of unethical behaviour	119	43.91%
Proposal for revocation of the professional licence	104	38.38%
Rewards for lecturers who engage in ethical behaviour	73	26.94%
Professional development of the lecturer	53	19.56%
Don't know	25	9.23%

Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Students report that if they engage in unethical behaviour, they will do so primarily to get out of difficult situations, to avoid high payments, to be treated fairly, and to speed up bureaucracies (Table 49). Lack of trust represents the main motive for not reporting corrupt behaviour, whether lack of trust in the value of reporting (54.75%), the justice system (36.50%), or the justice of institutions (33.84%). Fear, ignorance of examples, gratitude to the other party, represent motives much less reported as important (Table 50).

Table 49: Motives that would commit corrupt behaviour

	Yes	
	N	%
There is no other way to "finish work"	85	32.32%
Avoid other major payments than corruption	57	21.67%
I see it as a possible solution	53	20.15%
Accelerate procedures / process	47	17.87%
Avoid penalties / sanctions	12	4.56%
Receive privileges	7	2.66%

Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Table 50: Motives to not report corrupt behaviour

	Yes	
	N	%
I don't believe that even if I report it, anything will change	144	54.75%
I do not believe in the justice system	96	36.50%
I do not believe in the justice of institutions	89	33.84%
I don't know where to report it	38	14.45%
I'm afraid to report it	30	11.41%
Because it helped me finish work	25	9.51%
I have given my word to the person I will not report	10	3.80%
I gave the "Besa" oath	7	2.66%

Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

3.2.3 Corrup and unethical behaviours in university education system – Lecturers' results

All lecturers participating in the study (100%) believe that corruption is a phenomenon present in Albanian society, followed by 91.53% who believe that corruption is also present in the Albanian education system (Table 51). Similarly to all other actors involved in the study, the level of perceived corruption falls as the answers approach the personal and direct experience of the lecturers, displaying the lowest frequency of lecturers perceiving corruption in their course (27.12%). The higher they rise to the levels of the education system, the more severely lecturers perceive corrupt behaviour.

Table 51: Global perception on corrupt and unethical behaviours according to lecturers

		Frequency		If yes, how severe from 1 to 5?	
		N	%	N	M
According to you, is there corruption in Albania?	Yes	59	100.0	59	4.24
	No	0	0.00		

According to you, is there corruption in the education system?	Yes	54	91.5	54	3.15
	No	5	8.47		
According to you, is there corruption in your university?	Yes	43	72.88	43	2.65
	No	16	27.12		
According to you, is there corruption in classes/groups where you teach?	Yes	16	27.12	16	2.13
	No	43	72.88		
Do you think there are ethical violations in your faculty?	Yes	26	44.07	26	2.69
	No	33	55.93		
Do you think there is injustice in your faculty?	Yes	32	54.24	32	2.81
	No	27	45.76		
Do you think there is discrimination in your class/ faculty?	Yes	19	32.20	19	2.68
	No	40	67.8		
Do you think there is inequality in your class / faculty?	Yes	25	42.37	25	2.76
	No	34	57.63		

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Lecturers report that in general, unethical practices manifested by lecturers have low frequency and severity. Only 1.8% of lecturers report moderate levels of unethical behaviour and in no case are high levels reported. These behaviours are perceived as moderate or very severe by 20.4% of lecturers (Figure 18).

Figure 18: Percentage of frequency and severity of unethical behaviours by lecturers
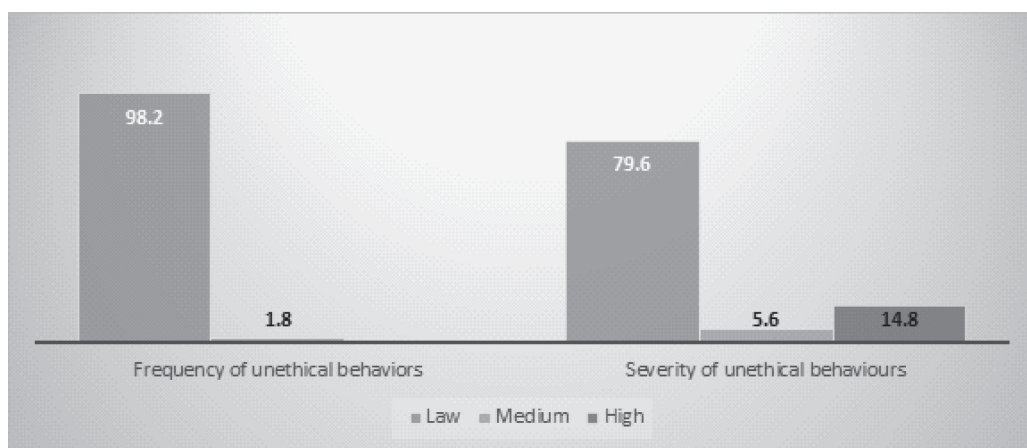
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The perception of the frequency and severity of unethical practices falls when lecturers report on their own behaviour. Unethical behaviour among lecturers is perceived as common at the average level by only 7.4% while 28.9% report that unethical behaviour of lecturers, when it occurs is severe, or very severe (Figure 19).

Figure 19: Percentage of frequency and severity of unethical behaviours by students
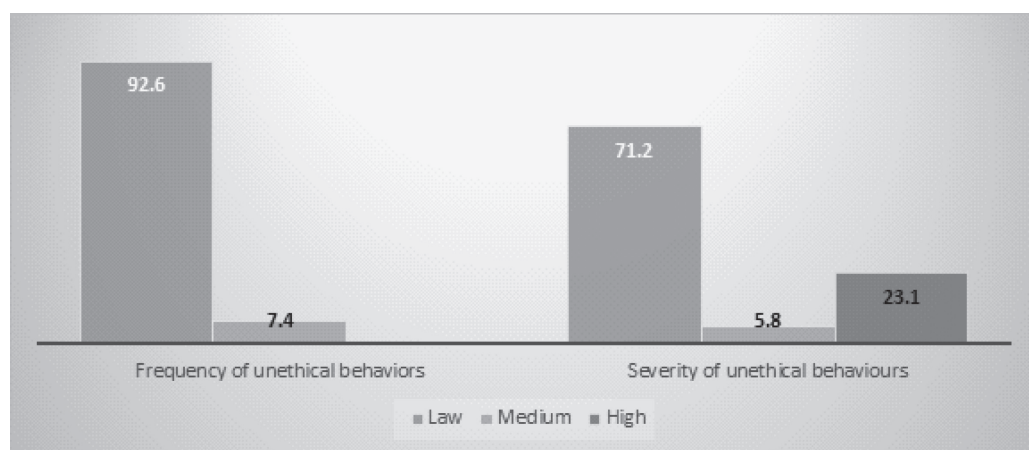
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 87 (Annex F) describes the unethical practices of lecturers, both in frequency and severity. Lecturers report low incidence of unethical teaching practices. At the top of the list in terms of frequency is non-compliance with the curriculum, followed by prejudice, insults, punishment and use of violence against students. In judging the severity of behaviour, unlike students, lecturers differentiate the frequency of occurrence of a behaviour from its severity. Thus, behaviours such as student humiliation, or sexual harassment, are perceived as moderately severe where they occur, even though they have been reported at low frequencies. The most serious behaviours, however, are reported as being non-compliance with the teaching schedule, prejudice and disrespect for the dignity of students. Table 88 (Annex F) describes the unethical behaviours of students as evaluatedby lecturers. Unethical behaviours most often manifested by students in the perception of teachers, are related to copying course assignments, or exams, followed by prejudice against other students and damage to faculty equipment. These behaviours are rated as the most severe, but also behaviours such as substance use on the faculty premises, theft and possession of illicit means are rated as moderately severe although in frequency they are reported at low levels.

From the lecturers' point of view, the areas where ethics are most often violated are copying (reported by 53 instructors) followed by plagiarism, grading fairness and civic behaviour. Areas of ethics violation that are considered even more severe according to lecturers are copying, grading fairness and civic behaviour (Table 52).

Table 52: Areas where ethics are violated in the university according to lecturers

	How often			How severe		
	N	M	SD	N	M	SD
Copying	53	3.25	1.142	49	3.53	1.260
Plagiarism	51	2.98	1.319	47	3.36	1.258
Fairness in grades	51	2.27	1.150	48	2.67	1.434
Civic behaviours	51	2.29	1.221	48	2.60	1.440
Student rights	48	2.00	1.203	47	2.47	1.487

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Lecturers perceive that the corrupt behaviour of lecturers is at higher levels compared to unethical behaviour, with 17.5% of lecturers reporting medium or high levels of corrupt behaviour, compared to 7.4% in the case of unethical behaviour. The severity of corrupt behaviours is perceived higher compared to non-ethical behaviours, with 38.5% of lecturers reporting moderate or high severity of these behaviours (Figure 20). Lecturers are more harsh in judging the corrupt behaviour of teachers themselves, compared to the corrupt behaviour of students, with 5.2% of lecturers reporting medium or high levels of corrupt behaviour of students, which 33.2% of lecturers assess as severe to moderate or severe levels (Figure 21). The apparent difference that the frequency assessment and the severity judgment between the corrupt behaviours of students and lecturers suggests that lecturers perceive that corruption in their faculty is initiated by lecturers.

Figure 20: Percentage of frequency and severity of corrupt behaviours by lecturers
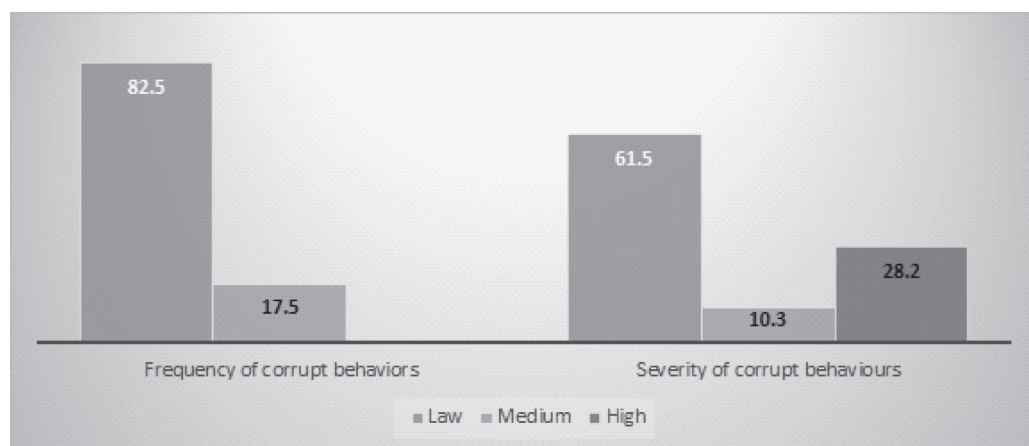
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Figure 21: Percentage of frequency and severity of corrupt behaviours by students
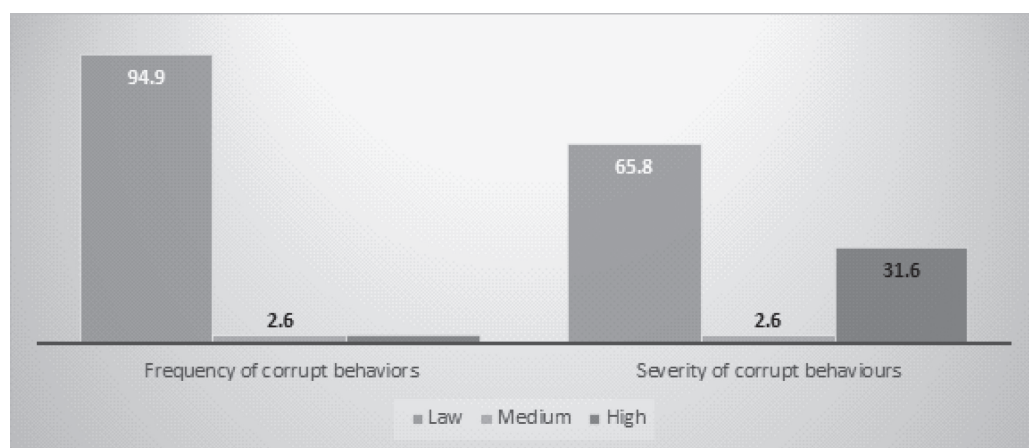
Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Table 53 describes the corrupt practices of lecturers according to the perception of lecturers themselves. The most common corrupt behaviour among lecturers is reported to be forcing students to buy books published by themselves. This is followed by favouring students through personal acquaintance and seeking money for passing grades. The same behaviours are also classified as the most serious in the judgment of lecturers. Other behaviours assessed as serious, although perceived at low frequency levels, are the demand for payments or rewards in exchange for undeserved assessments, or differentiated treatments. Regarding corrupt behaviours manifested by students (Table 54), lecturers

report that the most frequent, at the same time more severe behaviour is the use of personal acquaintance with the professor's family, followed both in frequency and severity by pressure from parents after an exam is taken. Ranking below the above two behaviours, but still at the top of the list, is the payment of money for undeserved appraisals. The use of personal knowledge, the giving of payments/rewards/gifts, and the involvement of parents to influence lecturers are classified as the most serious behaviours manifested.

Table 53: Corrupt practices at lecturers according to lecturers

|	How often			How severe		
	N	M	SD	N	M	SD
Lecturer asks students to pay more than the requirement set by the faculty board	26	1.12	.326	30	2.67	1.953
Lecturer favours students based on personal acquaintance	34	2.21	1.149	34	3.03	1.566
Lecturer seeks gifts from students in return for grades	26	1.31	.618	30	2.77	1.924
Lecturer forces students to buy books published by him	36	2.22	1.222	35	2.89	1.605
Lecturer asks for money to increase student grades	28	1.39	.956	31	2.77	1.944
Lecturer asks for money to give a pass grade	31	1.61	1.086	33	2.85	1.906
Lecturer changes the grades after entering them in the register	30	1.33	.802	32	2.28	1.818
Lecturer demands rewards from the parents of the students	29	1.28	.528	32	2.63	1.913
Lecturer seeks rewards to help students defend the diploma thesis	28	1.43	.879	31	2.77	1.944
Lecturer invites his students to take private courses	27	1.44	.934	31	2.74	1.879

Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Table 54: Corrupt practices at students according to lecturers

	How often			How severe		
	N	M	SD	N	M	SD
Students give gifts on special occasions	33	1.45	.905	34	1.91	1.464
Students give gifts after taking an exam to get higher grades	32	1.41	.615	34	2.53	1.762
Students seek parental help after taking an exam	35	2.23	1.060	35	2.91	1.401
Students give money to get higher grades	33	1.82	1.014	35	2.86	1.717
Students give gifts for special attention from the professors	28	1.39	.832	31	2.48	1.749
Students use personal acquaintance with the professor's family	37	2.73	1.045	36	3.17	1.298
Students are giveb rewards to get help for thesis topics	32	2.00	1.344	34	2.94	1.774
Students participate in private courses developed by the subject lecturer	29	1.66	1.233	32	2.97	1.875

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

From the lecturers' point of view, the areas where corruption most often appears in the university is the non-inclusion of absences in the register (reported by 39 lecturers) followed by the special treatment of students in the classroom and the evaluation of students in exams. These areas are considered the most severe (Table 55).

Table 55: Corrupt areas at university according to lecturers

	How often			How severe		
	N	M	DS	N	M	DS
Student enrolment at university	34	1.18	.576	36	2.33	1.740
Alllocation of students to classes	37	1.38	.721	35	2.00	1.393
Assessment of students in exams	37	2.24	1.090	37	2.59	1.404
Special treatment of students in the classroom	38	1.87	.991	38	2.18	1.392

Increasing final grades	35	2.00	1.029	35	2.40	1.355
Giving pass grades	35	2.17	1.098	36	2.61	1.379
Help with final diploma thesis	34	2.15	1.105	34	2.44	1.375
Failure to record absences in the register	39	2.44	1.142	39	2.67	1.243
Deleting absences from the register	34	1.56	.927	37	2.27	1.557

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

The following are the perceptions of lecturers regarding the source of corrupt behaviours (Figure 22) and the presence of corrupt behaviours (Figure 23) at the university where they teach. Largely, lecturers (58.5%) perceive that there are manifestations of corrupt behaviour in their faculty, but that it has not affected them, compared to 12.2% of lecturers who report that corrupt behaviours have affected them personally. Meanwhile, 14.6% of lecturers report that there is no corrupt behaviour in their faculty. Regarding the sources of information on corrupt behaviour, lecturers report that information is obtained mainly non-institutionally from students and their colleagues.

Figure 22: Source of information on corrupt behaviours at university
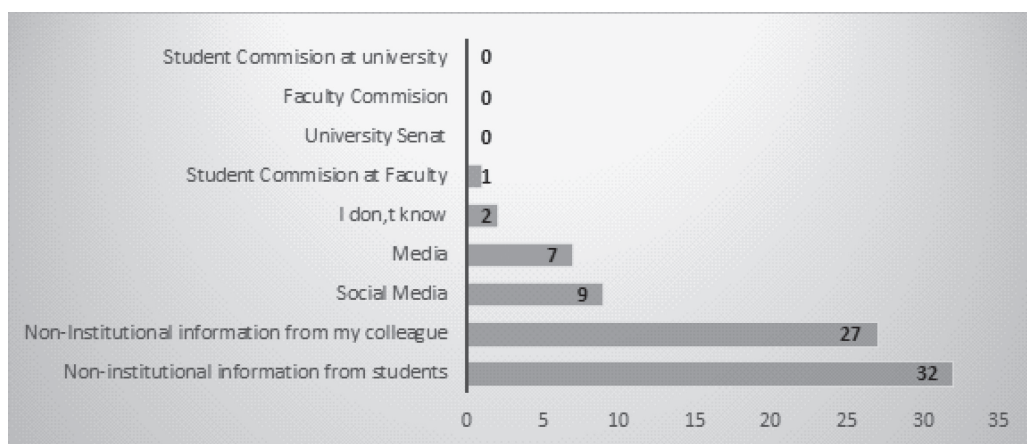
Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Figure 23: Corrupt behaviour in the university system
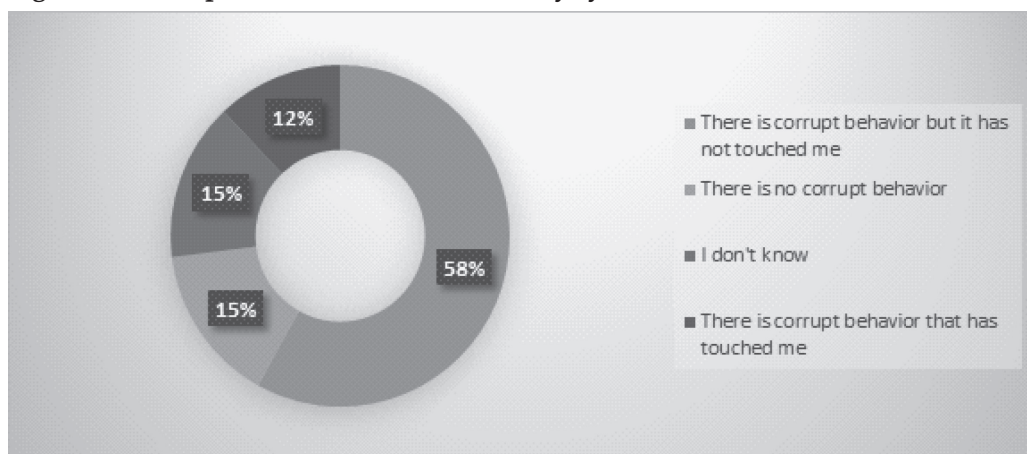
Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

In a general picture, regardless of the party undertaking corrupt behaviour, lecturers perceive that the most common form of corruption is related to the use of family ties (81.40%), followed by a significant difference from the intervention of students' parents to move to a certain exam (46.51%) and giving bribes for certain subjects and publishing plagiarism books (Table 56). These findings reinforce the findings obtained by other actors at all levels of education in Albania and highlight the relational nature of corruption that is characteristic of collectivist cultures and strong links with tradition (Alesina & Giuliano, 2015; Klitgaard, 2017).

Table 56: Forms of corruption that exist in faculty

	Yes	
	N	%
Using family / social connections to pass an exam	35	81.40%
Parental intervention to induce the teacher to give a pass grade	20	46.51%
Giving bribes for a specific subject	14	32.56%
Publication of plagiarized books by the lecturer	12	27.91%
Purchase of diploma	6	13.95%
Sexual favours given by students to teachers in exchange for a grade	1	2.33%

Source: ACER, Perceived causes of corrupt and unethical behaviours in education system in Albania, 2020

Table 57 describes the evaluation of lecturers regarding the most effective measures in the fight against unethical behaviours. Similar to the actors in the pre-university system, lecturers also believe to a greater extent that methods of a punitive nature are more effective.

Table 57: Steps should be taken by the institutions responsible for preventing unethical behaviours

	Yes	
	N	%
Strong punishments for those who exhibit unethical behaviour	23	53.49%
Rewards for lecturers who engage in ethical behaviour	20	46.51%
Open publications of cases of unethical behaviour	16	37.21%
Professional development of lecturers	14	32.56%
Stricter and more frequent checks	10	23.26%
Proposal for revocation of the professional licence	6	13.95%
I don't know	3	6.98%

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Lack of trust represents the main motive for not reporting corrupt behaviour, whether lack of trust in the value of reporting (52.38%), the justice system (33.33%), or the justice of institutions (33.33%). Fear, ignorance of the circumstances, and gratitude to a helper represent motives reported as much less important (Table 58).

Table 58: Motives not to report corrupt behaviours

	Yes	
	N	%
I don't believe that even if I report it, anything will change	22	52.38%
I do not believe in the justice system	14	33.33%
I do not believe in the justice of institutions	14	33.33%
Because it helped me finish a job	4	9.52%

I don't know where to report it	3	7.14%
I'm afraid to report it	2	4.76%
I promised not to report it	1	2.38%
I gave a solemn oath not to report it	0	0.00%

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

IV. STUDY CONCLUSIONS AND RECOMMENDATIONS

The conclusions listed below are the result of a quantitative study conducted with pupils, students, teachers, educators and parents in Tirana, Vlora and Shkodra.

4.1 Study conclusions for the pre-university education system

The results of the study showed that students, teachers and parents report moderate levels of corrupt practices and unethical behaviours. Unlike previous studies, all parties involved in this study identify students and parents as the most frequent initiators of corrupt behaviour, while identifying students as the most frequent initiators of unethical behaviour in school. Unlike teachers, students and parents share the common belief that punishment represents the best way to fight corruption and unethical practices in pre-university education. The methods considered most effective by students and parents are stronger punishments for those who display unethical behaviour, stricter and more frequent checks, open publication of cases of unethical behaviour and the proposal to revoke the professional licence. Teachers display higher awareness of practices that aim for sustainable change through continuing education, on-the-job training, and positive evaluation, preferring them to punitive and control practices.

- All pupils and parents participating in the study (100%) and almost all teachers (90.6%) believe that corruption is a phenomenon present in Albanian society, followed *by 93.3% of students, 96.67% of parents and 75% of teachers who believe that corruption is also present in the Albanian education system*. The closer the questions are to the personal and direct experience of the parties involved in the study (from the education system, schools and classrooms), the more the perceived level of

corruption decreases, resulting ina lower frequency of students, parents, teachers who perceive corruption in their own class / their child.

- Pupils perceive that the most common unethical and corrupt behaviours in school are manifested mainly in the area of unfair assessment and grade manipulation at all levels of assessment. Student grading, discriminatory treatment of students in the classroom, or student enrolment in school, are reported by parents as areas of school activity where corrupt practices are most common. Behaviours reported as the most common, are also perceived as the most serious in cases where they occur. The opposite is observed in the perceptions of teachers who in general, express the hoped that corrupt behaviours in these areas occur rarely and when the behaviour occurs it is slightly to moderately severe.

- 25% of pupils report *medium or high incidence of corrupt teacher practices and 18.7% report medium or high incidence of unethical teacher behaviour*. Meanwhile, from the teachers' point of view, unethical practices of parents occur at a higher frequency compared to teachers and students.

- 92% of pupils believe that adhering to the code of ethics is important or very important, even though only 80% are aware of the existence of a code of ethics in their school, while about *78% of parents are aware of the code of ethics in their child's school.* Also, *98% of teachers are aware of the code of ethics in their school,* but only 61.1% report a high level of knowledge of the basic ethical standards included in the code of ethics of the teacher.

- *The most frequently occurring unethical practices of teachers*, as reported by students, generally involve failing to inform students about assessments, and non-compliance with the curriculum both during teaching and in exams, while parents similarly report that the most frequently occurring behaviours include insults, prejudice, and disrespecting the dignity of students, as well as failing to inform students about evaluations, and non-compliance with the teaching curriculum in exams.

- In reporting pupils' own unethical practices, pupils report as the most common behaviours: copying in assignments or in exams, bias among students, and violent behaviour at school, including damage to school equipment. The same findings are reported from the perspective of the parents and teachers involved in the study.

- *In pupils' perception, parents manifest the lowest level of unethical behaviour in school*, compared to teachers and students, both in frequency and severity. Parental behaviours related to the use of physical violence, or insulting students and teachers, are reported as rare and perceived as non-serious behaviours, when they occur.

- *Corrupt behaviours and practices that students report as the most common among themselves*, are those which involve manipulating the relationship with teachers in order to gain their attention a higher grade than deserved. The same behaviours are reported by parents, but unlike pupils, parents take a more lenient attitude towards corrupt behaviours of students, assessing them as infrequent and not severe in cases where they manifest.

- *Pupils, parents and teachers report that the most common corrupt practice among parents is the use of personal knowledge to influence teachers* to give inflated grades, followed by indirect payment of teachers through private courses.

- The most reported form of corrupt practice in school remains the use of family or social ties to pass exams, followed by bribery and direct parental intervention with teachers to influence their judgment. Based on the results of the study, 57.1% of parents reported higher incidence of corrupt behaviour using family/social ties to pass an exam.

- Pupils believe to a large extent that there is unethical behaviour in their school (73.07%), while most *pupils (56%) say that they would commit corrupt behaviour in order to guarantee fair treatment.*

- The results of the study showed that 57.4% of teachers have received training on ethical behaviours and practices in education during the last 5 years.

- *58.33% of parents report that they themselves would undertake a corrupt behaviour in case of a very difficult situation they have to solve* and about 33.3% report that they would do it because they do not see any other way 'to finish work'.

- About 13% of teachers say they would have a motive to commit corrupt behaviour in order to be 'treated properly' and approximately

11% of them say they would commit corrupt behaviour to 'speed up procedures/process'.

- Teachers, pupils and parents report that *lack of trust in institutions and the justice system is the main reason that would favour not reporting corrupt behaviour*.

4.2 Study conclusions for the university education system

The results of the study showed that professors and students report high levels of corruption and ethics violations at the level of university studies. The areas that are most often affected by corruption in the university are; failure to register absences, special treatment of students in the classroom and unfair assessment of students in exams. In line with this, the areas of ethics that are most often violated in the university involve plagiarism and copyright, unfairness in grades and lack of civic behaviour on the part of students and lecturers.

- Students perceive the *presence of ethical violations (51.64%) in their faculty at a lower frequency than corrupt behaviours (66.05%),* while they report the presence of injustice at significantly higher levels (72.75%).

- Students report that the most *common unethical behaviours in the university are manifested mainly in the area of student evaluation, copying and plagiarism.* They report the most frequent corrupt practices in the field of unfair assessment of students, whether in discriminatory treatment of students in the classroom, inflation of final grades, assessment in final exams, or giving pass grades.

- Unethical behaviours of lecturers perceived as most common by students are: *setting grades without informing students, showing prejudice against students, insulting students, non-compliance with the schedules of lectures and seminars, assessment of students for issues outside the curriculum and non-compliance with the subject program. These* are also judged the most severe.

- Unethical behaviours most often manifested by students, from their own point of view, have to do with *copying course assignments, or in exams as well as prejudice against other students.*

- *Students perceive that corruption in their faculty is mainly initiated by students*. 23.7% of students report moderate or high levels of corrupt student behaviour . Of these, 33% rate them as severe to moderate or severe, while only 22.6% of students report moderate or high severity for these behaviours in the case of instructors.

- *The most common corrupt behaviour among students is reported to be the use of personal knowledge to influence the lecturer*, followed by the use of money, or rewards in exchange for assessment or additional assistance in exams and diplomas.

- *Lecturers perceive that the most common form of corruption involves the use of family ties (81.40%), followed at a significantly lower rate by the intervention of students' parents to obtain an exam pass (46.51%),* and bribery in particular courses or the publication of plagiarised books.

- Students report that the most common corrupt behaviour manifested by professors, and at the same time the most severe, is obliging students to buy books published by the lecturer, followed by favouring students on the basis of personal acquaintance.

- *52% of students perceive that there are unethical manifestations in their faculty*, but that it has not affected them, compared to 16% of students who report that unethical behaviours have affected them personally. 50% of students report the presence of corrupt behaviour in their faculty without being personally affected, while 13% report that they are personally affected.

- *58.5% of educators perceive that there are manifestations of corrupt behaviour in their faculty*, but that it has not affected them, compared to 12.2% of educators who report that corrupt behaviour has affected them personally.

- *Both lecturers and students report that lack of trust is the main reason for the low levels of reporting of ethical violations and corrupt behaviour in universities*. Lack of trust of students and lecturers is related to both lack of trust in the value of reporting and the justice system in general and lack of trust in institutional justice in particular.

- *The main motives that would drive students and faculty to violate ethics or commit corrupt behaviour stem from the need to get out of difficult situations, avoid high fees, be treated fairly and accelerate university bureaucracies.* All of these factors in particular or combinations thereof may motivate students and lecturers to engage in unethical and / or corrupt behaviour.

- Similarly to actors in the pre-university system, educators and students also strongly believe that punitive methods are more effective in curbing unethical and corrupt behaviour. *The most valued methods according to lecturers and students are considered; tougher penalties for those who exhibit unethical behaviour, stricter and more frequent checks, open publications of cases of unethical behaviour, and the proposal to revoke the professional licence.* This proves once again that the punitive and controlling spirit seems to permeate the Albanian education system at all levels, causing the steps aimed at sustainable and internally motivated change to be considered less effective.

4.3 Recommendations

This study identified six major blocks of factors underlying corrupt practices and unethical behaviour. The following recommendations have been drafted in response to the main causes of corrupt and unethical behaviour in the pre-university and university education system in Albania.

1. **Inherited cultural practices**

- Increasing attention to the education of pupils / students and parents in order to increase the understanding of unethical and corrupt practices in education, which directly or indirectly affect the quality of education received. Treating these groups as interacting parties in maintaining corrupt practices as well as in combating them.

- Inclusion of experiential methods in the process of educating on corrupt practices and unethical behaviours, in order to encourage learning through direct experience of the immediate and long-term, individual, or systemic consequences of corruption and unethical practices in education.

- Involvement of family and lived experience in communities, institutions, or professional practices, with the aim of exposing pupils/students to

case studies of corrupt or unethical practices, their consequences and ways of addressing them.

Exploitation of pupils/ students by teachers/ lecturers for their personal work

▪ Development of specific policies and guidelines to reduce the use of pupils / students by teachers and lecturers for personal work.

▪ Establishment of practical mechanisms, where pupils and students have the opportunity to report cases of exploitation use for personal work by teachers / lecturers.

▪ Increased attention to continuous and systematic information about the importance of avoiding exploitative practices and the importance of reporting violations.

▪ Increased information regarding special procedures in cases of such violations.

▪ Establishment of mechanisms to protect pupils/students/parents in cases of whistle-blowing on exploitative practices.

2. Insufficient knowledge about corrupt and unethical behaviours

▪ Increasing attention to the ethical training of teachers / lecturers during vocational training and programs of continuing education to improve the understanding of corrupt and unethical practices in education, as well as the ways in which they affect systematically, directly, or indirect the quality of education provided, in the present and the future.

▪ Promoting and using methods aimed at internalized standards of ethical and professional principles, which result in a sustainable reduction of corrupt practices and unethical behaviours. Such methods include on-the-job training, evaluation of positive role models of teachers / lecturers, pupils / students and parents (*See also, Cause 1, point 2).*

3. Insufficient trust in relevant institutions and the justice system

- Improving the legal framework and mechanisms for preventing and addressing corrupt practices and ethical stereotypes by teachers / lecturers, students and parents in the pre-university and university education system.

- Prevention of corrupt and unethical practices through periodic monitoring that includes the value of pupils / students, parents and teachers / educators. Periodic information to all parties involved in the evaluation, regarding the results of the monitoring and the steps taken in response to the results.

- Strengthening of the role of commissions, or special bodies, such as the Ethics Commission and the Parents' Council. Detailed procedures for monitoring, reporting and evaluating corrupt and unethical practices in pre-university educational institutions.

- Strengthening of the role of the Parents' Council and the Student Senate in order to increase cooperation between the school, students, parents and the community in order to understand and prevent corrupt practices and unethical behaviours through awareness, education and inclusion in decision-making.

4. The need to guarantee fair and equal treatment with others

- The desire to be treated equally can lead to copying and plagiarism. It is recommended to set up an anti-plagiarism electronic platform at e national level for doctoral study topics, master's degree study topics and bachelor study topics. Anti-plagiarism software should also be used to audit academic documents proposed as authentic by students.

- Improving procedures that encourage transparency in the assessment of pupils/ tudents and ensure that they are properly informed about accreditation criteria.

- Improving procedures that encourage transparency in the evaluation of teachers / lecturers and ensure their familiarity with accreditation criteria (*see also, Cause 4, point 2*).

5. Accelerate procedures/ problem- solving and avoid bureaucracies

▪ Review of bureaucratic practices related to student enrolment, class allocation, involvement in projects, etc., in order to simplify them and increase transparency regarding them.

▪ Mandatory publication by educational institutions of annual reports on the treatment of corruption and ethical cases in the relevant institutions, in order to reduce corrupt behaviour and avoid unnecessary bureaucracy (*see also, Cause 4, point 2*).

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Annex B: Pupils: main findings

Table 59: Demographic data of pupils

	N	%
Gender		
Female	44	67.7
Male	21	32.3
City		
Shkoder	14	21.5
Tirana	51	78.5
Education		
8th Grades	4	6.2
9th Grades	9	13.8
Year I (High School)	5	7.7
Year II (High School)	10	15.4
Year III (High School)	29	44.6
Other	8	12.3
Social Status		
Low	2	3.1
Medium	44	67.7
High	19	29.2
Economic Status		
Low	1	1.5
Medium	57	87.7
High	7	10.8

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 60. Frequency and severity of corrupt and unethical practices of teachers

	Frequency of unethical practices		Severity of unethical practices		Frequency of corrupt practices		Severity of corrupt practices	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
Low	35	81.4	35	81.4	21	75.0	18	66.7
Medium	6	14.0	5	11.6	4	14.3	5	18.5
High	2	4.7	3	7.0	3	10.7	4	14.8
Total	43	100.0	43	100.0	28	100.0	27	100.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 61: Frequency and severity of corrupt and unethical practices of pupils

	Frequency of unethical practices		Severity of unethical practices		Frequency of corrupt practices		Severity of corrupt practices	
	N	%	N	%	N	%	N	%
Low	33	82.5	30	76.9	14	48.3	13	44.8
Medium	6	15.0	7	17.9	8	27.6	7	24.1
High	1	2.5	2	5.1	7	24.1	9	31.0
Total	40	100.0	39	100.0	29	100.0	29	100.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 62: Frequency and severity of corrupt and unethical practices of parents

	Frequency of unethical practices		Severity of unethical practices		Frequency of corrupt practices		Severity of corrupt practices	
	N	%	N	%	N	%	N	%
Low	27	96.4	27	93.1	16	69.6	12	52.2
Medium	1	3.6	2	6.9	1	4.3	3	13.0
High					6	26.1	8	34.8
Total	28	100.0	29	100.0	23	100.0	23	100.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 63: Areas where ethics are violated in schools from the prespective of pupils

	How often			How severe		
	N	M	DS	N	M	DS
Copy	37	3.27	1.347	37	3.14	1.378
Plagiarism	30	3.07	1.285	30	3.20	1.297
Justice in grades	39	3.59	1.517	37	3.43	1.519
Civic behaviours	36	2.92	1.461	35	2.77	1.437
Children's rights	33	2.58	1.437	32	2.63	1.431

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 64: Field of corruption, from the prespective of pupils

	How often			*How severe*		
	N	M	DS	N	M	DS
Pupils enrolment in school	27	3.44	1.601	23	3.39	1.644
Divide pupils into classes	24	2.92	1.316	22	2.82	1.402
Assessment of pupils in exams	26	3.38	1.299	24	3.29	1.301
Special treatment of pupils in the classroom	27	3.04	1.480	26	3.27	1.511
Increasing final grades	25	3.04	1.594	24	2.88	1.624
Putting passing grades	21	3.14	1.558	21	2.67	1.560
Assistance in final high school exams	20	2.80	1.576	20	2.95	1.605
Failure to record pupils' absents in the register	21	2.38	1.532	20	2.55	1.572
Deleting absents from the registry	20	2.40	1.635	19	2.47	1.611

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Annex C: Parents: main findings

Table 65: Demographic data for parent

		N	%
Gender			
	Female	24	80.0
	Male	6	20.0
City			
	Shkoder	15	50.0
	Tirana	14	46.7
	No answer	1	3.3
Study year of their child			
	8th Grades	8	26.7
	9th Grades	4	13.3
	Year I (High School)	1	3.3
	Year II (High School)	5	16.7
	Year III (High School)	7	23.3
	Other	5	16.7
Education			
	8th Grades	2	6.7
	High School	8	26.7
	University	13	43.3
	Master\ Ph.D	7	23.3
Husband/ wife's education			
	8th Grades	3	10.0
	High School	13	43.3
	University	10	33.3
	Master\ Ph.D	4	13.3
Social status			
	Low	1	3.3
	Medium	22	73.3
	High	7	23.3
Economic status			
	Low	1	3.3
	Medium	29	96.7

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 66: Frequency and severity of corrupt and unethical practices of teachers

	Frequency of unethical practices		Severity of unethical practices		Frequency of corrupt practices		Severity of corrupt practices	
	N	%	N	%	N	%	N	%
Low	13	72.2	13	72.2	11	91.7	12	92.3
Medium	4	22.2	3	16.7	1	8.3	1	7.7
High	1	5.6	2	11.1				
Total	18	100.0	18	100.0	12	100.0	13	100.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 67: Frequency and severity of corrupt and unethical practices of pupils

	Frequency of unethical practices		Severity of unethical practices		Frequency of corrupt practices		Severity of corrupt practices	
	N	%	N	%	N	%	N	%
Low	15	78.9	13	68.4	11	84.6	11	84.6
Medium	3	15.8	4	21.1	2	15.4	2	15.4
High	1	5.3	2	10.5				
Total	19	100.0	19	100.0	13	100.0	13	100.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 68: Frequency and severity of corrupt and unethical practices of teachers parents

	Frequency of unethical practices		Severity of unethical practices		Frequency of corrupt practices		Severity of corrupt practices	
	N	%	N	%	N	%	N	%
Low	13	81.3	13	81.3	8	72.7	8	72.7
Medium	2	12.5	1	6.3	3	27.3	3	27.3
High	1	6.3	2	12.5				
Total	16	100.0	16	100.0	11	100.0	11	100.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 69: Corruptive practices in school from perspective of parents

	How often			How severe		
	N	M	DS	N	M	DS
Pupils give gifts for March 7-8	13	3.69	1.377	13	2.92	1.441
Pupils give gifts after taking an exam to get higher grades	10	1.60	.843	10	1.70	1.059
Pupils seek parental help after taking an exam	11	1.91	1.044	10	2.00	1.054
Pupils give money to get higher grades	9	1.78	.972	8	2.13	1.356
Pupils give gifts for a special attention from the teachers	8	2.38	1.598	8	2.50	1.690
Pupils use personal acquaintances with the teacher's family	9	2.56	1.130	9	2.22	.972
Pupils give bonuses to get help in final exams	6	1.33	.816	6	1.33	.816
Pupils participate in private courses developed by the subject teacher	9	2.11	1.364	9	2.22	1.563

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 70: Corruptive practices in school from perspective of parents

	How often			How severe		
	N	M	DS	N	M	DS
The teacher asks pupils to pay beyond the decisions made by the school board	10	1.20	.632	10	1.20	.632
The teacher favors pupils based on personal acquaintances	10	2.10	1.101	11	2.18	1.079
The teacher entices the pupils for gifts against the grade	9	1.67	1.118	9	1.67	1.118
The teacher forces the pupils to buy the books published by him off the approved list	10	1.90	1.197	10	1.90	1.197
The teacher asks for money to increase the pupils' grades	8	1.50	.926	8	1.50	.926
The teacher asks for money to put a passing grade	8	1.75	1.035	8	1.88	1.246

The teacher changes the grades after throwing them in the register	8	1.88	1.642	8	1.88	1.642
The teacher asks for rewards from the pupils' parents	9	1.22	.667	9	1.22	.667
The teacher asks for rewards to help the pupils in the final high school exams	7	1.14	.378	7	1.00	0.000
The teacher invites his pupils to take private courses	11	1.73	1.009	11	1.73	1.009

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 71: Corruptive practices in school from perspective of parents

	How often			How severe		
	N	M	DS	N	M	DS
Parents use personal and family knowledge to influence the teacher	10	2.40	1.506	9	2.56	1.667
Parents use personal and family acquaintances to get grades for their children	9	2.11	1.269	9	2.11	1.269
Parents offer outdoor gifts in exchange for higher grades	7	1.71	1.254	7	1.71	1.254
Parents offer money to improve pupil grades	7	1.71	.951	7	1.57	.787
Parents offer money to get passing grades for their children	8	2.63	1.598	6	2.33	1.506
Parents offer money for grades in the state matura	7	1.00	0.000	7	1.14	.378
Parents require children to take private courses taught by the subject teacher	8	2.00	1.512	8	2.25	1.488

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Annex D: Teachers: main findings

Table 72: Demographic data for teacher

		N	%
Gender			
	Male	7	10.9
	Female	57	89.1
City			
	Bajram Curri	1	1.6
	Shkoder	7	10.9
	Tirana	22	34.4
	Vlore	34	53.1
Education			
	Ph.D	8	12.5
	Bachelor	2	3.1
	Professional Master	16	25.0
	Master of Science	21	32.8
	No answer	17	26.6

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 73: Demographic data for teachers

	N	Min	Max
How many years have you worked as a teacher?	64	2	37
How many years have you worked as a teacher in this school?	63	1	30
What year did you complete your higher education?	63	1982	2019

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 74: Frequency and severity of unethical and corrupt behaviours by teachers

	Frequency of unethical practices		Severity of unethical practices		Frequency of corrupt practices		Severity of corrupt practices	
	N	%	N	%	N	%	N	%
Low	54	100.0	42	77.8	52	100.0	35	70.0
Medium			2	3.7			3	6.0
High			10	18.5			12	24.0
Total	54	100.0	54	100.0	52	100.0	50	100.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 75: Frequency and severity of unethical and corrupt behaviours by pupils

	Frequency of unethical practices		Severity of unethical practices		Frequency of corrupt practices		Severity of corrupt practices	
	N	%	N	%	N	%	N	%
Low	57	100.0	39	69.6	50	96.2	37	71.2
Medium			4	7.1	2	3.8	6	11.5
High			13	23.2			9	17.3
Total	57	100.0	56	100.0	52	100.0	52	100.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 76: Frequency and severity of unethical and corrupt behaviours by parents

	Frequency of unethical practices		Severity of unethical practices		Frequency of corrupt practices		Severity of corrupt practices	
	N	%	N	%	N	%	N	%
Low	50	94.3	37	69.8	48	92.3	33	67.3
Medium	3	5.7	5	9.4	4	7.7	4	8.2
High			11	20.8			12	24.5
Total	53	100.0	53	100.0	52	100.0	49	100.0

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 77: Corrupt practices by pupils according to teachers

	How often			How severe		
	N	M	DS	N	M	DS
Pupils give gifts for March 7-8	51	2.86	1.249	45	2.02	1.177
Pupils give gifts after taking an exam to get higher grades	43	1.19	.699	42	2.40	1.888
Pupils seek parental help after taking an exam	40	1.63	.667	37	2.16	1.385
Pupils give money to get higher grades	42	1.19	.671	39	2.41	1.874
Pupils give gifts for a special attention from the teachers	40	1.35	.622	39	2.59	1.802
Pupils use personal acquaintances with the teacher's family	47	2.02	.989	45	2.60	1.529
Pupils give rewards to get help in maturity exams	32	1.13	.336	34	2.56	1.910
Pupils participate in private courses from the subject teacher	39	1.69	1.080	41	2.68	1.650

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 78: Corrupt practices at teachers according to teachers

	How often			How severe		
	N	M	DS	N	M	DS
The teacher asks pupils to pay beyond the decisions made by the school board	44	1.02	.151	41	2.10	1.758
The teacher favors pupils based on personal acquaintances	49	1.63	.859	45	2.58	1.699
The teacher entices the pupils for gifts against the grade	39	1.10	.307	38	2.55	1.927
The teacher forces the pupils to buy the books published by him off the approved list	39	1.13	.656	35	2.31	1.875
The teacher asks for money to increase the pupils' grades	39	1.05	.223	40	2.63	1.970
The teacher asks for money to put a passing grade	39	1.13	.656	36	2.47	1.934
The teacher changes the grades after throwing them in the register	46	1.17	.529	43	2.35	1.798
The teacher asks for rewards from the pupils' parents	40	1.03	.158	39	2.49	1.931
The teacher asks for rewards to help the pupils in the state maturity exam	41	1.00	0.000	38	2.37	1.923
The teacher invites his pupils to take private courses	42	1.45	.942	40	2.78	1.833

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 79: Corrupt practices by parents according to teachers

	How often			How severe		
	N	M	DS	N	M	DS
Parents use personal and family knowledge to influence the teacher	48	2.27	1.144	46	3.00	1.578
Parents use personal and family acquaintances to get grades for their children	48	2.23	1.134	45	2.98	1.588
Parents offer outdoor gifts in exchange for higher grades	41	1.51	.810	33	2.79	1.833
Parents offer money to improve pupil grades	39	1.26	.595	35	2.71	1.934
Parents offer money to get passing grades for their children	36	1.33	.793	33	2.79	1.965

Parents offer money for grades in the state maturity exam	32	1.09	.530	33	2.42	1.921
Parents require children to take private courses taught by the subject teacher	40	1.78	1.074	33	2.64	1.711

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 80: The type of professional development received on codes of ethics and ethical behaviours

	N	%
Work Training Courses	22	64.71
Individual Studies / Reading	18	52.94
Workshop	6	17.65
Participation in conferences	5	14.71
Some lectures as part of a university course	5	14.71
University subjects	4	11.76
No answer	0	0.00

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Annex E: Students main findings

Table 81: Demographic data for student

	N	%
Gender		
Female	428	87.5
Male	61	12.5
Education		
Year I Bachelor	64	14.4
Year II Bachelor	116	26.1
Year III Bachelor	78	17.5
Year IV (Master)	135	30.3
Year V (Master)	52	11.7
Family social status		
Low	19	3.9
Medium	406	83.0
High	64	13.1
Family Economic status		
Low	40	8.2
Medium	438	89.6
High	11	2.2

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 82: Areas of ethics violations in the university from students' point of view

	How often			How severe		
	N	M	SD	N	M	SD
Copy	306	3.14	1.243	299	3.28	1.347
Plagiarism	260	2.86	1.335	253	3.20	1.468
Justice in grades	316	3.01	1.296	308	3.35	1.405
Civic behaviors	307	2.66	1.317	293	2.77	1.436
Student's rights	313	2.83	1.299	293	3.05	1.391

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 83: Corrupt practices manifested by students, from students' point of view

	How often			How severe		
	N	M	DS	N	M	DS
Students give gifts for special vocations	176	1.74	1.007	166	1.93	1.268
Students give gifts after taking an exam to get higher grades	158	2.13	1.281	164	2.50	1.596
Students seek parental help after taking an exam	171	2.31	1.229	165	2.58	1.415
Students give money to get higher grades	185	2.91	1.346	190	3.48	1.514
Students give gifts for a special attention from the teachers	148	2.22	1.343	154	2.75	1.610
Students use personal acquaintances with the teacher's family	221	3.27	1.354	217	3.50	1.398
Students give bonuses to get help in final exams/ diploma defense	134	2.83	1.464	139	3.34	1.558
Students participate in private courses developed by the subject lecturer	141	2.74	1.456	142	2.96	1.508

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 84: Corrupt practices manifested by lecturers, from students' point of view

	How often			How severe		
	N	M	DS	N	M	DS
The lecturer asks students to pay beyond the decisions made by the faculty board	155	1.63	1.112	155	2.22	1.688
The lecturer favors students based on personal acquaintances	228	3.05	1.371	225	3.36	1.461
The lecturer entices the students for gifts against the grade	152	1.61	1.116	150	2.17	1.666
The lecturer forces the students to buy the books published by him off the approved list	246	3.12	1.459	244	3.41	1.557
The lecturer asks for money to increase the students ' grades	171	2.08	1.324	165	2.62	1.687
The lecturer asks for money to put a passing grade	184	2.49	1.486	184	2.97	1.714
The lecturer changes the grades after throwing them in the register	157	1.93	1.261	163	2.63	1.693
The lecturer asks for rewards from the students ' parents	124	1.65	1.203	130	2.40	1.759
The lecturer asks for rewards to help the students in the final exam/diploma defense	119	1.81	1.174	120	2.34	1.617

The lecturer invites his students to take private courses	164	2.06	1.286	162	2.43	1.622

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 85: Areas of corruption in the university acccording to students

	How often			How severe		
	N	M	DS	N	M	DS
Students enrollment in faculty	201	2.54	1.216	195	2.73	1.343
Divide students into classes	225	2.48	1.243	218	2.39	1.191
Assessment of students in exams	249	3.10	1.210	245	3.17	1.301
Special treatment of students in the classroom	249	2.65	1.199	245	2.90	1.365
Increasing final grades	218	2.82	1.172	217	2.95	1.274
Putting passing grades	225	2.93	1.203	223	2.78	1.308
Assistance in final exams	149	2.74	1.249	145	2.61	1.360
Failure to record students' absents in the register	233	2.43	1.117	226	2.50	1.241
Deleting shortages from the registry	163	1.96	1.085	165	2.21	1.258

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Annex F: Lecturers main findings

Table 86: Demographic data for lecturer

	N	%
Gender		
Female	12	20.3
Male	47	79.7
Education		
Professional Master	1	1.7
Master of Sciences	10	17.2
Ph.D	37	63.8
Associate professor	8	13.8
Professor	2	3.4

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 87: Unethical behaviours by lecturers, according to lecturers

	How often			*How severe*		
	N	M	DS	N	M	DS
Lecturer insults the students in the lecture hall / seminars	50	1.80	.926	46	2.35	1.494
Lecturer does not respect the dignity of the student	49	1.71	.764	47	2.34	1.522
Lecturer punishes the student	46	1.70	.940	44	2.20	1.424
Lecturer humiliates the student	44	1.25	.534	42	1.90	1.543
Lecturer uses violence in the hall	40	1.00	0.000	42	1.93	1.688
Lecturer uses students for personal work	50	1.78	.910	50	2.26	1.337
Lecturer prejudices students	50	1.82	.941	51	2.35	1.354
Lecturer does not respect the personal life of the student	39	1.36	.843	40	2.00	1.617
Lecturer asks in the exam for issues outside the curriculum / subject program	46	1.57	.958	45	1.91	1.427
Lecturer sets the points / grades without communicating to the student	52	1.67	1.098	48	2.02	1.436
Lecturer does not implement the subject program	48	1.63	.890	48	2.17	1.449
Lecturer does not respect the schedule in lectures / seminars	52	2.02	1.038	51	2.35	1.354
Lecturer sexually harasses students	37	1.22	.821	39	2.15	1.814

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Table 88: Unethical behaviours by students according to lecturers

	How often			How severe		
	N	M	DS	N	M	DS
Students use violence on the faculty premises	44	1.32	.708	46	2.26	1.718
Students prejudice students	47	2.30	1.121	47	2.60	1.409
Students copy assignments	54	3.57	1.057	52	3.75	1.082
Students copy in exams	53	3.17	.975	52	3.46	1.179
Students carry illegal tools (knives, gloves, etc.)	34	1.03	.171	40	2.33	1.886
Students steal in the faculty environment	36	1.31	.822	40	2.45	1.880
Students drink alcohol on campus premises	39	1.18	.506	43	2.16	1.758
Students consume narcotic substances in the faculty premises	35	1.03	.169	39	2.15	1.814
Students damage equipment at the faculty	50	2.26	1.275	47	2.72	1.514

Source: ACER, Perceived causes of corrupt and unethical behaviours in the education system in Albania, 2020

Annex G: Instruments of the study

Mary Ward Loreto
Foundation

Albanian Mission Against Human Trafficking

ACER
Albanian Center for Economic Research

QUESTIONNAIRE FOR PUPILS

Code_____   **Date: ___ / ___ / ___**

Greetings!

We are developing a project on corruption and unethical behaviour in the education system in Albania, with teachers, pupils and parents, and we hope that you will help us. Please honestly answer some questions about corruption and unethical behaviour that you have seen or been told about.

There are some very important issues you need to understand before we get started. First of all, you are not obliged to complete this questionnaire. Furthermore, all the answers you give in this questionnaire will be confidential. Neither the principals, nor the teachers, nor the parents of the pupils will know your answers. Even we who are dealing with this project will not know, as we will put an anonymous code in each of the questionnaires. We do this for two reasons.

We are interested in learning how pupils generally think about corruption and unethical behaviour in the Albanian education system, and we do not want to know how a pupil thinks in particular. The other reason is that we want you to feel free to answer honestly, because you know that no one will know how you responded.

PLEASE ANSWER ALL THE QUESTIONNERS!

Thank you in advance!

A1.   Name of educational institution _____

A2.   Regional Education Directorate_____

A3.   City/Village: _____

SECTION I: GENERAL INFORMATION		
Q1	Age	———— 9. No answer
Q2	Gender	1. Girl 2. Boy
Q3	In what year of study are you?	1. 8th Grade 2. 9th Grade 3. Year I (High School) 4. Year II (High School) 5. Year III (High School) 6. Other (Specify)_____ 9. Don't know/ No answer
Q4	Your family belongs to the social status of	1. Low 2. Medium 3. High
Q5	Your family belongs to the economic status of	1. Low 2. Medium 3. High

Definitions:

Corruption is the misuse of entrusted power for private gain [3]

Unethitical behavior - morally wrong, a behaviour that is not morally acceptable [4]

SECTION II: GLOBAL PERCEPTIONS		If so, how severe is 1 in 5?	
Q6	In your opinion, is there corruption in Albania?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q7	Do you think there is corruption in the education system?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q8	Do you think there is corruption in your school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q9	Do you think there is corruption in your classrom?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

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3. http://www.corruptie.org/en/corruption/what-is-corruption/
4. https://dictionary.cambridge.org/dictionary/english/unethical

Q10	Do you think there are ethical violations in your classroom?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q11	Do you think there is injustice in your classroom?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q12	Do you think there is discrimination in your classroom or school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q13	Do you think there is inequality in your classroom or school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

SECTION II: GLOBAL PERCEPTIONS		If so, determine your response rate from 1 to 5?	
Q14	Do you trust to discuss with the teacher about your daily issues?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q15	Do you feel motivated in your classroom / school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q16	Are children's rights protected in your classroom / school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q17	Is there cooperation between pupils and teachers on various problematic issues that may be encountered in the classroom / school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q18	If you or a peer addresses a teacher about a problem, is the confidentiality (anonymity) respected by teachers?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q19	To your knowledge, are there cases of sexual abuse by teachers or support staff (guards, IT employees, etc.) towards pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q20	If Q19 is yes, have you been informed whether this case has been referred to the school psychologist?	1. Yes 2. No	
Q21	If Q19 is yes, have you been informedwhether this case has been referred to the school principal and the competent authorities?	1. Yes 2. No	
Q22	If Q19 is yes, has there been a reaction from the parents' council to cases of sexual abuse by teachers or support staff (guards, IT employees, etc.) towards pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

Q23	Have you heard of cases of sexual abuse (harassment or rape) among pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q24	If Q23 is yes, have you been informed whether this case has been referred to the school psychologist?	1. Yes 2. No	
Q25	If Q23 is yes, have you been informed whether this case has been referred to the school principal / principal and the competent authorities?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q26	If Q23 is yes, has there been a reaction from the parents' council to cases of sexual abuse between pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

SECTION III: NON-SCHOOL PRACTICES IN SCHOOL

Below you will find a number of allegations of unethical behaviour at school. Read each of them carefully and evaluate them in terms of frequency (How often does this behaviour occur?) And how severe is it when the behaviour occurs? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Frequency (How often does the behaviour occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is the behaviour?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Teacher	How often						How severe					
The teacher insults pupils in the classroom or at school	1	2	3	4	5	9	1	2	3	4	5	9
The teacher does not respect the dignity of the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher punishes the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher humiliates the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher uses class violence	1	2	3	4	5	9	1	2	3	4	5	9
The teacher uses the pupils for personal work	1	2	3	4	5	9	1	2	3	4	5	9
The teacher prejudices the pupils	1	2	3	4	5	9	1	2	3	4	5	9

	How often						How severe					
The teacher does not respect the personal life of the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks in the exam about issues outside the curriculum	1	2	3	4	5	9	1	2	3	4	5	9
The teacher sets the grades without informing the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher does not implement the curriculum	1	2	3	4	5	9	1	2	3	4	5	9
The teacher does not respect the teaching schedule	1	2	3	4	5	9	1	2	3	4	5	9
The teacher sexually harasses the pupils	1	2	3	4	5	9	1	2	3	4	5	9

Pupils	How often						How severe					
Pupils use violence at school	1	2	3	4	5	9	1	2	3	4	5	9
Pupils prejudice pupils	1	2	3	4	5	9	1	2	3	4	5	9
Pupils copy the assignments	1	2	3	4	5	9	1	2	3	4	5	9
Pupils copy in exams	1	2	3	4	5	9	1	2	3	4	5	9
Pupils carry illegal tools (knives, gloves, etc.)	1	2	3	4	5	9	1	2	3	4	5	9
Pupils steal in the school environment	1	2	3	4	5	9	1	2	3	4	5	9
Pupils drink alcohol on school premises	1	2	3	4	5	9	1	2	3	4	5	9
Pupils consume narcotic substances in school premises	1	2	3	4	5	9	1	2	3	4	5	9
Pupils damage school equipment	1	2	3	4	5	9	1	2	3	4	5	9

Parents	How often						How severe					
Parents use physical violence	1	2	3	4	5	9	1	2	3	4	5	9
Parents insult teachers	1	2	3	4	5	9	1	2	3	4	5	9
Parents insult pupils	1	2	3	4	5	9	1	2	3	4	5	9
Parents do not follow school rules	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where school ethics may be violated. Based on your experience, answer how often this behaviour has occurred and how severe it has been when it has occurred. On the answer sheet, circle the number that best fits the frequency and importance according to the following scale.

Ethics fields 1	How often						How severe					
Unfair treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Unequal treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Prejudicial treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Discriminatory treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Invaluable treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9

Areas where ethics are violated in my school	How often						How severe					
Copy	1	2	3	4	5	9	1	2	3	4	5	9
Plagiarism	1	2	3	4	5	9	1	2	3	4	5	9
Justice in grades	1	2	3	4	5	9	1	2	3	4	5	9
Civic behaviors	1	2	3	4	5	9	1	2	3	4	5	9
Children's rights	1	2	3	4	5	9	1	2	3	4	5	9

SECTION IV: CORRUPTIVE PRACTICES IN SCHOOL

Below you will find a number of allegations of corrupt behavior at school. Read each of them carefully and evaluate them in terms of frequency (How often does this behavior occur?) And how severe is it when the behavior occurs? On the answer sheet, circle the number that best fits the frequency and importance according to the following scale?

Frequency (How often does the behaviour occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is the behaviour?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Pupils	How often						How severe					
Pupils give gifts for March 7-8	1	2	3	4	5	9	1	2	3	4	5	9
Pupils give gifts after taking an exam to get higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Pupils seek parental help after taking an exam	1	2	3	4	5	9	1	2	3	4	5	9

	How often	How severe
Pupils give money to get higher grades	1 2 3 4 5 9	1 2 3 4 5 9
Pupils give gifts for a special attention from the teachers	1 2 3 4 5 9	1 2 3 4 5 9
Pupils use personal acquaintances with the teacher's family	1 2 3 4 5 9	1 2 3 4 5 9
Pupils give bonuses to get help in final exams	1 2 3 4 5 9	1 2 3 4 5 9
Pupils participate in private courses developed by the subject teacher	1 2 3 4 5 9	1 2 3 4 5 9

Teacher	How often	How severe
The teacher asks pupils to pay beyond the decisions made by the school board	1 2 3 4 5 9	1 2 3 4 5 9
The teacher favors pupils based on personal acquaintances	1 2 3 4 5 9	1 2 3 4 5 9
The teacher entices the pupils for gifts against the grade	1 2 3 4 5 9	1 2 3 4 5 9
The teacher forces the pupils to buy the books published by him off the approved list	1 2 3 4 5 9	1 2 3 4 5 9
The teacher asks for money to increase the pupils' grades	1 2 3 4 5 9	1 2 3 4 5 9
The teacher asks for money to put a passing grade	1 2 3 4 5 9	1 2 3 4 5 9
The teacher changes the grades after throwing them in the register	1 2 3 4 5 9	1 2 3 4 5 9
The teacher asks for rewards from the pupils' parents	1 2 3 4 5 9	1 2 3 4 5 9
The teacher asks for rewards to help the pupils in the final high school exams	1 2 3 4 5 9	1 2 3 4 5 9
The teacher invites his pupils to take private courses	1 2 3 4 5 9	1 2 3 4 5 9

Parents	How often	How severe
Parents use personal and family knowledge to influence the teacher	1 2 3 4 5 9	1 2 3 4 5 9
Parents use personal and family acquaintances to get grades for their children	1 2 3 4 5 9	1 2 3 4 5 9
Parents offer outdoor gifts in exchange for higher grades	1 2 3 4 5 9	1 2 3 4 5 9

Parents offer money to improve pupil grades	1	2	3	4	5	9	1	2	3	4	5	9
Parents offer money to get passing grades for their children	1	2	3	4	5	9	1	2	3	4	5	9
Parents offer money for grades in the state matura	1	2	3	4	5	9	1	2	3	4	5	9
Parents require children to take private courses taught by the subject teacher	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where school corruption can occur. Based on your experience, answer how often this behavior has occurred and how severe it has been when it has occurred? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Fields of Corruption	How often						How severe					
Pupils enrollment in school	1	2	3	4	5	9	1	2	3	4	5	9
Divide pupils into classes	1	2	3	4	5	9	1	2	3	4	5	9
Assessment of pupils in exams	1	2	3	4	5	9	1	2	3	4	5	9
Special treatment of pupils in the classroom	1	2	3	4	5	9	1	2	3	4	5	9
Increasing final grades	1	2	3	4	5	9	1	2	3	4	5	9
Putting passing grades	1	2	3	4	5	9	1	2	3	4	5	9
Assistance in final high school exams	1	2	3	4	5	9	1	2	3	4	5	9
Failure to record pupils' absents in the register	1	2	3	4	5	9	1	2	3	4	5	9
Deleting absents from the registry	1	2	3	4	5	9	1	2	3	4	5	9

SECTION V: ETHICS AND CORRUPTION IN SCHOOL

Q27	To your knowledge, does your school have a **Code of Ethics?**	1. Yes 2. No 3. Don't know/ No Answer
Q28	How familiar are you with the basic ethical standards included in the Code of Ethics?	1. Not at all 2. A little 3. Sufficient 4. A lot 9. Don't know/ No Answer

Q29	To what extent do you think the code of ethics has been helpful in solving the ethical problems and dilemmas you face every day?	1. Not helpful 2. A little helpful 3. Helpful 4. Very helpful 9. Don't know/ No Answer
Q30	On the whole, do you think that respecting the Code of Ethics at school is:	1. Not important 2. A little important 3. Important 4. Very important 9. Don't know/ No Answer
Q31	Are you aware of the procedures you should follow if you are a witness or subject to **unethical behaviour** in your school?	1. Not at all 2. A little 3. Somewhat 4. Very 9. Don't know/No answer
Q32	Are you aware of the procedures to follow if you are a witness or subject to **corrupt behaviour** in your school?	1. Not at all 2. A little 3. Somewhat 4. Very 9. Don't know/No answer
Q33	What would you do if you witnessed or were subject to **unethical behaviour** in your school? (You can choose more than one alternative)	1. I wouldn't do anything 2. I would talk to my parents 3. I would speak at my teacher 4. I would talk to the ethics committee 5. I would talk to the school principal 6. I would report it to the relevant authorities 7. Other (Specify): _____ 9. Don't know/No answer
Q34	What would you do if you witnessed or were subject to **corrupt behaviour** in your school? (You can choose more than one alternative)	1. I wouldn't do anything 2. I would talk to my parents 3. I would speak at my teacher 4. I would talk to the ethics committee 5. I would talk to the school principal 6. I would report it to the relevant authorities 7. Other (Specify): _____ 9. Don't know/No answer
Q35	How do you rate incidences of unethical behaviour in your school?	1. There are no behaviour 2. There is unethicalunethicalunethical behaviour but it has not affected me 3. There is unethicalunethical behaviour and it has affected me 4. Don't know/No answer

Q36	How do you assess incidence of corruption in your school?	1. There is no corrupt behaviour 2. There is corrupt behaviours, but it has not affected me 3. There is corrupt behaviour, and it has affected me 4. Don't know/No answer
Q37	What forms of corruption do you think exist in your school?	1. Using family / social connections to pass an exam 2. Parental intervention by the teacher to obtain an exampass 3. Purchase of diploma 4. Giving bribes for a specific subject 5. Publication of plagiarized books by the teacher 6. Pupils giving sexual favours to the teacher in exchange for a grade 7. Other _____
Q38	Who do you think violates school ethics most often?	1. Directors 2. Teachers 3. Pupils 4. Parents 5. Psycho-social staff (psychology, social worker) 6. Support services staff (guard, cleaner, etc.) 9. Don't know/No answer
Q39	Who do you think commits the most corrupt behaviour at school?	1. Directors 2. Teachers 3. Pupils 4. Parents 5. Psycho-social staff (psychology, social worker) 6. Support services staff (guard, cleaner, etc.) 7. Don't know/No answer
Q40	To your knowledge, how many cases of unethical behaviour have been dealt with in your school?	1. None 2. A few 3. Some 4. Lots 9. Don't know/No answer

| Q41 | What steps do you think teachers should take to combat unethical and corrupt behaviour by teachers? (You can choose more than one alternative) | 1. Professional development of the teacher
2. Rewards for teachers who engage in ethical behaviour
3. Stricter and more frequent checks
4. Open publications of cases of unethical behaviour
5. Strong punishments for those who exhibit unethical behaviour
6. Proposal for revocation of the professional licence
7. Other (Specify): _____
9. Don't know/No answer |

SECTION VI: MOTIVATION FOR CORRUPTION

| Q42 | As a pupil, for which reasons would you **not commit** corrupt behaviour? (You can choose more than one alternative) | 1. There should be no corruption
2. I am afraid of being punished
3. I believe that everyone should do their job
4. I have no opportunity to act corruptly
5. I have no knowledge of corruption
6. I believe in the justice system
7. I believe in leadership
8. I believe in people's morals
9. It is against the law
10. It is against my beliefs
11. I believe in the code of "Besa" (*when you give the word to somebody for something*)
12. Other_____ |
| Q43 | As a pupil, for which reasons you **would commit** corrupt behaviour? (You can choose more than one alternative) | 1. There is no other way to "finish work"
2. As a token of gratitude
3. Accelerate procedures / process
4. To restore honor
5. I see it as a possible solution
6. Everyone is corrupt
7. As a sign of respect for someone who helps me
8. In a very difficult situation I have to solve
9. Other |

Q44	As a pupil, for which motives **would you commit** corrupt behaviour? (You can choose more than one alternative)	1. There is no other way to "finish work" 2. Avoid penalties / sanctions 3. Avoid other major payments than corruption 4. Accelerate procedures / process 5. Be treated properly 6. Receive privileges 7. Other _____
Q45	As a pupil, for which motives **would you not** report corrupt behaviour?	1. Because it helped me finish work 2. I'm afraid to report it 3. I have given my word to the person I will not report 4. I don't know where to report it 5. I don't believe that even if I report it, anything will change 6. I do not believe in the justice system 7. I do not believe in the justice of institutions 8. I gave "Besa" (*when you give the word to somebody for something*) 9. Other _____
Q46	As a pupil, for which motives you **would** report corrupt behaviour?	1. If I hadn't finished work 2. If I hadn't been helped 3. If I knew the steps and reporting procedures 4. If I had confidence in the institutions 5. If I had faith in the justice system

Thank you for your time!

Mary Ward Loreto
Foundation

Albanian Mission Against Human Trafficking

ACER
Albanian Center for Economic Research

QUESTIONNAIRE FOR TEACHERS

Code_____   **Date:** ___ / ___ / ___

Greetings!

We are developing a project on unethical behaviour and corruption in the education system in Albania, with teachers, pupils and parents, and we hope that you will help us. Please honestly answer some questions about unethical and corrupt behaviours committed by teachers, pupils and parents.

There are some very important issues you need to understand before we get started. One of these, you are not required to complete this questionnaire. Moreover, all the answers you will give in this questionnaire will be confidential. Neither the principals, nor the colleagues, nor the parents of the pupils will know your answers. Even we who are dealing with this project will not know, as we will put an anonymous code in each of the questionnaires. We do this for two reasons.

We are interested in learning how teachers generally think about unethical behaviours and corrupt behaviours in the Albanian education system, and we do not want to know how a teacher thinks in particular. The other reason is that we want you to feel free to answer honestly, because you know that no one will know how you responded.

WE PLEASE TO ANSWER ALL THE QUESTIONNERS!

Thank you in advance!

    A1.   Name of educational institution _____

    A2.   Regional Education Directorate_____

    A3.   City: _____

SECTION I: GENERAL INFORMATION		
Q1	Age	_____
		9. No answer
Q2	Gender	3. Man
		4. Woman
Q3	How many years have you worked as a teacher?	_____
		9. Don't know/No answer
Q4	How many years have you worked as a teacher in this school?	_____
		9. Don't know/No answer
Q5	What is the higher education you have achieved?	1. Pedagogical high school
		2. Integrated Second Level Degree
		3. Bachelor
		4. Master of Professional
		5. Master of Science
		6. PhD
		7. Other (Specify)_____
		9. Don't know/No answer
Q6	What year have you finished the higher education achieved?	_____
		9. Don't know/No answer
Q7	What is your field of graduation?	_____
		9. Don't know/No answer

Definitions:

Corruption is the misuse of entrusted power for private gain [5]

Unethical behavior - morally wrong, a behaviour that is not morally acceptable [6]

SECTION II: GLOBAL PERCEPTIONS			If so, how severe is 1 in 5?
Q1	According to you, is there corruption in Albania?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q2	According to you, is there corruption in education system?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q3	According to you, is there corruption in your school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

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5. http://www.corruptie.org/en/corruption/what-is-corruption/
6. https://dictionary.cambridge.org/dictionary/english/unethical

Q4	According to you, is there corruption in your classroom?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q5	Do you think there are ethical violations in the classroom where you teach?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q6	Do you think there is injustice in the classroom?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q7	According to you, is there discrimination against pupils by teachers in the school where you work?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q8	Do you think there is inequality between pupils in the classroom or in the school where you work?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

SECTION II: GLOBAL PERCEPTIONS		**If so, determine your response rate from 1 to 5?**	
Q1	Do pupils have the confidence to discuss with the teacher about their daily problems?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q2	Do pupils feel motivated in the classroom / school where you teach?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q3	Are children's rights protected in your classroom / school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q4	Is there cooperation between pupils and teachers on various problematic issues that can be encountered in the classroom / school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q5	If a pupil addresses a teacher about a problem, is the confidentiality (non-identification of the name) respected by teachers?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q6	To your knowledge, are there cases of sexual abuse by teachers or support services staff (guards, IT employees, etc.) against pupils (in the last 5 years)?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q7	If Q6 yes, are you informed if this case has been referred to the school psychologist?	1. Yes 2. No	
Q8	If Q6 yes, are you informed if this case has been referred to the school principal and the competent authorities?	1. Yes 2. No	

Q9	If Q6 yes, has there been a reaction from the parents' council to cases of sexual abuse by teachers or support staff (guards, IT employees, etc.) towards pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q10	Have you heard cases of sexual abuse (harassment or rape) among pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q11	If Q10 yes, are you informed if this case has been referred to the school psychologist?	1. Yes 2. No	
Q12	If Q10 yes, are you informed if this case has been referred to the school principal and the competent authorities?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q13	If Q10 yes, has there been a reaction from the parent council to cases of sexual abuse among pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

SECTION III: NON-SCHOOL PRACTICES IN SCHOOL

Below you will find a number of allegations of unethical behavior at school. Read each of them carefully and evaluate them in terms of frequency (How often does this behavior occur?) And how severe is it when the behavior occurs? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Frequency (How often does this behavior occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is it when the behavior occurs?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Teacher	How often						How severe					
Teacher insults the pupils in the classroom or at school	1	2	3	4	5	9	1	2	3	4	5	9
Teacher doesn't respect the dignity of the pupils	1	2	3	4	5	9	1	2	3	4	5	9
Teacher punishes the pupils	1	2	3	4	5	9	1	2	3	4	5	9
Teacher humiliates the pupils	1	2	3	4	5	9	1	2	3	4	5	9

	How often						How severe					
Teacher uses violance to pupils	1	2	3	4	5	9	1	2	3	4	5	9
Teacher uses the pupilss for personal work	1	2	3	4	5	9	1	2	3	4	5	9
Teacher prejudices the pupils	1	2	3	4	5	9	1	2	3	4	5	9
Teacher does not respect the personal life of the pupils	1	2	3	4	5	9	1	2	3	4	5	9
Teacher asks in the exam about issues outside the curriculum	1	2	3	4	5	9	1	2	3	4	5	9
Teacher sets the grades without communicating to the pupils	1	2	3	4	5	9	1	2	3	4	5	9
Teacher does not stick to the curriculum	1	2	3	4	5	9	1	2	3	4	5	9
Teacher doesn't recpect the timeframe of schedule	1	2	3	4	5	9	1	2	3	4	5	9
Teacher sexually harasses the students	1	2	3	4	5	9	1	2	3	4	5	9

Pupils	How often						How severe					
Pupils use violence at school	1	2	3	4	5	9	1	2	3	4	5	9
Pupils prejudice pupils	1	2	3	4	5	9	1	2	3	4	5	9
Pupils copy the assignments	1	2	3	4	5	9	1	2	3	4	5	9
Pupils copy in the exams	1	2	3	4	5	9	1	2	3	4	5	9
Pupils carry illegal tools (knives, gloves, etc.)	1	2	3	4	5	9	1	2	3	4	5	9
Pupils steal in the school environment	1	2	3	4	5	9	1	2	3	4	5	9
Pupils drink alcohol on school premises	1	2	3	4	5	9	1	2	3	4	5	9
Pupils consume narcotic substances in school premises	1	2	3	4	5	9	1	2	3	4	5	9
Pupils damage school equipment	1	2	3	4	5	9	1	2	3	4	5	9

Parents	How often						How severe					
Parents use physical violence	1	2	3	4	5	9	1	2	3	4	5	9
Parents insult teachers	1	2	3	4	5	9	1	2	3	4	5	9
Parents insult pupils	1	2	3	4	5	9	1	2	3	4	5	9
Parents do not respect the school rules	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where school ethics may be violated. Based on your experience, answer how often this behavior has occurred and how severe it has been when it has occurred? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Ethics fields 1	How often						How severe					
Unfair treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Unequal treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Prejudicial treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Discriminatory treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Invaluable treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9

Areas where ethics are violated in my school	How often						How severe					
Copy	1	2	3	4	5	9	1	2	3	4	5	9
Plagiarism	1	2	3	4	5	9	1	2	3	4	5	9
Justice in grades	1	2	3	4	5	9	1	2	3	4	5	9
Civic behaviours	1	2	3	4	5	9	1	2	3	4	5	9
Children's rights	1	2	3	4	5	9	1	2	3	4	5	9

SECTION IV: CORRUPTIVE PRACTICES IN SCHOOL

Below you will find a number of allegations of corrupt behavior at school. Read each of them carefully and evaluate them in terms of frequency (How often does this behavior occur?) And how severe is it when the behavior occurs? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Frequency (How often does this behavior occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is it when the behavior occurs?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Pupils	How often						How severe					
Pupils give gifts for March 7-8	1	2	3	4	5	9	1	2	3	4	5	9
Pupils give gifts after taking an exam to get higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Pupils seek parental help after taking an exam	1	2	3	4	5	9	1	2	3	4	5	9

	How often						How severe					
Pupils give money to get higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Pupils give gifts for a special attention from the teachers	1	2	3	4	5	9	1	2	3	4	5	9
Pupils use personal acquaintances with the teacher's family	1	2	3	4	5	9	1	2	3	4	5	9
Pupils give rewards to get help in maturity exams	1	2	3	4	5	9	1	2	3	4	5	9
Pupils participate in private courses from the subject teacher	1	2	3	4	5	9	1	2	3	4	5	9

Teacher	How often						How severe					
The teacher asks pupils to pay beyond the decisions made by the school board	1	2	3	4	5	9	1	2	3	4	5	9
The teacher favors pupils based on personal acquaintances	1	2	3	4	5	9	1	2	3	4	5	9
The teacher entices the pupils for gifts against the grade	1	2	3	4	5	9	1	2	3	4	5	9
The teacher forces the pupils to buy the books published by him off the approved list	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks for money to increase the pupils' grades	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks for money to put a passing grade	1	2	3	4	5	9	1	2	3	4	5	9
The teacher changes the grades after throwing them in the register	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks for rewards from the pupils' parents	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks for rewards to help the pupils in the state maturity exam	1	2	3	4	5	9	1	2	3	4	5	9
The teacher invites his pupils to take private courses	1	2	3	4	5	9	1	2	3	4	5	9

Parents	How often						How severe					
Parents use personal and family knowledge to influence the teacher	1	2	3	4	5	9	1	2	3	4	5	9
Parents use personal and family acquaintances to get grades for their children	1	2	3	4	5	9	1	2	3	4	5	9
Parents offer outdoor gifts in exchange for higher grades	1	2	3	4	5	9	1	2	3	4	5	9

Parents offer money to improve pupil grades	1	2	3	4	5	9	1	2	3	4	5	9
Parents offer money to get passing grades for their children	1	2	3	4	5	9	1	2	3	4	5	9
Parents offer money for grades in the state maturity exam	1	2	3	4	5	9	1	2	3	4	5	9
Parents require children to take private courses taught by the subject teacher	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where school corruption can occur. Based on your experience, answer how often this behavior has occurred and how severe it has been when it has occurred? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Fields of Corruption	How often						How severe					
Pupils enrollment in school	1	2	3	4	5	9	1	2	3	4	5	9
When pupils are divided into classes	1	2	3	4	5	9	1	2	3	4	5	9
Assessment of pupils in exams	1	2	3	4	5	9	1	2	3	4	5	9
Special treatment of pupils in the classroom	1	2	3	4	5	9	1	2	3	4	5	9
Increasing final grades	1	2	3	4	5	9	1	2	3	4	5	9
Putting passing grades	1	2	3	4	5	9	1	2	3	4	5	9
Assistance in Maturity exams	1	2	3	4	5	9	1	2	3	4	5	9
Failure to record absents in the register	1	2	3	4	5	9	1	2	3	4	5	9
Deleting shortages from the registry	1	2	3	4	5	9	1	2	3	4	5	9

SECTION V: ETHICS AND CORRUPTION IN SCHOOL	
Q1	Are you familiar with the **Code of Ethics** for Teachers at the private and public pre-university level?
	1. Yes 2. No Don't know/No answer
Q2	How familiar are you with the basic ethical standards included in the Teachers' Code of Ethics?
	1. Not at all 2. A little 3. Sufficient 4. A lot 5. Don't know/No answer

Q3	To what extent do you think the teacher's code of ethics has been helpful in solving the ethical problems and dilemmas you face every day?	1. Not helpful 2. A little helpful 3. Helpful 4. Very helpful 5. Don't know/No answer
Q4	How much do you think the Code of Ethics affects the regulation and improvement of the behavior of teachers and pupils?	1. It has no effect at all 2. It has a little effect 3. It has an effect 4. It has a lot of effect 9. Don't know/No answer
Q5	On the whole, do you think that respecting the Code of Ethics at school is:	1. Not important 2. A little important 3. Important 4. Very important 5. Don't know/No answer
Q6	Are you aware of the procedures you should follow if you are a witness or subject to **unethical behavior** in your school?	1. Not at all 2. A little 3. Somewhat 4. Very 5. Don't know/No answer
Q7	Are you aware of the procedures to follow if you are a witness or subject to **corrupt behavior** in your school?	1. Not at all 2. A little 3. Somewhat 4. Very 9. Don't know/No answer
Q8	How would you react if you were a witness or object of **unethical behavior** in your school? (You can choose more than one alternative)	1. I wouldn't do anything 2. I would talk to my colleagues 3. I would speak at teacher meetings 4. I would talk to the ethics committee 5. I would talk to the school principal 6. I would report it to the relevant authorities 7. Other (Specify): _____ 8. Don't know/No answer
Q9	How would you react if you were a witness or subject to **corrupt behavior** in your school? (You can choose more than one alternative)	1. I wouldn't do anything 2. I would talk to my colleagues 3. I would speak at teacher meetings 4. I would talk to the ethics committee 5. I would talk to the school principal 6. I would report it to the relevant authorities 7. Other (Specify): _____ 9 Don't know/No answer

Q10	How informed are you about corrupt behavior in your school community?	1. Not at all 2. A little 3. Enough 4. A lot 9. Don't know/No answer
Q11	Your source of information on these corrupt behaviors is: *(You can choose more than one alternative)*	1. School Senate 2. The school board 3. Ethics Commission 4. Non-institutional information from colleagues 5. Non-institutional information from students 6. Other (Specify) _____ 9. Don't know/No answer
Q12	How much attention has been paid to **ethics** during your professional development?	1. Not at all 2. A little 3. Average 4. A lot 9. Don't know/No answer
Q13	Have you ever been trained on ethical behaviors and practices in education over the last 5 years?	1. Yes 2. No 9. Don't know/No answer
Q14	What is the type of professional development you received for the code of ethic and ethical behaviors? *(You can choose more than one alternative)*	1. University subjects 2. Workshop 3. Participation in conferences 4. Some lectures as part of a university course 5. Work training 6. Individual Studies / Readings 7. Other (Specify)_____ 9. Don't know/No answer
Q15	What was the structure that provided this training?	1. Ministry of Education and Sport 2. Regional Directorate of Education 3. Non-profit Organization 4. Privat Agency 5. Other (Specify)_____ 9. Don't know/No answer
Q16	How much do you think the materials obtained during professional development have influenced the improvement of your professional ethics?	1. Not at all 2. A little 3. Enough 4. A lot 9. Don't know/No answer

Q17	How do you assess corrupt behavior in your school?	1. There is no corrupt behavior 2. There are corrupt behaviors, but they have not affected me 3. There are corrupt behaviors that have affected me as well 1. Don't know/No answer
Q18	What forms of corruption do you think exist in your school?	2. Using family / social connections to pass an exam 3. Parental intervention by the teacher to pass a certain exam 4. Purchase of diploma 5. Giving bribes for a specific subject 6. Publication of plagiarized books by the teacher 7. Giving sexual favors by the pupil to the teacher in exchange for a grade 8. Other _____
Q19	In your opinion, who most often commits corrupt behavior at school?	1. Directors 2. Teachers 3. Students 4. Parents 5. Psycho-social staff (psychology, social worker) 6. Support services staff (guard, cleaner, etc.) 7. Don't know/No answer
Q20	To your knowledge, how many cases of corrupt behavior have been dealt with in your school?	1. None 2. A few 3. Some 4. Lots 5. Don't know/No answer
Q21	What steps do you think should be taken by the institutions responsible for preventing unethical behavior by teachers? *(You can choose more than one alternative)*	1. Professional development of the teacher 2. Rewards for teachers who engage in ethical behavior 3. Stricter and more frequent checks 4. Open publications of cases of unethical behavior 5. Strong punishments for those who exhibit unethical behavior 6. Proposal for revocation of the professional license 7. Other (Specify): _____ 8. Don't know/No answer

SECTION VI: MOTIVES FOR CORRUPTION	
Q1	What are the reasons you would **not** commit corrupt behavior? (*You can choose more than one alternative*)	1. There should be no corruption 2. I am afraid of being punished 3. I believe that everyone should do their job 4. I have no opportunity to corrupt 5. I have no knowledge of corruption 6. I believe in the justice system 7. I believe in people's morals 8. It is against the law 9. I believe in the code of "Besa" (*when you give the word to somebody for something*) 10. Other _____
Q2	What are the reasons you would commit corrupt behavior? (*You can choose more than one alternative*)	1. There is no other way to "finish what you want" 2. As a token of gratitude 3. Accelerate procedures / process 4. I see it as a possible solution 5. Everyone does corruption 6. As a sign of respect for the one who helps me 7. In a very difficult situation I have to solve it 8. Other_____
Q3	What are the **motives** for committing corrupt behavior? (*You can choose more than one alternative*)	1. There is no other way to "finish a job" 2. Avoid penalties / sanctions 3. Avoid other major payments than corruption 4. Accelerate procedures / process 5. Be treated properly 6. Receive privileges 7. Other_____
Q4	What are the motives for not reporting corrupt behavior?	1. Because it helped me finish a job 2. I'm afraid to report it 3. I have given my word to the person I will not report 4. I don't know where to report it 5. I don't believe that even if I report it, something will change 6. I do not believe in the justice system 7. I do not believe in the justice of institutions 8. I gave my word 9. Other_____
Q5	What would be the motives for reporting corrupt behavior?	1. If I hadn't finished work 2. If I hadn't been helped 3. If I knew the steps and reporting procedures 4. If I had confidence in the institutions 5. If I had faith in the justice system

Thank you for your time!

Mary Ward Loreto
Foundation

Albanian Mission Against Human Trafficking

ACER
Albanian Center for Economic Research

QUESTIONNAIRE FOR PARENTS

Code_____   **Date:** ___ / ___ / ___

Greetings!

We are developing a project on corruption and unethical behavior in the education system in Albania, with teachers, pupils and parents, and we hope that you will help us. Please honestly answer some questions about corruption and unethical behavior conducted by teachers, pupils and parents.

There are some very important issues you need to understand before we get started. One of these, you are not required to complete this questionnaire. Furthermore, all the answers you will give in this questionnaire will be confidential. Neither the principals, nor the teachers, nor your child will know your answers. Even we who are dealing with this project will not know, as we will put an anonymous code in each of the questionnaires. We do this for two reasons.

We are interested in learning how parents generally think about corruption and unethical behavior in the Albanian education system, and we do not want to know how a parent thinks in particular. The other reason is that we want you to feel free to answer honestly, because you know that no one will know how you responded.

PLEASE ANSWER ALL THE QUESTIONNERS!

Thank you in advance!

I.   Name of educational institution _____

II.   Regional Education Directorate_____

III.   City/Village: _____

SECTION I: GENERAL INFORMATION		
Q1	Age	_____
		No answer
Q2	Gender	1. Woman
		2. Man
Q3	In what year of study is your child?	1. Year I (High School)
		2. Year II (High School)
		3. Year III (High School)
		4. Other (Specify)_____
Q4	What is your highest level of education?	1. No Education
		2. Primary School
		3. Secondary School
		4. High school
		5. University
		6. Master\ PhD
		9. Don't Know/ No Answer
Q5	What is your wife/hubsband highest level of education?	1. No Education
		2. Primary School
		3. Secondary School
		4. High school
		5. University
		6. Master\ PhD
		7. Don't Know/ No Answer
Q6	Your family belongs to the social status of	1. Low
		2. Medium
		3. High
Q7	Your family belongs to the economic status of	1. Low
		2. Medium
		3. High

Definitions:

Corruption is the misuse of entrusted power for private gain [7]

Unethitical behavior - morally wrong, a behaviour that is not morally acceptable [8]

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7. http://www.corruptie.org/en/corruption/what-is-corruption/
8. https://dictionary.cambridge.org/dictionary/english/unethical

SECTION II: GLOBAL PERCEPTIONS		**If so, how severe is 1 in 5?**
Q8	In your opinion, is there corruption in Albania?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q9	Do you think there is corruption in the education system?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q10	Do you think there is corruption in your child's school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q11	Do you think there is corruption in your child's classrom?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q12	Do you think there are ethical violations in your child's classroom?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q13	Do you think there is injustice in your child's classroom?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q14	Do you think there is discrimination in your child's classroom or school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q15	Do you think there is inequality in your child's classroom or school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

SECTION II: GLOBAL PERCEPTIONS		**If so, determine your response rate from 1 to 5?**
Q16	Does your child trust to discuss with the teacher about his/her daily issues?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q17	Does your child feel motivated in his/her classroom / school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q18	Are children's rights protected in your child's classroom / school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q19	Is there cooperation between pupils and teachers on various problematic issues that can be encountered in the classroom / school?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q20	To your knowledge, are there cases of sexual abuse by teachers or support staff (guards, IT employees, etc.) towards pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q21	If Q20 is yes, are you informed if this case has been referred to the school psychologist?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

Q22	If Q19 is yes, are you informed if this case has been referred to the school principal and the competent authorities?	1. Yes 2. No	
Q23	If Q19 is yes, has there been a reaction from the parents' council to cases of sexual abuse by teachers or support staff (guards, IT employees, etc.) towards pupils?	1. Yes 2. No	
Q24	Have you heard of cases of sexual abuse (harassment or rape) among pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q25	If Q24 is yes, are you informed if this case has been referred to the school psychologist?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q26	If Q24 is yes, are you informed if this case has been referred to the school principal / principal and the competent authorities?	1. Yes 2. No	
Q27	If Q24 is yes, has there been a reaction from the parents' council to cases of sexual abuse between pupils?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q28	Does your child have confidence in discussing everyday issues with the teacher?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

SECTION III: NON-SCHOOL PRACTICES IN SCHOOL

Below you will find a number of allegations of unethical behavior at school. Read each of them carefully and evaluate them in terms of frequency (How often does this behavior occur?) And how severe is it when the behavior occurs? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Frequency (How often does this behavior occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is the behavior?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Teacher	How often						How severe					
The teacher insults pupils in the classroom or at school	1	2	3	4	5	9	1	2	3	4	5	9
The teacher does not respect the dignity of the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher punishes the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher humiliates the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher uses class violence	1	2	3	4	5	9	1	2	3	4	5	9
The teacher uses the pupils for personal work	1	2	3	4	5	9	1	2	3	4	5	9
The teacher prejudices the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher does not respect the personal life of the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks in the exam about issues outside the curriculum	1	2	3	4	5	9	1	2	3	4	5	9
The teacher sets the grades without communicating to the pupils	1	2	3	4	5	9	1	2	3	4	5	9
The teacher does not implement the curriculum	1	2	3	4	5	9	1	2	3	4	5	9
The teacher does not respect the teaching schedule	1	2	3	4	5	9	1	2	3	4	5	9
The teacher sexually harasses the pupils	1	2	3	4	5	9	1	2	3	4	5	9

Pupils	How often						How severe					
Pupils use violence at school	1	2	3	4	5	9	1	2	3	4	5	9
Pupils prejudice pupils	1	2	3	4	5	9	1	2	3	4	5	9
Pupils copy the assignments	1	2	3	4	5	9	1	2	3	4	5	9
Pupils copy in exams	1	2	3	4	5	9	1	2	3	4	5	9
Pupils carry illegal tools (knives, gloves, etc.)	1	2	3	4	5	9	1	2	3	4	5	9
Pupils steal in the school environment	1	2	3	4	5	9	1	2	3	4	5	9
Pupils drink alcohol on school premises	1	2	3	4	5	9	1	2	3	4	5	9
Pupils consume narcotic substances in school premises	1	2	3	4	5	9	1	2	3	4	5	9
Pupils damage school equipment	1	2	3	4	5	9	1	2	3	4	5	9

Parents	How often						How severe					
Parents use physical violence	1	2	3	4	5	9	1	2	3	4	5	9
Parents insult teachers	1	2	3	4	5	9	1	2	3	4	5	9
Parents insult pupils	1	2	3	4	5	9	1	2	3	4	5	9
Parents do not follow school rules	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where school ethics may be violated. Based on your experience, answer how often this behavior has occurred and how severe it has been when it has occurred? On the answer sheet, circle the number that best fits the frequency and importance according to the following scale?

Ethics fields 1	How often						How severe					
Unfair treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Unequal treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Prejudicial treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Discriminatory treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9
Invaluable treatment of pupils	1	2	3	4	5	9	1	2	3	4	5	9

Areas where ethics are violated in my school	How often						How severe					
Copy	1	2	3	4	5	9	1	2	3	4	5	9
Plagiarism	1	2	3	4	5	9	1	2	3	4	5	9
Justice in grades	1	2	3	4	5	9	1	2	3	4	5	9
Civic behaviors	1	2	3	4	5	9	1	2	3	4	5	9
Children's rights	1	2	3	4	5	9	1	2	3	4	5	9

SECTION IV: CORRUPTIVE PRACTICES IN SCHOOL

Below you will find a number of allegations of corrupt behavior at school. Read each of them carefully and evaluate them in terms of frequency (How often does this behavior occur?) And how severe is it when the behavior occurs? On the answer sheet, circle the number that best fits the frequency and importance according to the following scale?

Frequency (How often does this behavior occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is the behavior?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Pupils	How often						How severe					
Pupils give gifts for March 7-8	1	2	3	4	5	9	1	2	3	4	5	9
Pupils give gifts after taking an exam to get higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Pupils seek parental help after taking an exam	1	2	3	4	5	9	1	2	3	4	5	9
Pupils give money to get higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Pupils give gifts for a special attention from the teachers	1	2	3	4	5	9	1	2	3	4	5	9
Pupils use personal acquaintances with the teacher's family	1	2	3	4	5	9	1	2	3	4	5	9
Pupils give bonuses to get help in final exams	1	2	3	4	5	9	1	2	3	4	5	9
Pupils participate in private courses developed by the subject teacher	1	2	3	4	5	9	1	2	3	4	5	9

Teacher	How often						How severe					
The teacher asks pupils to pay beyond the decisions made by the school board	1	2	3	4	5	9	1	2	3	4	5	9
The teacher favors pupils based on personal acquaintances	1	2	3	4	5	9	1	2	3	4	5	9
The teacher entices the pupils for gifts against the grade	1	2	3	4	5	9	1	2	3	4	5	9

	How often						How severe					
The teacher forces the pupils to buy the books published by him off the approved list	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks for money to increase the pupils' grades	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks for money to put a passing grade	1	2	3	4	5	9	1	2	3	4	5	9
The teacher changes the grades after throwing them in the register	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks for rewards from the pupils' parents	1	2	3	4	5	9	1	2	3	4	5	9
The teacher asks for rewards to help the pupils in the final high school exams	1	2	3	4	5	9	1	2	3	4	5	9
The teacher invites his pupils to take private courses	1	2	3	4	5	9	1	2	3	4	5	9

Parents	How often						How severe					
Parents use personal and family knowledge to influence the teacher	1	2	3	4	5	9	1	2	3	4	5	9
Parents use personal and family acquaintances to get grades for their children	1	2	3	4	5	9	1	2	3	4	5	9
Parents offer outdoor gifts in exchange for higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Parents offer money to improve pupil grades	1	2	3	4	5	9	1	2	3	4	5	9
Parents offer money to get passing grades for their children	1	2	3	4	5	9	1	2	3	4	5	9
Parents offer money for grades in the state matura	1	2	3	4	5	9	1	2	3	4	5	9
Parents require children to take private courses taught by the subject teacher	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where school corruption can occur. Based on your experience, answer how often this behavior has occurred and how severe it has been when it has occurred? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Fields of Corruption	How often						How severe					
Pupils enrollment in school	1	2	3	4	5	9	1	2	3	4	5	9
Divide pupils into classes	1	2	3	4	5	9	1	2	3	4	5	9
Assessment of pupils in exams	1	2	3	4	5	9	1	2	3	4	5	9
Special treatment of pupils in the classroom	1	2	3	4	5	9	1	2	3	4	5	9
Increasing final grades	1	2	3	4	5	9	1	2	3	4	5	9
Putting passing grades	1	2	3	4	5	9	1	2	3	4	5	9
Assistance in final high school exams	1	2	3	4	5	9	1	2	3	4	5	9
Failure to record pupils' absents in the register	1	2	3	4	5	9	1	2	3	4	5	9
Deleting absents from the registry	1	2	3	4	5	9	1	2	3	4	5	9

SECTION V: ETHICS AND CORRUPTION IN SCHOOL

Q29	To your knowledge, does your school have a **Code of Ethics?**	1. Yes 2. No 3. Don't know/ No Answer
Q30	How familiar are you with the basic ethical standards included in the Code of Ethics?	1. Not at all 2. A little 3. Sufficient 4. A lot 9. Don't know/ No Answer
Q31	To what extent do you think the code of ethics has been helpful in solving the ethical problems and dilemmas you face every day?	1. Not helpful 2. A little helpful 3. Helpful 4. Very helpful 9. Don't know/ No Answer
Q32	How much do you think the Code of Ethics affects the regulation and improvement of the behavior of teachers and students?	1. It has no effect at all 2. It has little effect 3. It has an impact 4. It has a lot of impact 9. Don't know/ No Answer
Q33	On the whole, think that respecting the Code of Ethics at school is:	1. Not important 2. A little important 3. Important 4. Very important 9. Don't know/ No Answer

Q34	Are you aware of the procedures you should follow if you are a witness or subject to **unethical behavior** in your school?	1. Not at all 2. A little 3. Somewhat 4. Very 9. Don't know/No answer
Q35	Are you aware of the procedures to follow if you are a witness or subject to **corrupt behavior** in your school?	1. Not at all 2. A little 3. Somewhat 4. Very 9. Don't know/No answer
Q36	What would you do if you were a witness or subject to **unethical behavior** in your child's school? (You can choose more than one alternative)	1. I wouldn't do anything 2. I would talk to their parents 3. I would speak at the teacher 4. I would talk to the ethics committee 5. I would talk to the school principal 6. I would report it to the relevant authorities 7. Other (Specify): _____ 9. Don't know/No answer
Q37	What would you do if you were a witness or subject to **corrupt behavior** in your child's school? (You can choose more than one alternative)	1. I wouldn't do anything 2. I would talk to other parents 3. I would speak at my teacher 4. I would talk to the ethics committee 5. I would talk to the school principal 6. I would report it to the relevant authorities 7. Other (Specify): _____ 9. Don't know/No answer
Q38	How much are you acare of korruptive behavior in your child's school?	1. Not at all 2. A little 3. Sufficient 4. A lot 10. I don't know / No answer

Q39	Your source of information on these corrupt behaviors is: (You can choose more than one alternative)	1. Media 2. Social networks 3. The school board 4. Ethics Commission 5. Non-institutional information from teachers 6. Non-institutional information from other parents 7. Non-institutional information from the child 8. Other (Specify) _____ 9. I don't know / No answer
Q40	How do you assess corruption in your child's school?	1. There is no corrupt behavior 2. There are corrupt behaviors, but they have not affected me 3. There are corrupt behaviors that have affected me as well 4. Don't know/No answer
Q41	What forms of corruption do you think exist in your child's school?	1. Using family / social connections to pass an exam 2. Parental intervention by the teacher to pass a certain exam 3. Purchase of diploma 4. Giving bribes for a specific subject 5. Publication of plagiarized books by the teacher 6. Giving sexual favors by the pupil to the teacher in exchange for a grade 7. Other _____
Q42	Who do you think commits the most corrupt behavior at school?	1. Directors 2. Teachers 3. Pupils 4. Parents 5. Psycho-social staff (psychology, social worker) 6. Support services staff (guard, cleaner, etc.) 7. Don't know/No answer
Q43	To your knowledge, how many cases of unethical behavior have been dealt with in your child's school?	1. None 2. A few 3. Some 4. Lots 9. Don't know/No answer

Q44	What steps do you think teachers should take to combat unethical and corrupt behavior by teachers? (You can choose more than one alternative)	1. Professional development of the teacher 2. Rewards for teachers who engage in ethical behavior 3. Stricter and more frequent checks 4. Open publications of cases of unethical behavior 5. Strong punishments for those who exhibit unethical behavior 6. Proposal for revocation of the professional license 7. Other (Specify): _____ 9. Don't know/No answer

SECTION VI: MOTIVATION FOR CORRUPTION

Q45	What are the reasons you would not commit corrupt behavior? (You can choose more than one alternative)	1. There should be no corruption 2. I am afraid of being punished 3. I believe that everyone should do their job 4. I have no opportunity to corrupt 5. I have no knowledge of corruption 6. I believe in the justice system 7. I believe in leadership 8. I believe in people's morals 9. It is against the law 10. It is againts with my beliefs 11. I believe in the code of "Besa" (*when you give the word to somebody for something*) 12. Other_____
Q46	What are the reasons you would commit corrupt behavior? (You can choose more than one alternative)	1. There is no other way to "finish work" 2. As a token of gratitude 3. Accelerate procedures / process 4. To restore honor 5. I see it as a possible solution 6. Everyone is corrupt 7. As a sign of respect for the one who helps me 8. In a very difficult situation I have to solve 9. Other

Q47	What are the motives for committing corrupt behavior in your child's school? (You can choose more than one alternative)	1. There is no other way to "finish work" 2. Avoid penalties / sanctions 3. Avoid other major payments than corruption 4. Accelerate procedures / process 5. Be treated properly 6. Receive privileges 7. Other _____
Q48	What are the motives for not reporting corrupt behavior in your child's school?	1. Because it helped me finish work 2. I'm afraid to report it 3. I have given my word to the person I will not report 4. I don't know where to report it 5. I don't believe that even if I report it, something will change 6. I do not believe in the justice system 7. I do not believe in the justice of institutions 8. I gave "Besa" (*when you give the word to somebody for something*) 9. Other _____
Q49	What would be the motives for reporting corrupt behavior?	1. If I hadn't finished work 2. If I hadn't been helped 3. If I knew the steps and reporting procedures 4. If I had confidence in the institutions 5. If I had faith in the justice system

Thank you for your time!

MWL
Mary Ward Loreto
Foundation

Albanian Mission Against Human Trafficking

ACER
Albanian Center for Economic Research

QUESTIONNAIRE FOR STUDENTS

Code_____   **Date:** ___ / ___ / ___

Greetings!

We are developing a project on corruption and unethical behavior in the education system in Albania, with pedagoges and students, and we hope that you will help us. Please honestly answer some questions about corruption and unethical behavior that you have seen or been told.

There are some very important issues you need to understand before we get started. One of these, you are not required to complete this questionnaire. Furthermore, all the answers you will give in this questionnaire will be confidential. Neither the principals and the lecturer will know your answers. Even we who are dealing with this project will not know, as we will put an anonymous code in each of the questionnaires. We do this for two reasons.

We are interested in learning how students generally think about corruption and unethical behavior in the Albanian education system, and we do not want to know how a student thinks in particular. The other reason is that we want you to feel free to answer honestly, because you know that no one will know how you responded.

PLEASE ANSWER ALL THE QUESTIONNERS!

Thank you in avance!

    A1.   Name of University: _____

    A2.   Name of Faculty_____

    A3.   Department: _____

SECTION I: GENERAL INFORMATION		
Q1	Age	_____ 9. No answer
Q2	Gender	1. Girl 2. Boy
Q3	In what year of study are you?	1. Year I Bachelor 2. Year II Bachelor 3. Year III Bachelor 4. Year IV Master 5. Year V Master 6. Other (Specify)_____ 7. Don't know/ No answer
Q4	Your family belongs to the social status of	1. Low 2. Medium 3. High
Q5	Your family belongs to the economic status of	1. Low 2. Medium 3. High

Definitions:

Corruption is the misuse of entrusted power for private gain [9]

Unethitical behavior - morally wrong, a behaviour that is not morally acceptable[10]

SECTION II: GLOBAL PERCEPTIONS		If so, how severe is 1 in 5?
Q6	In your opinion, is there corruption in Albania?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q7	Do you think there is corruption in the education system?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q8	Do you think there is corruption in your university?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q9	Do you think there is corruption in your faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q10	Do you think there is corruption in your class/ group?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

_____

9. http://www.corruptie.org/en/corruption/what-is-corruption/
10. https://dictionary.cambridge.org/dictionary/english/unethical

Q11	Do you think there are ethical violations in your faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q12	Do you think there is injustice in your faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q13	Do you think there is discrimination in your classroom or faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q14	Do you think there is inequality in your classroom or faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

SECTION II: GLOBAL PERCEPTIONS		**If so, determine your response rate from 1 to 5?**	
Q15	Do you trust to discuss with the lecturer about your daily issues?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q16	Do you feel motivated in your classroom / faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q17	Are student's rights protected in your classroom / faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q18	Is there cooperation between students and lecturers on various problematic issues that can be encountered in the classroom /faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q19	If you or a peer address a lecturer about a problem, is the confidentiality (non-identification of the name) respected by lecturers?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q20	To your knowledge, are there cases of sexual abuse by lecturers or support staff (guards, IT employees, etc.) towards students?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q21	If Q20 is yes, are you informed if this case has been referred to the psychologist?	1. Yes 2. No	
Q22	If Q20 is yes, are you informed if this case has been referred to the school principal and the competent authorities?	1. Yes 2. No	
Q23	If Q19 is yes, has there been a reaction from the parents to cases of sexual abuse by lecturers or support staff (guards, IT employees, etc.) towards students?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

Q24	Have you heard of cases of sexual abuse (harassment or rape) among students?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q25	If Q24 is yes, are you informed if this case has been referred to the psychologist?	1. Yes 2. No	
Q26	If Q24 is yes, are you informed if this case has been referred to the school principal and the competent authorities?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q27	If Q24 is yes, has there been a reaction from the parents to cases of sexual abuse between students?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

SECTION III: NON-SCHOOL PRACTICES IN UNIVERSITY

Below you will find a number of allegations of unethical behavior of students at university. Read each of them carefully and evaluate them in terms of frequency (How often does this behavior occur?) And how severe is it when the behavior occurs? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Frequency (How often does the behaviour occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is the behaviour?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Lecturer	How often	How severe
The lecturer insults students in the classroom or at faculty	1 2 3 4 5 9	1 2 3 4 5 9
The lecturer does not respect the dignity of the students	1 2 3 4 5 9	1 2 3 4 5 9
The lecturer punishes the students	1 2 3 4 5 9	1 2 3 4 5 9
The lecturer humiliates the students	1 2 3 4 5 9	1 2 3 4 5 9
The lecturer uses class violence	1 2 3 4 5 9	1 2 3 4 5 9
The lecturer uses the students for personal work	1 2 3 4 5 9	1 2 3 4 5 9

	How often						How severe					
The lecturer prejudices the students	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer does not respect the personal life of the students	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer asks in the exam about issues outside the curriculum	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer sets the grades without communicating to the students	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer does not implement the curriculum	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer does not respect the teaching schedule	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer sexually harasses the students	1	2	3	4	5	9	1	2	3	4	5	9

Students	How often						How severe					
Students use violence at faculty	1	2	3	4	5	9	1	2	3	4	5	9
Students prejudice students	1	2	3	4	5	9	1	2	3	4	5	9
Students copy the assignments	1	2	3	4	5	9	1	2	3	4	5	9
Students copy in exams	1	2	3	4	5	9	1	2	3	4	5	9
Students carry illegal tools (knives, gloves, etc.)	1	2	3	4	5	9	1	2	3	4	5	9
Students steal in the faculty environment	1	2	3	4	5	9	1	2	3	4	5	9
Students drink alcohol on faculty premises	1	2	3	4	5	9	1	2	3	4	5	9
Students consume narcotic substances in faculty premises	1	2	3	4	5	9	1	2	3	4	5	9
Students damage faculty equipment	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where faculty ethics may be violated. Based on your experience, answer how often this behavior has occurred and how severe it has been when it has occurred? On the answer sheet, circle the number that best fits the frequency and importance according to the following scale?

Ethics fields 1	How often						How severe					
Unfair treatment of students	1	2	3	4	5	9	1	2	3	4	5	9
Unequal treatment of students	1	2	3	4	5	9	1	2	3	4	5	9
Prejudicial treatment of students	1	2	3	4	5	9	1	2	3	4	5	9
Discriminatory treatment of students	1	2	3	4	5	9	1	2	3	4	5	9
Invaluable treatment of students	1	2	3	4	5	9	1	2	3	4	5	9

Areas where ethics are violated in my faculty	How often						How severe					
Copy	1	2	3	4	5	9	1	2	3	4	5	9
Plagiarism	1	2	3	4	5	9	1	2	3	4	5	9
Justice in grades	1	2	3	4	5	9	1	2	3	4	5	9
Civic behaviors	1	2	3	4	5	9	1	2	3	4	5	9
Student's rights	1	2	3	4	5	9	1	2	3	4	5	9

SECTION IV: CORRUPTIVE PRACTICES IN UNIVERSITY

Below you will find a number of allegations of corrupt behavior at universit. Read each of them carefully and evaluate them in terms of frequency (How often does this behavior occur?) And how severe is it when the behavior occurs? On the answer sheet, circle the number that best fits the frequency and importance according to the following scale?

Frequency (How often does the behaviour occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is the behaviour?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Pupils	How often						How severe					
Students give gifts for special vocations	1	2	3	4	5	9	1	2	3	4	5	9
Students give gifts after taking an exam to get higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Students seek parental help after taking an exam	1	2	3	4	5	9	1	2	3	4	5	9
Students give money to get higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Students give gifts for a special attention from the teachers	1	2	3	4	5	9	1	2	3	4	5	9
Students use personal acquaintances with the teacher's family	1	2	3	4	5	9	1	2	3	4	5	9

	How often						How severe					
Students give bonuses to get help in final exams/ diploma defense	1	2	3	4	5	9	1	2	3	4	5	9
Students participate in private courses developed by the subject lecturer	1	2	3	4	5	9	1	2	3	4	5	9

Teacher	How often						How severe					
The lecturer asks students to pay beyond the decisions made by the faculty board	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer favors students based on personal acquaintances	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer entices the students for gifts against the grade	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer forces the students to buy the books published by him off the approved list	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer asks for money to increase the students ' grades	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer asks for money to put a passing grade	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer changes the grades after throwing them in the register	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer asks for rewards from the students ' parents	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer asks for rewards to help the students in the final exam/diploma defense	1	2	3	4	5	9	1	2	3	4	5	9
The lecturer invites his students to take private courses	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where faculty corruption can occur. Based on your experience, answer how often this behavior has occurred and how severe it has been when it has occurred? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Fields of Corruption	How often						How severe					
Students enrollment in faculty	1	2	3	4	5	9	1	2	3	4	5	9
Divide students into classes	1	2	3	4	5	9	1	2	3	4	5	9
Assessment of students in exams	1	2	3	4	5	9	1	2	3	4	5	9
Special treatment of students in the classroom	1	2	3	4	5	9	1	2	3	4	5	9

Increasing final grades	1	2	3	4	5	9	1	2	3	4	5	9
Putting passing grades	1	2	3	4	5	9	1	2	3	4	5	9
Assistance in final exams	1	2	3	4	5	9	1	2	3	4	5	9
Failure to record students' absents in the register	1	2	3	4	5	9	1	2	3	4	5	9
Deleting shortages from the registry	1	2	3	4	5	9	1	2	3	4	5	9

SECTION V: ETHICS AND CORRUPTION IN UNIVERSITY

Q28 To your knowledge, does your school have a **Code of Ethics?**
1. Yes
2. No
9. Don't know/ No Answer

Q29 How familiar are you with the basic ethical standards included in the Code of Ethics?
1. Not at all
2. A little
3. Sufficient
4. A lot
10. Don't know/ No Answer

Q30 To what extent do you think the code of ethics has been helpful in solving the ethical problems and dilemmas you face every day?
1. Not helpful
2. A little helpful
3. Helpful
4. Very helpful
10. Don't know/ No Answer

Q31 On the whole, think that respecting the Code of Ethics at faculty is:
1. Not important
2. A little important
3. Important
4. Very important
10. Don't know/ No Answer

Q32 Are you aware of the procedures you should follow if you are a witness or subject to **unethical behavior** in your faculty?
1. Not at all
2. A little
3. Somewhat
4. Very
10. Don't know/No answer

Q33 Are you aware of the procedures to follow if you are a witness or subject to **corrupt behavior** in your faculty?
1. Not at all
2. A little
3. Somewhat
4. Very
9. Don't know/No answer

Q34 What would you do if you were a witness or subject to **unethical behavior** in your school? (You can choose more than one alternative)
1. I wouldn't do anything
2. I would talk to my parents
3. I would speak at my lecturer
4. I would talk to the students committee
5. I would talk to the dean of faculty
6. I would report it to the relevant authorities
7. Other (Specify): _____
10. Don't know/No answer

Q35	What would you do if you were a witness or subject to **corrupt behavior** in your school? (You can choose more than one alternative)	1. I wouldn't do anything 2. I would talk to my parents 3. I would speak at my lecturer 4. I would talk to the students committee 5. I would talk to the dean of faculty 6. I would report it to the relevant authorities 7. Other (Specify): _____ 9. Don't know/No answer
Q36	How do you rate unethical behavior in your faculty?	1. There are no unethitical behavior 2. There are unthetical behavior but they have no effected to me 3. There are unthetical behavior that have affected me as well 4. Don't know/No answer
Q37	How do you assess corruption in your faculty?	1. There is no corrupt behavior 2. There are corrupt behaviors, but they have not affected me 3. There are corrupt behaviors that have affected me as well 4. Don't know/No answer
Q38	What forms of corruption do you think exist in your faculty?	1. Using family / social connections to pass an exam 2. Parental intervention by the leturer to pass a certain exam 3. Purchase of diploma 4. Giving bribes for a specific subject 5. Publication of plagiarized books by the lecturer 6. Giving sexual favors by students to the lecturer in exchange for a grade 7. Other _____
Q39	Who do you think violates faculty ethics most often?	1. Dean 2. Lecturers 3. Students 4. Parents 5. Support services staff (secretary, cleaner, etc.) 9. Don't know/No answer
Q40	Who do you think commits the most corrupt behavior at faculty?	1. Dean 2. Lecturers 3. Students 4. Parents 5. Support services staff (secretary, cleaner, etc.) 9. Don't know/No answer

Q41	To your knowledge, how many cases of unethical behavior have been dealt with in your faculty?	1. None 2. A few 3. Some 4. Lots 5. Don't know/No answer
Q42	What steps do you think lecturers should take to combat unethical and corrupt behavior by lecturers? (You can choose more than one alternative)	1. Professional development of the lecturer 2. Rewards for lecturers who engage in ethical behavior 3. Stricter and more frequent checks 4. Open publications of cases of unethical behavior 5. Strong punishments for those who exhibit unethical behavior 6. Proposal for revocation of the professional license 7. Other (Specify): _____ 9. Don't know/No answer

SECTION VI: MOTIVATION FOR CORRUPTION

Q43	What are the reasons you would not commit corrupt behavior? (You can choose more than one alternative)	1. There should be no corruption 2. I am afraid of being punished 3. I believe that everyone should do their job 4. I have no opportunity to corrupt 5. I have no knowledge of corruption 6. I believe in the justice system 7. I believe in leadership 8. I believe in people's morals 9. It is against the law 10. It is againts with my beliefs 11. I believe in the code of "Besa" (*when you give the word to somebody for something*) 12. Other_____
Q44	What are the reasons you would commit corrupt behavior? (You can choose more than one alternative)	1. There is no other way to "finish work" 2. As a token of gratitude 3. Accelerate procedures / process 4. To restore honor 5. I see it as a possible solution 6. Everyone is corrupt 7. As a sign of respect for the one who helps me 8. In a very difficult situation I have to solve 9. Other

Q45	What are the motives for committing corrupt behavior? (You can choose more than one alternative)	1. There is no other way to "finish work" 2. Avoid penalties / sanctions 3. Avoid other major payments than corruption 4. Accelerate procedures / process 5. Be treated properly 6. Receive privileges 7. Other _____
Q46	What are the motives for not reporting corrupt behavior?	1. Because it helped me finish work 2. I'm afraid to report it 3. I have given my word to the person I will not report 4. I don't know where to report it 5. I don't believe that even if I report it, something will change 6. I do not believe in the justice system 7. I do not believe in the justice of institutions 8. I gave "Besa" (*when you give the word to somebody for something*) 9. Other _____
Q47	What would be the motives for reporting corrupt behavior?	1. If I hadn't finished work 2. If I hadn't been helped 3. If I knew the steps and reporting procedures 4. If I had confidence in the institutions 5. If I had faith in the justice system

Thank you for your time!

Mary Ward Loreto
Foundation

Albanian Mission Against Human Trafficking

ACER
Albanian Center for Economic Research

QUESTIONNAIRE FOR LECTURERS

Code_____   **Date:** ___ / ___ / ___

Greetings!

We are developing a project on unethical behaviour and corruption in the education system in Albania, with lecturers and students, and we hope that you will help us. Please answer honestly some questions about unethical and corrupt behaviours committed by professors / lectures, students and parents.

There are some very important issues you need to understand before we get started. One of these, you are not required to complete this questionnaire. Furthermore, all the answers you will give in this questionnaire will be confidential. Neither executives nor colleagues will know your answers. Even we who are dealing with this project will not know, as we will put an anonymous code in each of the questionnaires. We do this for two reasons.

We are interested in learning how pedagogues generally think about unethical behaviours and corrupt behaviours in the Albanian education system, and we do not want to know how a pedagogue thinks in particular. The other reason is that we want you to feel free to answer honestly, because you know that no one will know how you responded.

PLEASE ANSWER ALL THE QUESTIONNERS!

Thank you in advance!

A1.   Name of University: _____

A2.   Name of Faculty_____

A3.   Department: _____

SECTION I: GENERAL INFORMATION		
Q1	Age	_____ 9. No answer
Q2	Gender	1. Man 2. Woman
Q3	How many years have you worked as a lecturer?	_____ 9. Don't know/No answer
Q4	How many years have you worked as a lecturer in this university?	_____ 9. Don't know/No answer
Q5	What is the higher education you have achieved?	1. Master of Professional 2. Master of Science 3. PhD 4. Associated Professor 5. Professor 6. Other (Specify)_____ 9. Don't know/No answer
Q6	In what year did you complete the highest level of your education?	_____ 9. Don't know/No answer
Q7	What is your field of graduation?	_____ 9. Don't know/No answer

Definitions:

Corruption is the misuse of entrusted power for private gain [11]

Unethitical behavior - morally wrong, a behaviour that is not morally acceptable [12]

SECTION II: GLOBAL PERCEPTIONS		If so, how severe is 1 in 5?				
Q8	According to you, is there corruption in Albania?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____			
Q9	According to you, is there corruption in education system?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____			
Q10	According to you, is there corruption in your university?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____			

_____

11. http://www.corruptie.org/en/corruption/what-is-corruption/
12. https://dictionary.cambridge.org/dictionary/english/unethical

Q11	According to you, is there corruption in classes/groups where you teach?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q12	Do you think there are ethical violations you faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q13	Do you think there is injustice in your faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q14	According to you, do you think there is discrimination in your classroom / faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q15	Do you think there is inequality in your class / faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____

SECTION II: GLOBAL PERCEPTIONS		If so, determine your response rate from 1 to 5?
Q16	Do students have the confidence to discuss with a lecturer about their daily problems?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q17	Do students feel motivated in your classroom / faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q18	Are student rights respected in your classroom / faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q19	Is there cooperation between students and professors on various problematic issues that can be encountered in the classroom / faculty?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q20	If a student addresses a lecturer about a problem, is the confidentiality (non-identification of the name) respected by the lecturer?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q21	To your knowledge, are there cases of sexual abuse by the pedagogue or support services staff (guard, IT employee, etc.) towards students (in the last 5 years)?	1. Yes 2. No	1_____ 2 _____ 3_____ 4_____ 5_____
Q22	If Q21 yes, are you informed if this case has been referred to the pedagogical staff?	1. Yes 2. No	
Q23	If Q21 yes, are you informed if this case has been referred to the dean and the competent authorities?	1. Yes 2. No	

Q24	If Q21 is yes, has there been a parental reaction to cases of sexual abuse by professors or support staff (guards, IT employees, etc.) towards students?	1. Yes 2. No	1_____ 2 _____ 3_____ 4 _____ 5_____
Q25	Have you heard of cases of sexual abuse (harassment or rape) among students?	1. Yes 2. No	1_____ 2 _____ 3_____ 4 _____ 5_____
Q26	If Q25 yes, are you informed if this case has been referred to the pedagogical staff?	1. Yes 2. No	
Q27	If Q25 is yes, are you informed if this case has been referred to the dean and the competent authorities?	1. Yes 2. No	1_____ 2 _____ 3_____ 4 _____ 5_____
Q28	If the Q25 is yes, has there been some kind of reaction by parents to cases of sexual abuse among students?	1. Yes 2. No	1_____ 2 _____ 3_____ 4 _____ 5_____

SECTION III: NON-ETHICAL PRACTICES IN UNIVERSITY

Below you will find a number of allegations of unethical behaviour at UNIVERSITY. Read each of them carefully and evaluate them in terms of frequency (How often does this behaviour occur?) And how severe is it when the behaviour occurs? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Frequency (How often does this behavior occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is the behavior?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Lecturer	How often	How severe
Lecturer insults the students in the lecture hall / seminars	1 2 3 4 5 9	1 2 3 4 5 9
Lecturer does not respect the dignity of the student	1 2 3 4 5 9	1 2 3 4 5 9
Lecturer punishes the student	1 2 3 4 5 9	1 2 3 4 5 9
Lecturer humiliates the student	1 2 3 4 5 9	1 2 3 4 5 9

Lecturer uses violence in the hall	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer uses students for personal work	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer prejudices students	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer does not respect the personal life of the student	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer asks in the exam for issues outside the curriculum / subject program	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer sets the points / grades without communicating to the student	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer does not implement the subject program	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer does not respect the schedule in lectures / seminars	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer sexually harasses students	1	2	3	4	5	9	1	2	3	4	5	9

Students	How often						How severe					
Students use violence on the faculty premises	1	2	3	4	5	9	1	2	3	4	5	9
Students prejudice students	1	2	3	4	5	9	1	2	3	4	5	9
Students copy assignments	1	2	3	4	5	9	1	2	3	4	5	9
Students copy in exams	1	2	3	4	5	9	1	2	3	4	5	9
Students carry illegal tools (knives, gloves, etc.)	1	2	3	4	5	9	1	2	3	4	5	9
Students steal in the faculty environment	1	2	3	4	5	9	1	2	3	4	5	9
Students drink alcohol on campus premises	1	2	3	4	5	9	1	2	3	4	5	9
Students consume narcotic substances in the faculty premises	1	2	3	4	5	9	1	2	3	4	5	9
Students damage equipment at the faculty	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where ethics may be violated in faculty. Based on your experience, answer how often this behaviour has occurred and how severe it has been when it has occurred? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Ethics fields 1	How often						How severe					
Unfair treatment of students	1	2	3	4	5	9	1	2	3	4	5	9
Unequal treatment of students	1	2	3	4	5	9	1	2	3	4	5	9
Prejudicial treatment of students	1	2	3	4	5	9	1	2	3	4	5	9
Discriminatory treatment of students	1	2	3	4	5	9	1	2	3	4	5	9
Invaluable treatment of students	1	2	3	4	5	9	1	2	3	4	5	9

Areas where ethics are violated in my school	How often						How severe					
Copy	1	2	3	4	5	9	1	2	3	4	5	9
Plagiarism	1	2	3	4	5	9	1	2	3	4	5	9
Justice in grades	1	2	3	4	5	9	1	2	3	4	5	9
Civic behaviors	1	2	3	4	5	9	1	2	3	4	5	9
Children's rights	1	2	3	4	5	9	1	2	3	4	5	9

SECTION IV: CORRUPTIVE PRACTICES IN UNIVERSITY

Below you will find a number of allegations of corrupt behaviour at university. Read each of them carefully and evaluate them in terms of frequency (How often does this behaviour occur?) And how severe is it when the behaviour occurs? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Frequency (How often does this behavior occur?)					
1	2	3	4	5	9
Never	Rarely	Sometimes	Often	Always	Don't know/ No answer

How severe is the behavior?					
1	2	3	4	5	9
Not at all	A little	Average	Severe	Very severe	Don't know/ No answer

Students	How often						How severe					
Students give gifts on special occasions	1	2	3	4	5	9	1	2	3	4	5	9
Students give gifts after taking an exam to get higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Students seek parental help after taking an exam	1	2	3	4	5	9	1	2	3	4	5	9

	How often						How severe					
Students give money to get higher grades	1	2	3	4	5	9	1	2	3	4	5	9
Students give gifts for a special attention from the professors	1	2	3	4	5	9	1	2	3	4	5	9
Students use personal acquaintances with the professor's family	1	2	3	4	5	9	1	2	3	4	5	9
Students are give rewards to get help for the thesis topic	1	2	3	4	5	9	1	2	3	4	5	9
Students participate in private courses developed by the subject lecturer	1	2	3	4	5	9	1	2	3	4	5	9

Lecturer	How often						How severe					
Lecturer asks students to pay beyond the decisions taken by the faculty board	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer favors students based on personal acquaintances	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer entices students for gifts versus grade	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer forces the students to buy the books published by him	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer asks for money to increase the grades of the students	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer asks for money to put a passing grade	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer changes the grades after throwing them in the register	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer demands rewards from the parents of the students	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer seeks rewards to help students defend the diploma thesis	1	2	3	4	5	9	1	2	3	4	5	9
Lecturer invites his students to take private courses	1	2	3	4	5	9	1	2	3	4	5	9

Below are a number of areas where corruption can occur in faculty/ university. Based on your experience, answer how often this behaviour has occurred and how severe it has been when it has occurred? On the answer sheet, circle the number that best fits the frequency and relevance according to the following scale?

Fields of Corruption	How often						How severe					
Student enrollment at university	1	2	3	4	5	9	1	2	3	4	5	9
Divide students into classes	1	2	3	4	5	9	1	2	3	4	5	9
Assessment of students in exams	1	2	3	4	5	9	1	2	3	4	5	9
Special treatment of students in the classroom	1	2	3	4	5	9	1	2	3	4	5	9
Increasing final grades	1	2	3	4	5	9	1	2	3	4	5	9
Putting passing grades	1	2	3	4	5	9	1	2	3	4	5	9
Help on final diploma thesis	1	2	3	4	5	9	1	2	3	4	5	9
Failure to record absents in the register	1	2	3	4	5	9	1	2	3	4	5	9
Deleting absents from the registry	1	2	3	4	5	9	1	2	3	4	5	9

SECTION V: ETHICS AND CORRUPTION IN UNIVERSITY

Q29	Are you familiar with the **Code of Ethics** for Lecturers/Professors at the private and public university level?	1. Yes 2. No 9. Don't know/No answer
Q30	How familiar are you with the basic ethical standards included in the Lecturer's Code of Ethics?	1. Not at all 2. A little 3. Sufficient 4. A lot 9. Don't know/No answer
Q31	To what extent do you think the lecturer's code of ethics has been helpful in solving the ethical problems and dilemmas you face every day?	1. Not helpful 2. A little helpful 3. Helpful 4. Very helpful 9. Don't know/No answer
Q32	How much do you think the Code of Ethics affects the regulation and improvement of the behavior of lecturers and students?	1. It has no effect at all 2. It has a little effect 3. It has an effect 4. It has a lot of effect 10. Don't know/No answer
Q33	On the whole, do you think that respecting the Code of Ethics at university is:	1. Not important 2. A little important 3. Important 4. Very important 9. Don't know/No answer
Q34	Are you aware of the procedures you should follow if you are a witness or subject to **unethical behavior** in your university?	1. Not at all 2. A little 3. Somewhat 4. Very 9. Don't know/No answer

Q35	Are you aware of the procedures to follow if you are a witness or subject to **corrupt behavior** in your school?	5. Not at all 6. A little 7. Somewhat 8. Very 10. Don't know/No answer
Q36	How would you react if you were a witness or object of **unethical behavior** in your school? (You can choose more than one alternative)	1. I wouldn't do anything 2. I would talk to my colleagues 3. I would speak at board's meetings 4. I would talk to the ethics committee 5. I would talk to the dean 6. I would report it to the relevant authorities 7. Other (Specify): _____ 9. Don't know/No answer
Q37	How would you react if you were a witness or subject to **corrupt behavior** in your university? (You can choose more than one alternative)	1. I wouldn't do anything 2. I would talk to my colleagues 3. I would speak at board's meetings 4. I would talk to the ethics committee 5. I would talk to the dean 6. I would report it to the relevant authorities 7. Other (Specify): _____ 9. Don't know/No answer
Q38	How informed are you about corrupt behavior in your universit community?	1. Not at all 2. A little 3. Enough 4. A lot 11. Don't know/No answer
Q39	Your source of information on these corrupt behaviors is: *(You can choose more than one alternative)*	1. Media 2. Social Media 3. Students Commision at the Faculty 4. Students Commision at the University 5. University Senat 6. Non-institutional information from colleagues 7. Non-institutional information from students 8. Other (Specify) _____ 9. Don't know/No answer
Q40	How much attention has been paid to **ethics** during your professional development?	1. Not at all 2. A little 3. Average 4. A lot 10. Don't know/No answer

Q41	Have you ever been trained on ethical behaviors and practices in education over the last 5 years?	1. Yes 2. No 3. Don't know/No answer
Q42	*(If Q41 Yes)* What is the type of professional development you received for the code of ethic and ethical behaviors? *(You can choose more than one alternative)*	1. University subjects 2. Workshop 3. Participation in conferences 4. Some lectures as part of a university course 5. Work training 6. Individual Studies / Readings 7. Other (Specify)_____ 10. Don't know/No answer
Q43	*(If Q41 Yes)* What was the structure that provided this training?	1. Ministry of Education and Sport 2. Regional Directorate of Education 3. Non-profit Organization 4. Privat Agency 5. Other (Specify)_____ 10. Don't know/No answer
Q44	(If Q41 Yes) How much do you think the materials obtained during professional development have influenced the improvement of your professional ethics?	1. Not at all 2. A little 3. Enough 4. A lot 10. Don't know/No answer
Q45	How do you assess corrupt behavior in your university?	1. There is no corrupt behavior 2. There are corrupt behaviors, but they have not affected me 3. There are corrupt behaviors that have affected me as well 9. Don't know/No answer
Q46	What forms of corruption do you think exist in your school?	1. Using family / social connections to pass an exam 2. Parental intervention by the teacher to pass a certain exam 3. Purchase of diploma 4. Giving bribes for a specific subject 5. Publication of plagiarized books by the teacher 6. Giving sexual favors by the pupil to the teacher in exchange for a grade 7. Other _____
Q47	In your opinion, who most often commits corrupt behavior at university?	1. Dean 2. Lecturers 3. Students 4. Parents 5. Support services staff (Secretary, guard, cleaner, etc.) 9. Don't know/No answer

Q48	To your knowledge, how many cases of corrupt behavior have been dealt with in your university?	1. None 2. A few 3. Some 4. Lots 10. Don't know/No answer
Q49	What steps do you think should be taken by the institutions responsible for preventing unethical behavior by lecturers? *(You can choose more than one alternative)*	1. Professional development of the teacher 2. Rewards for teachers who engage in ethical behavior 3. Stricter and more frequent checks 4. Open publications of cases of unethical behavior 5. Strong punishments for those who exhibit unethical behavior 6. Proposal for revocation of the professional license 7. Other (Specify): _____ 9. Don't know/No answer

SECTION VI: MOTIVES FOR CORRUPTION

Q50	What are the reasons you would **not** commit corrupt behavior? *(You can choose more than one alternative)*	1. There should be no corruption 2. I am afraid of being punished 3. I believe that everyone should do their job 4. I have no opportunity to corrupt 5. I have no knowledge of corruption 6. I believe in the justice system 7. I believe in people's morals 8. It is against the law 9. I believe in the code of "Besa" *(when you give the word to somebody for something)* 10. Other _____
Q51	What are the reasons you would commit corrupt behavior? *(You can choose more than one alternative)*	1. There is no other way to "finish what you want" 2. As a token of gratitude 3. Accelerate procedures / process 4. I see it as a possible solution 5. Everyone does corruption 6. As a sign of respect for the one who helps me 7. In a very difficult situation I have to solve it 8. Other_____

Q52	What are the **motives** for committing corrupt behavior? *(You can choose more than one alternative)*	1. There is no other way to "finish a job" 2. Avoid penalties / sanctions 3. Avoid other major payments than corruption 4. Accelerate procedures / process 5. Be treated properly 6. Receive privileges 7. Other_____
Q53	What are the motives for not reporting corrupt behavior?	1. Because it helped me finish a job 2. I'm afraid to report it 3. I have given my word to the person I will not report 4. I don't know where to report it 5. I don't believe that even if I report it, something will change 6. I do not believe in the justice system 7. I do not believe in the justice of institutions 8. I gave my word 9. Other_____
Q54	What would be the motives for reporting corrupt behavior?	6. If I hadn't finished work 7. If I hadn't been helped 8. If I knew the steps and reporting procedures 9. If I had confidence in the institutions 10. If I had faith in the justice system

Thank you for your time!

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