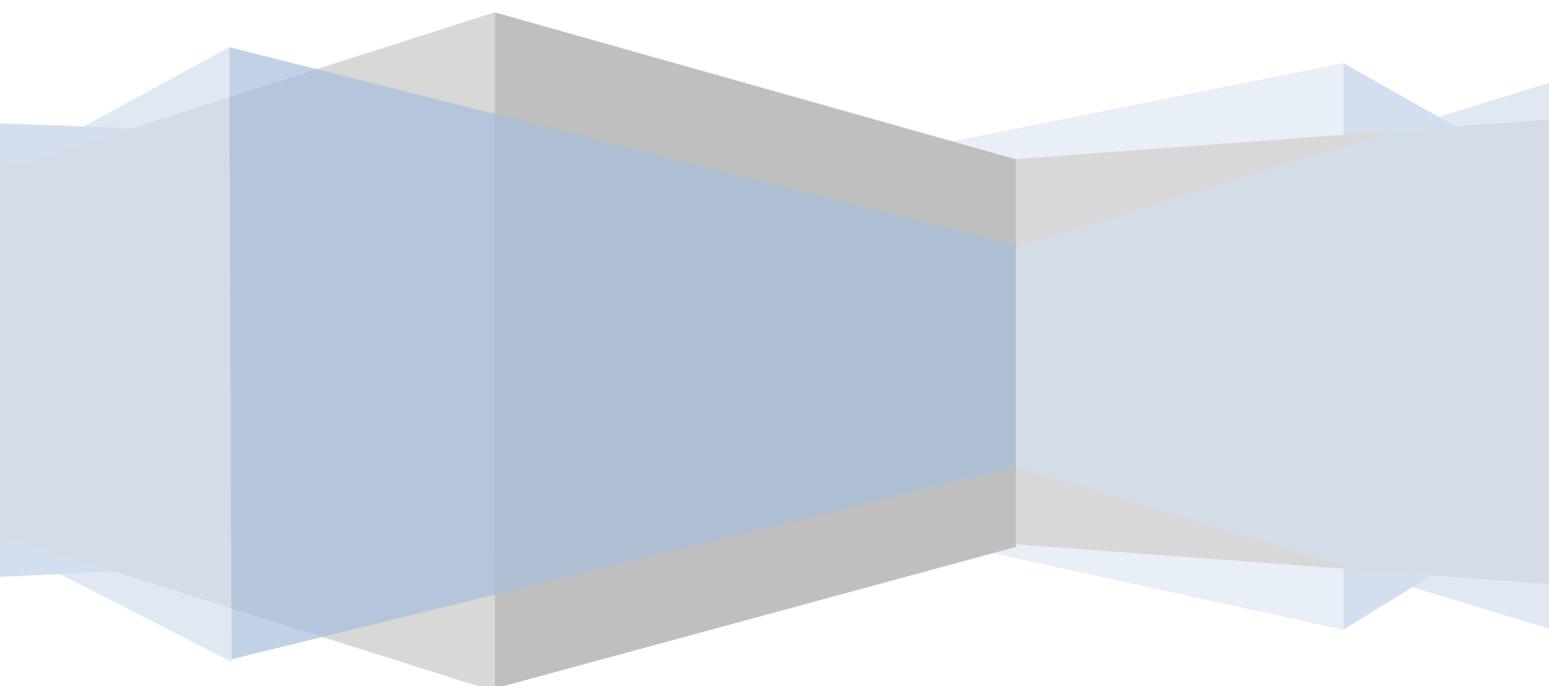




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Survey on Public Perceptions of Corruption in the Education Sector

2014



ACKNOWLEDGMENTS

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1. INTRODUCTION

1.1. Background and Overall Objective of the Corruption in Education Study

Corruption is a common phenomenon in Kosovars' lives, which poses a serious obstacle to the efficient functioning of institutions. As indicated by Transparency International's (TI) data for 2013, Kosovo is ranked as 111th out of 177 countries surveyed, with a low score of 33/100. However, our study's results indicate that corruption is neither so pervasive nor deeply ingrained in the culture as to render anticorruption efforts hopeless.

Analysis of findings from this survey on perceptions of corruption in the Kosovo education system are very enlightening, showing that the perception of corruption in this specific sector is similar as the overall perception of corruption in Kosovo, based on other studies conducted in the past.

The survey is designed to measure actual corruption levels in the education system in Kosovo by assessing the genuine perceptions of corruption among specific target groups that are in daily contact with education, the results provide useful insight into various aspects of corruption as a problem.

The study, aside from describing the level of awareness of the corruption phenomena, and its roots, also sheds light to the Kosovans' good understanding of its various causes.

Regardless of their ethnic background or socio-economic status, respondents generally agree that corrupt behaviour is unacceptable. Nevertheless, the survey findings indicate a significant prevalence of corruption, considerable willingness to engage in corrupt actions, as well as relative tolerance for corrupt behaviour.

The nuances of the data reveal that the prevalence of, tolerance for, and willingness to engage in corruption are most likely to emerge for gaining access to people's basic needs – healthcare, education and similar. Therefore, if the quality of and access to basic services is not sufficient to ensure a decent standard of living, it is more likely that corruption will be considered more in those sectors.

In addition, the results also indicate that Kosovans understand that corruption is not limited to low-level bureaucrats and cannot be eradicated by wage increases alone. Respondents believe that corruption also exists among high-level officials, who are well paid and thus not motivated by the need to supplement meagre wages, as indicated by the significant percentage of survey respondents citing inadequate legislative and institutional frameworks, greediness of individuals in positions of power, and the moral crisis in post-conflict Kosovo as causes of corruption.

The objective of the current survey was to identify the perceptions of citizens on corruption practices in different areas of educational planning and management, including, but not limited to finance, allowances, teacher appointment, professional misconduct, diplomas, access to education, and institution accreditation.

2. Executive Summary

The perceptions of the exact definition of corruption in Kosovo differ. “Corruption”, “bribing” and “nepotism” are certainly not seen in the same way and vary from one target group to another.

The degree to which respondents consider “bribing” or “giving gifts” to get a job done as negative varies largely upon the motives of the considered individual, even among respondents who consider a certain act as pure corruption. If their motive is strong, respondents are willing to engage in an act of corruption, in order to solve a problem.

A significant number of respondents believe that a ‘gift to a doctor to take special care of you’, ‘giving a gift to a doctor after a successful surgery’ or a ‘gift to a teacher for 7/8th of March’ doesn’t constitute an act of corruption, regardless of the value of the gift.

The index of awareness for the definition of corruption reveals that the highest awareness is observed among university professors and high school teachers, whereas the lowest awareness is among local/central public institutions, followed by students and parents.

A number of teachers and education officials, especially those who do not seem to be very familiar with the law on civil servants, do not consider gifts and rewards as corruption. Hence, awareness campaigns, targeting not only education civil servants, but the entire population, defining corruption and its elements are recommended.

For one fifth of the respondents (20%), ‘to accept an invitation for a free lunch/dinner to solve personal problems’, ‘to resolve a personal problem and accept a favour in exchange’, ‘to accept gifts for the solution of personal problems’, ‘accepting cash for the solution of personal problems’ is seen as ‘acceptable’ or ‘rather acceptable’.

Nevertheless, the absolute majority of Kosovar respondents are concerned that corruption is a serious problem in Kosovo. The perception of corruption as a major problem remains high, as compared to previous studies on the subject.

Two thirds of the targeted population believe that corruption is a major problem in their municipality. In the meantime, almost half of the local/central education institution representatives disagree, regarding corruption as a minor problem or not a problem at all in their municipal government.

More than half of the respondents think that corruption is a major problem in schools and in everyday life, whereas slightly fewer survey participants consider corruption as a major problem at work.

Almost half of the respondents (47%) consider corruption to be a major problem in their neighbourhood, leading us to conclude that the absolute majority of the targeted population is concerned that corruption is a serious problem in Kosovo in general.

Approximately 17% of respondents declare their willingness to bribe or give a gift to solve a problem. The most frequent excuse for doing so according to them is 'there is no other way to get things done' and 'to speed up the processes'.

Respondents believe that one of the most important causes for corruption in Kosovo, in general are the official's low salaries in the public sector. The lack of strict administrative control is perceived to be the main reason that causes corruption in educational institutions.

Expectations to resolve a problem through a bribe are alarmingly high among targeted respondents, particularly among students.

While the percentage of respondents who have heard of cases of corruption and nepotism in general is very high – slightly less than 20% of respondents claim to have heard of specific cases from their family members and close relatives.

A significant number of respondents or their household members have dealt with corruption in the last two years. In more than 5% of the contacts between respondents and education institutions, citizens were either asked for payment/gift or they provided gifts with a value above 50 Euros in exchange for services or a job done. In most cases the money was requested by a third party, but rarely the money/gifts were requested directly by the contact, or the respondents provided the gifts willingly. Cases of nepotism and other favours in exchange for services are excluded, as this has not been measured by the survey.

Among those that are unwilling to be engaged in corruptive practices, the perceived consequences of going to jail do not seem to significantly impact their dare to partake in such activity. Nonetheless, about 20% of all respondents, especially teachers in upper secondary school (27%), teachers in primary and lower secondary school (24%) and students in private universities seem to have the highest awareness that engaging in corruptive practices is against the law and it is a criminal offense. Still, both teachers in primary and lower secondary school (40%) and teachers in upper secondary school (50%) believe that one needs to indulge in such activity, as there is no other way to get things done.

Although the number of corruption cases in education is reported in the survey as high, only 1% of the targeted population implied to have reported cases to the authorities. On the other hand, less than half of respondents declared that they are aware of the institutions, to which to report corruption. However, they mainly mentioned the police and the Anti-Corruption Agency.

3. Education Sector in Kosovo - Findings

3.1. Chapter 1

3.1.1. Perception on Capital Investments in Education

One of the segments tested in the current survey was perceptions regarding the level of investment in education facilities and school supplies. In certain cases, opinions of service users (parents and pupils/students) were different from opinions of education providers (officials and teachers/professors), especially when speaking of investments in schools (computers, new schools/departments). While teachers were more persistent to emphasize sufficient investments in the school, particularly in computers, parents and pupils insisted that no investments in this matter have been done whatsoever. The results also reveal similar attitudes for the different types of investments measured in the survey.

In general, approximately one third of the parents, teachers, pupils and students believe that there was sufficient investment in textbooks (38%), new buildings of schools/departments (24%), building rehabilitations (29%) and new computers (29%). A similar share of targeted respondents (around one third) believe there were no investments in this area, while the rest consider that in general few investments have been made in these specific areas. Nonetheless, in their eyes, they have not been sufficient and have failed to fulfil the school's needs.

Around 58% of students in private universities, 46% of teachers in primary and 54% of teacher in lower secondary schools, and teachers in upper secondary schools consider that there have been sufficient investments in equipping their institutions with new computers. The perception is slightly dimmer for students in the public university and teachers of both public and private institutions, where about 48% of both target groups believe that there have been only a few investments in new computers. Jointly, 52% of parents of students in the primary and lower secondary schools and 37% of students of upper secondary schools believe that there have not been any investments in new computers in schools and universities.

Teachers in the primary and lower secondary school seem to believe that much has been invested in providing students with text books, as indicated by 78% of them. About 67% of the parents of primary and lower secondary school students seem to be content with the investment in text books, followed by 52% of students in private university. For 44% of students in private universities only a few investments have been made in providing them with a sufficient number of text books, while this percentage is higher for teachers in both public and private universities, who believe that there is more than can be done in this regards. The public university students (50%) and upper secondary school teachers (48%) are the wariest of all and do not believe that there have nee nay investments in making textbooks available to complete studies.

The perception of the lack of investments in constructing new buildings for schools, classes or departments is somewhat consistent among all target groups. It seems that there is a general acceptable belief that there have not been sufficient investments in this area, as

indicated by 46% of students in upper secondary school, 43% of students in public universities, and an average 39% of all target groups. Though, there is an exception for 53% of students who are enrolled in private universities, who also share this belief with 46% of teachers in both public and private universities.

Across all target groups there seems to be a general acknowledgement of few investments to have been made in terms of the rehabilitation of schools, classes and departments, with an average of 44%. This belief seems to be more prevalent among private university students, as 52% indicated so. Of all target groups, teachers in primary and lower secondary school (44%) and those in upper secondary schools (48%) are most content with the renovation of the sites.

Table 1. Investments in the school/university you are studying/teaching-by target group (*In the past four years, were there investments either by local public institutions or donations in the school/university you are currently studying/teaching for investments in the following areas?*)

		Parents - Primary and Lower Secondary School (grades 1-9)	Students - Upper Secondary School (grades 10- 13)	Students - Public University Students	Students - Private University Students	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public/ Private
New computers	Sufficient investments	16.2%	20.7%	23.0%	58.0%	46.0%	54.0%	36.0%
	Few investments	30.1%	41.4%	48.3%	37.0%	38.0%	34.0%	48.0%
	No investments	51.5%	36.9%	27.0%	5.0%	14.0%	12.0%	14.0%
Text books	Sufficient investments	67.6%	19.3%	17.7%	52.0%	78.0%	16.0%	16.0%
	Few investments	17.8%	18.3%	30.3%	44.0%	18.0%	34.0%	56.0%
	No investments	13.3%	61.4%	50.3%	4.0%	2.0%	48.0%	26.0%
New building of the school /class/ department	Sufficient investments	28.8%	21.0%	21.3%	21.0%	38.0%	36.0%	24.0%
	Few investments	30.1%	31.9%	33.7%	52.5%	32.0%	34.0%	46.0%
	No investments	39.8%	46.1%	43.3%	26.5%	28.0%	30.0%	30.0%
Rehabilitatio ns of the school/ class/ department	Sufficient investments	27.2%	23.7%	27.3%	33.0%	44.0%	48.0%	36.0%
	Few investments	38.2%	43.7%	46.7%	52.0%	38.0%	32.0%	44.0%
	No investments	34.0%	31.5%	24.7%	15.0%	16.0%	20.0%	20.0%

** Responses 'Don't know' and 'No answer' are not shown*

Table 2 – Investments in the schools/ universities in your municipality – local/central education public institutions *(In the past four years, were there investments either by local public institutions or donations in the schools and universities in overall for Kosovo in the following areas?)*

		Local / Central education public institutions
New computers	Sufficient investments	42.0%
	Few investments	54.0%
	No investments	4.0%
Text books	Sufficient investments	84.0%
	Few investments	16.0%
	No investments	0.0%
New building of the school/class/department	Sufficient investments	68.0%
	Few investments	28.0%
	No investments	4.0%
Rehabilitations of the school/class/department	Sufficient investments	72.0%
	Few investments	26.0%
	No investments	2.0%

About half of the officials in central public institutions believe that there have been few investments in new computers by either local public institutions or external donations in the schools and universities of their said municipalities. Of the surveyed officials in central public institutions, a great majority of 84% think that there has been sufficient investment in making textbooks available for students and teachers. Similarly, about 68% of them consider that there has been enough investment in constructing new schools, classes and departments, while 72% agree that enough has been invested in renovation of sites.

3.1.2. Perceptions of misuse and discrimination in education institutions

The perception of teacher discrimination or favouritism by superiors has also been one of the tested variables among primary and secondary school teachers, as well as university professors. Half (50%) of these three target groups stated that ambitious teachers were held back in career development because of their superior’s personal interests within the institution and this is a common occurrence (15% very common, 32% somewhat common).

A similar share (40%) of the target respondents (primary and secondary school teachers as well as university professors) consider that it is common for some teachers in their workplace to miss classes most of the time and without being sanctioned (16% very common, 23% somewhat common respectively). This occurrence is much more emphasized in the case of primary and lower secondary teachers.

Across the majority of the targeted groups of teachers in primary, lower secondary, upper secondary and university teachers, there is an agreement that school equipment and textbooks are not being misused or distributed unfairly. Nonetheless, there seem to be exceptions, as a quarter of teachers in public and private universities believe that equipment and textbook distributions are sometimes somewhat misused.

Table 3 –Opinions of teachers and professors on misuse and discrimination (In the last four years, would you say if the following occurrences were very common, somewhat common or not common at all in your working area)

		Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public / Private
Ambitious teachers were hold back in career development due to personal interests of the superiors within the institution	very common	18.0%	8.0%	18.0%
	somewhat common	32.0%	40.0%	30.0%
	not common at all	48.0%	44.0%	42.0%
Sometimes school equipment are misused by superiors or staffs	very common	10.0%	6.0%	4.0%
	somewhat common	14.0%	14.0%	24.0%
	not common at all	66.0%	62.0%	52.0%
Some teachers miss the classes most of the time and they never get punished	very common	20.0%	14.0%	14.0%
	somewhat common	22.0%	26.0%	20.0%
	not common at all	46.0%	52.0%	42.0%
There is a misuse in distribution of books by people in charge	very common	4.0%	4.0%	2.0%
	somewhat common	10.0%	8.0%	22.0%
	not common at all	76.0%	68.0%	56.0%

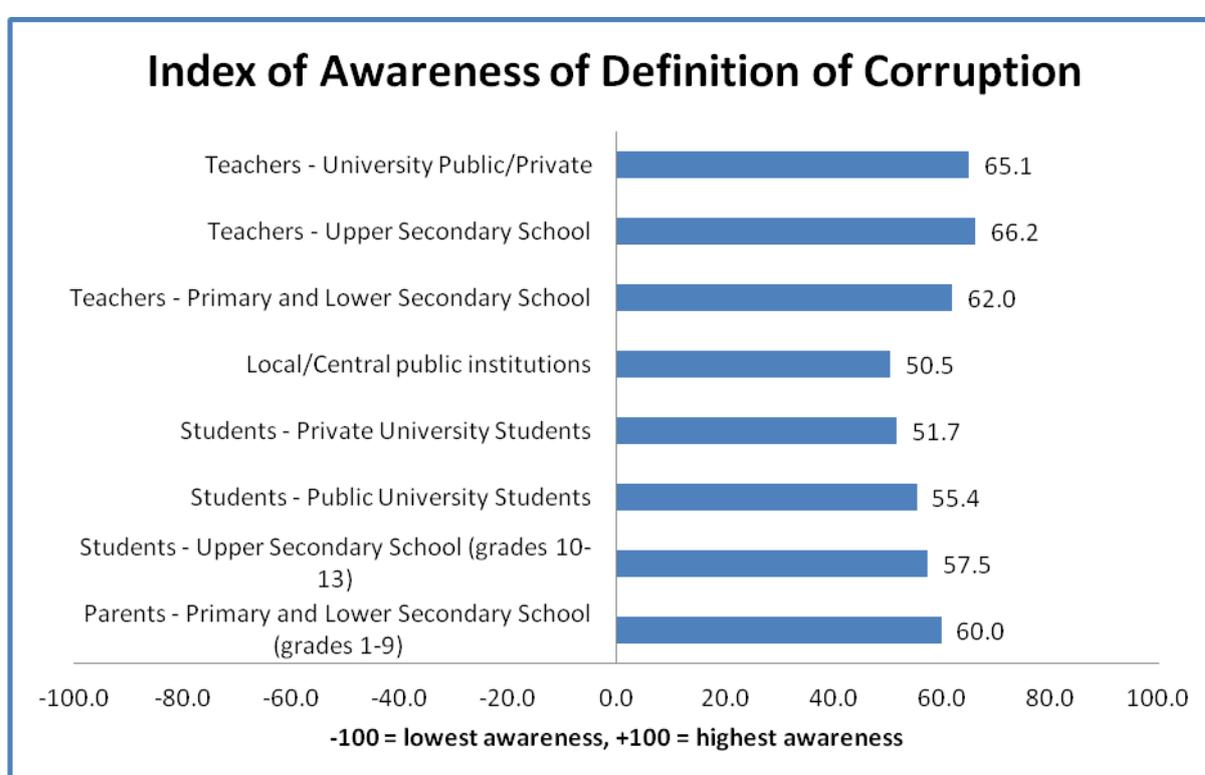
**Responses ‘Refused’ and ‘Don’t know’ are not shown*

Chapter 2 – The Problem of Corruption

3.1.3. Definition of Corruption and Perceptions on the level of corruption in different institutions

Corruption is defined by Transparency International (TI) as the abuse of entrusted power for private gain. TI further differentiates between "according to rule" corruption and "against the rule" corruption. "According to rule" corruption constitutes of facilitation payments, where a bribe is paid to receive preferential treatment for something that the bribe receiver is required to do by law. On the other hand, "against the rule" corruption is a bribe paid to obtain services the bribe receiver is prohibited from providing.

Figure 1. Index of awareness – on Definition of Corruption



The index of awareness of the definition of corruption ranges from -100 to +100. This is a composite index calculated from the average of individual indices where respondents have stated whether they perceive different situations as acts of corruption or not and shown for each target group. The individual indices were calculated by giving a weight of +100 to "Yes" responses and a weight of -100 to "No" responses.

The Index of awareness of the definition of corruption reveals that awareness of what defines corruption is highest among university professors and high school teachers, while it is lowest among local/central public institutions, followed by students and parents. Nonetheless, perceptions in the Kosovo context among targeted populations do not seem to be so black-and-white.

Across all targeted groups what seems to be considered “corruption” is predominantly agreed upon in the majority of the targeted groups’ responses. The vast majority, about 91% agree that giving cash or extending a favour in order to “speed up” the process, is considered corruption. Of the surveyed from all target groups, 92% believe that giving money to get a job in the public sector means that one is involved in corruption. Another 92% think that extending cash to policemen not to revoke your driving license is corruption. On the other hand, the perception that one is involved in a corruptive act decreases if one considers giving a gift to someone for expressing more care, as is the case with 82% of the total targeted respondents, who indicate that sending gifts to teachers to take special care is considered corruption. For 83% of respondents, to intercede before a high ranked executive to employ a relative of yours is also considered corruption. The situation becomes less clear to the respondents, when they are asked about whether personal requests before a municipal councillor for obtaining construction permits is considered a corruptive act. Although, the results vary across the target groups show, the majority (70%) believe that by doing so they are considered as getting involved in a corruption, while a quarter (25%) claim that it isn’t so and 7% are not sure.

Although the majority believe that giving a gift to a doctor for taking special care of you is considered corruption, still a third (30%) of the surveyed do not think that may be the case. Building on this, even more believe that giving a gift to the doctor following a successful surgery does not consist of corruption, as 56% declare so. Similarly, 20% of the respondents strongly believe that doing a favour to an official after helping your child get admitted to school or university is not considered an act of corruption. Even more, about a third of the surveyed, have the impression that sending a gift to a professor after performing well in an exam is not corruptive.

There is widespread agreement that providing official information to people, that you know is not available to the general public, for the purpose of personal benefit is regarded as a corruptive act by about 80% of the respondents, the remaining 11% of whom do not think so, while 9% are unsure.

Giving a gift to a teacher for 7/8th of March was not considered an act of corruption by 90% of respondents, followed by giving a gift to a doctor after a successful surgery (56%) and a gift to a doctor to take special care of a patient (30%).

A significant number of respondents consider gifts as a phenomenon of ‘corruption’, especially if it is not requested and it is given after the job is done. Favours and ‘interventions’ stand in the middle, whereas ‘giving cash’ in the majority of cases falls under the phenomenon of ‘corruption’.

Table 4. Public's definition of the phenomenon of corruption by target group (As you see it, which of the acts listed below fall under the public phenomenon of "corruption"?)

		Parents - Primary and Lower Secondary School (grades 1- 9)	Students - Upper Secondary School (grades 10- 13)	Students - Public University Students	Students - Private University Students	Local / Central public instituti ons	Teachers - Primary and Lower Secondar y School	Teachers - Upper Secondary School	Teachers - University Public / Private
Gift to a doctor to take special care of you	Yes	70.2%	73.2%	64.3%	54.0%	80.0%	74.0%	68.0%	78.0%
	No	27.2%	26.1%	33.0%	44.5%	16.0%	26.0%	32.0%	16.0%
Doing a favour to an official after helping your child to get admitted to school/university	Yes	77.3%	76.3%	76.7%	80.0%	68.0%	80.0%	82.0%	86.0%
	No	19.1%	19.7%	18.0%	19.0%	22.0%	20.0%	14.0%	12.0%
Interceding before a high-rank executive to employ a relative of yours	Yes	83.5%	83.4%	82.0%	83.0%	74.0%	86.0%	84.0%	84.0%
	No	13.6%	12.9%	11.7%	15.5%	16.0%	10.0%	12.0%	10.0%
Personal request before a municipal councillor for obtaining construction permit	Yes	71.8%	73.9%	63.3%	67.0%	58.0%	78.0%	84.0%	66.0%
	No	20.4%	22.0%	27.7%	27.5%	32.0%	18.0%	12.0%	30.0%
Extending cash to policeman not to revoke your driving license	Yes	92.2%	92.5%	93.0%	89.5%	86.0%	94.0%	98.0%	88.0%
	No	5.8%	5.4%	4.3%	8.5%	12.0%	6.0%	2.0%	8.0%
Giving a gift to doctor after a successful surgery	Yes	50.5%	41.7%	35.3%	32.0%	40.0%	38.0%	48.0%	44.0%
	No	47.2%	56.6%	60.3%	64.5%	50.0%	56.0%	48.0%	48.0%
Providing official information to people, that you know is not available to the general public, for the purpose of personal benefit	Yes	80.3%	78.3%	76.3%	79.5%	72.0%	86.0%	90.0%	86.0%
	No	10.4%	11.2%	10.3%	17.0%	12.0%	10.0%	8.0%	12.0%
Sending gifts to teacher to take special care of your child	Yes	82.2%	82.0%	79.0%	82.5%	70.0%	86.0%	90.0%	90.0%
	No	13.9%	15.3%	15.0%	16.5%	12.0%	14.0%	8.0%	4.0%
Giving cash or extending a favour in order to "speed up" the process	Yes	89.0%	89.5%	93.3%	90.5%	78.0%	96.0%	90.0%	96.0%
	No	7.1%	7.5%	2.7%	8.5%	8.0%	4.0%	8.0%	2.0%
Sending gifts to professor after performing well in the test	Yes	67.6%	63.7%	66.3%	76.5%	60.0%	66.0%	72.0%	72.0%
	No	26.9%	33.6%	28.0%	21.0%	30.0%	34.0%	26.0%	24.0%
Giving money to get a job in public sector	Yes	91.3%	93.6%	93.3%	87.5%	86.0%	98.0%	94.0%	94.0%
	No	4.9%	5.8%	2.7%	10.5%	6.0%	2.0%	2.0%	2.0%
Giving gifts to teacher for 7/8th March	Yes	8.7%	6.8%	7.3%	6.0%	10.0%	2.0%	12.0%	14.0%
	No	88.3%	90.5%	89.0%	94.0%	80.0%	98.0%	86.0%	78.0%

**Responses 'Refused' and 'Don't know' are not shown*

While parents of primary and lower secondary school considered the majority of the cases of giving money to municipal officials as corruption, this was not the case with giving money to teachers and doctors.

Similar to the parents, students of both upper secondary school, public and private universities generally consider favours or interceding with higher rank employees, municipal officers or police as an act of corruption, but not that with teachers and doctors, disregarding cases when money is involved. This could be an insight in the perception of the role of these professionals in society. While higher-rank executives, municipal officials and police are considered to have a more authoritarian role, doctors and teachers are not regarded as such, which makes the severity of the act of corruption to be more likely associated with the former than the latter. This seems to be the pattern even among the perceptions of officials in the local and central public institutions, and teachers of both upper secondary school and public and private universities.

Table 5 – Cumulative percentage of acceptable and rather acceptable actions performed by officials/workers of public institutions – by target groups. (How acceptable, do you think, is the following, if performed by Officials/Workers of public institutions?)

	Parents - Primary and Lower Secondary School (grades 1- 9)	Students - Upper Secondary School (grades 10-13)	Students - Public University Students	Students - Private University Students	Local / Central public institution s	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public / Private
To accept an invitation for a free lunch/dinner to solve personal problem	20.4%	20.7%	27.0%	52.0%	6.0%	26.0%	6.0%	16.0%
To resolve a personal problem and accept a favour in exchange	18.8%	21.3%	17.6%	33.5%	2.0%	12.0%	2.0%	10.0%
To accept gifts for the solution of personal problems	18.4%	21.1%	15.3%	34.5%	4.0%	14.0%	4.0%	6.0%
To accept cash for the solution of personal problems	12.3%	15.6%	10.3%	17.0%		10.0%		8.0%

**Cumulative % of 'acceptable' and 'rather acceptable'*

Every fourth respondent (26%) considers that it is acceptable to 'accept an invitation for a free lunch/dinner to solve personal problems'. This action is mainly acceptable to students (private university students 52%, public university students and parents 21% each, and primary and lower secondary school teachers 24%). Approximately the same share of respondents share this opinion about the statements 'To resolve a personal problem and accept a favour in exchange' (20%) and 'To accept gifts for the solution of personal problems' (19%), once again it is noticeably higher among private university students (34%). 'Accepting cash for the solution of personal problems' was also seen as acceptable for some respondents (12 %).

Having in mind that unemployment is one of the main problems Kosovars face, 16% of the targeted respondents declared it is acceptable (9% acceptable and 7% rather acceptable) to give cash, a gift or extend a favour when applying for a job.

Survey data reveals that there are different dimensions of corruption. And depending on the nature and the emergency of the need, different acts can be acceptable or unacceptable. Around 25% (Cumulative percent of acceptable and rather acceptable) out of 1,304 respondents consider that it is acceptable or rather acceptable to give cash, make a

gift or extend favours in order to help solve one’s problem at the hospital. While 82% of respondents consider sending gift to teacher to take special care of your child as corruption, just 68% of survey participants consider a gift to a doctor to take special care of you as corruption, whereas there are no significant differences between the target groups.

Table 6. Acceptableness of giving for resolving a problem in various institutions, by target group
(How acceptable, in your opinion, is a person to give cash, make gift or extend favour in order to help solving one's problem at...)

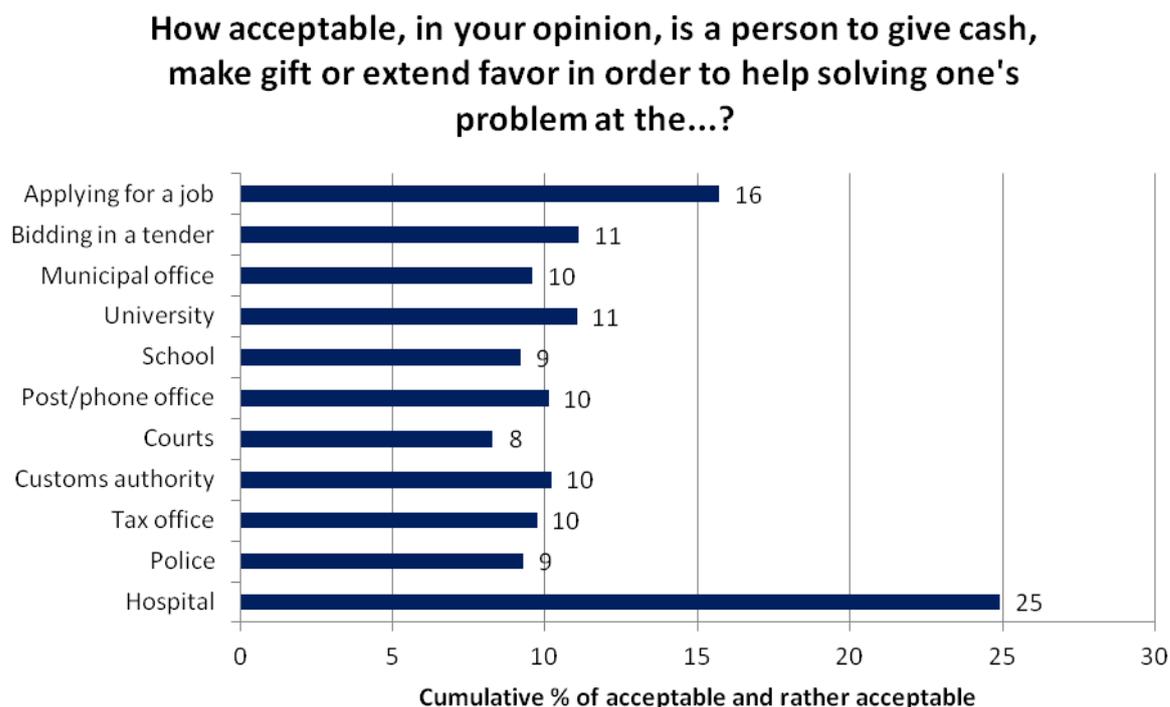
	Parents - Primary and Lower Secondary School (grades 1-9)	Students - Upper Secondary School (grades 10- 13)	Students - Public Universit y Students	Students - Private University Students	Local / Central public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public / Private
Hospital	22.7%	25.1%	27.0%	35.5%	10.0%	14.0%	12.0%	22.0%
Police	5.2%	10.8%	12.3%	14.5%	2.0%	4.0%		8.0%
Tax office	3.5%	8.9%	12.4%	20.0%	4.0%	4.0%	2.0%	16.0%
Customs authority	4.2%	8.2%	15.3%	19.0%	4.0%	4.0%	2.0%	14.0%
Courts	5.5%	7.5%	12.7%	10.5%	4.0%	4.0%	2.0%	10.0%
Post/phone office	4.5%	10.2%	16.4%	16.5%	2.0%	2.0%	2.0%	6.0%
School	6.8%	11.2%	13.7%	9.5%	2.0%	2.0%		8.0%
University	9.1%	11.2%	14.7%	12.5%	4.0%	10.0%	4.0%	10.0%
Municipal office	5.8%	9.5%	10.0%	19.5%	2.0%	6.0%	2.0%	10.0%
Bidding in a tender	7.7%	11.6%	13.3%	16.0%	2.0%	8.0%	10.0%	10.0%
Applying for a job	12.9%	18.3%	16.0%	24.0%	2.0%	6.0%	8.0%	14.0%

**Cumulative % of 'acceptable' and 'rather acceptable'*

As one is able to see from the table above, across all targeted groups, there is a significantly more expressed willingness and a sense of a justified acceptableness to give cash, make a gift or extend a favour, for more delicate cases, such as those relating to health. The results reveal a somewhat troubling reality that across all target groups, students in public and private universities consider offering favours for getting to a desired result more acceptable (cumulative of acceptable and rather acceptable) than the other groups.

There seems to have been created a belief, especially among young generations, in the last years, post war, that in order to “get to a desired result” one must entertain such compromising behaviour – offer favours, cash or gifts to a get something done. This is especially emphasized in the process of “applying for a job” as a quarter (24%) of university private students lead, across all the other target groups, only to be followed by students in the upper secondary school and those in public university.

Figure 2. Acceptance of Bribes for Resolving a Problem



The figure above indicates a lack of general awareness on the definition of corruption among the targeted groups. As one is able to see, a troubling quarter (25%) of the surveyed believes that making concessions is acceptable at the hospital. This is followed by 16% of those who perceive compromises for applying for jobs as acceptable. About 10% of the respondents believe that some sort of trade-offs need to be made when bidding in a tender, speeding up the process at the municipality, entering the university or passing exams and getting a diploma, being admitted to a chosen school, getting a case considered at the court, getting through the customs authorities, the tax office or the police.

3.1.4. How serious of a Problem is Corruption?

The survey on perceptions of corruption reveals that the vast majority of respondents (86%) believe corruption is a major problem for Kosovo. Two thirds of the targeted population declare that corruption is also a major problem in their municipal government. The results are split for the representatives from local/central educational institutions, half (50%) of who believe it to be a major problem, while (25%) a minor problem and 18% not a problem at all.

For the majority of all the target groups corruption is considered a major problem in their lives, aside from a rough 20% of parents in primary, lower and upper secondary school, as well as 20% of teachers in primary and lower secondary school who seem to not be significantly preoccupied with it. A worrying 62% of students in private universities and 49% of those in public ones see corruption in their neighbourhoods as a major problem.

Both parents and teachers strongly believe that corruption in the municipal government is a critical problem, as averages of 70% of them declare so. Half of these target groups also agree that corruption at school is a major problem. The sentiment among all target groups seems to be agreeable in regards to Kosovo, as more than 86% indicate it as a major problem. An interesting revelation from the data shows that the local and central public institutions regard corruption in Kosovo less of a problem than the rest, as indicated in the table below.

Table 7. How serious is corruption as a problem – by target groups (Please tell me whether you think that corruption is a major problem, a minor problem, or no problem at all in the following areas)

		Parents - Primary and Lower Secondary School (grades 1- 9)	Students - Upper Secondary School (grades 10-13)	Students - Public University Students	Students - Private University Students	Local / Central public institution s	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public / Private
In my daily life	Major Problem	59.2%	53.9%	61.7%	68.5%	56.0%	58.0%	56.0%	66.0%
	Minor Problem	20.1%	20.0%	20.7%	14.0%	26.0%	22.0%	24.0%	26.0%
	Not A Problem	17.5%	22.7%	15.0%	14.5%	10.0%	20.0%	14.0%	8.0%
In my neighborhood	Major Problem	39.5%	40.0%	49.3%	62.0%	48.0%	44.0%	42.0%	54.0%
	Minor Problem	24.9%	25.4%	26.3%	25.5%	20.0%	26.0%	20.0%	24.0%
	Not A Problem	24.9%	23.1%	21.3%	10.0%	26.0%	28.0%	28.0%	14.0%
In my municipal government	Major Problem	69.6%	65.1%	75.0%	76.0%	50.0%	74.0%	68.0%	76.0%
	Minor Problem	18.8%	22.7%	18.0%	17.0%	24.0%	14.0%	28.0%	18.0%
	Not A Problem	6.1%	4.4%	2.7%	6.0%	18.0%	10.0%		
At work	Major Problem	55.0%	46.8%	60.7%	57.5%	50.0%	38.0%	54.0%	60.0%
	Minor Problem	15.9%	14.9%	15.7%	12.0%	24.0%	26.0%	14.0%	24.0%
	Not A Problem	6.1%	5.4%	4.0%	8.5%	22.0%	32.0%	28.0%	10.0%
At school	Major Problem	58.6%	58.3%	65.0%	67.0%	50.0%	44.0%	48.0%	56.0%
	Minor Problem	19.1%	20.7%	20.7%	21.0%	20.0%	18.0%	18.0%	16.0%
	Not A Problem	8.1%	11.2%	8.3%	11.0%	24.0%	36.0%	32.0%	16.0%
In Kosovo	Major Problem	85.8%	81.7%	91.3%	88.0%	70.0%	88.0%	86.0%	90.0%
	Minor Problem	9.7%	12.5%	5.7%	4.5%	12.0%	10.0%	12.0%	4.0%
	Not A Problem	2.9%	2.4%	.7%	7.0%	6.0%	2.0%	2.0%	

**Responses 'Refused' and 'Don't know' are not shown*

The perception of teachers/professors “at work” refers to their general perception of corruption at a given job. The perception of teachers/professors “at school” refers to the perception of corruption in the education system.

3.1.5. Changes in the Level of Corruption

More than half of the respondents (61%) consider that the corruption level has increased in Kosovo in general. However, more than half of education officials disagree with this statement and consider that the level of corruption has remained unchanged (42%) or has

decreased (18%). Almost a fifth of teachers (18%) and professors (20%) also believe that the corruption level in Kosovo has decreased.

Less than half of respondents consider that the corruption level in their daily life has remained unchanged (48%), whereas there is a significant difference with the opinion of primary and lower secondary school teachers – more than half of them think that the corruption level has decreased in the past year.

Out of 30% of respondents, who consider there is an increase in the level of corruption in schools, students (private 40% and public 36% university students), high school students (34%) and parents (26%) are among the ones most concerned. Teachers disagree with this opinion – they rather believe that the corruption level in schools has decreased (upper secondary school teachers 44%, primary and lower secondary school teachers and university professors 39% each). Education officials (31%) feel the same way – they also agree that the corruption level in schools has decreased compared to a year ago.

The majority (60%) of the local and central/public institution officials also further believe that corruption has decreased or stayed the same in the past year, which may also indicate why they do not believe that it is a posing threat to Kosovo. Interestingly this target group also believes that corruption has decreased in their municipality, contrary to the perceptions of the rest of the target groups who believe that it has increased. This division among local/central public institutions and the rest of the target groups surveyed is also present in other areas of concern, as for this category corruption doesn't seem to have increased in their daily lives, neighbourhood, work, or school, differing significantly from the perceptions of the overall respondents.

Table 8. Perceptions of Corruption Trends– by target groups (Compared to a year ago, do you think the amount of corruption overall in Kosovo has increased, stayed the same, or decreased in the following areas?)

		Parents - Primary and Lower Secondary School (grades 1- 9)	Students - Upper Secondary School (grades 10- 13)	Students - Public University Students	Students - Private Universit y Students	Local Central public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - Public / Private
In my daily life	Increased	20.1%	19.3%	26.0%	28.5%	6.0%	16.0%	22.0%	18.0%
	Stayed the same	49.2%	51.2%	50.0%	44.5%	46.0%	30.0%	40.0%	46.0%
	Decreased	12.6%	16.6%	14.0%	19.0%	24.0%	50.0%	28.0%	20.0%
In my neighbourhood	Increased	12.3%	10.2%	17.0%	23.0%	4.0%	8.0%	8.0%	4.0%
	Stayed the same	45.0%	47.1%	44.0%	51.0%	30.0%	26.0%	22.0%	38.0%
	Decreased	13.6%	18.3%	25.0%	18.0%	22.0%	38.0%	28.0%	26.0%
In my municipal government	Increased	41.1%	35.3%	46.0%	52.5%	6.0%	28.0%	18.0%	34.0%
	Stayed the same	40.5%	46.1%	34.0%	32.5%	24.0%	40.0%	36.0%	32.0%
	Decreased	7.1%	7.8%	13.3%	11.0%	34.0%	24.0%	30.0%	20.0%
At work	Increased	25.2%	19.0%	35.3%	39.0%	4.0%	8.0%	10.0%	12.0%
	Stayed the same	33.7%	25.8%	31.7%	29.0%	26.0%	38.0%	22.0%	34.0%
	Decreased	5.2%	7.5%	9.0%	5.5%	34.0%	36.0%	38.0%	22.0%
At school	Increased	25.6%	33.9%	35.7%	39.5%	4.0%	6.0%	8.0%	6.0%
	Stayed the same	40.8%	40.7%	40.0%	41.0%	30.0%	28.0%	20.0%	26.0%

	Decreased	12.0%	13.9%	16.3%	13.5%	30.0%	38.0%	42.0%	38.0%
In Kosovo	Increased	56.0%	59.3%	69.3%	79.0%	18.0%	46.0%	42.0%	42.0%
	Stayed the same	33.7%	31.2%	25.0%	16.0%	42.0%	34.0%	38.0%	36.0%
	Decreased	5.5%	5.8%	3.0%	3.5%	18.0%	18.0%	18.0%	20.0%

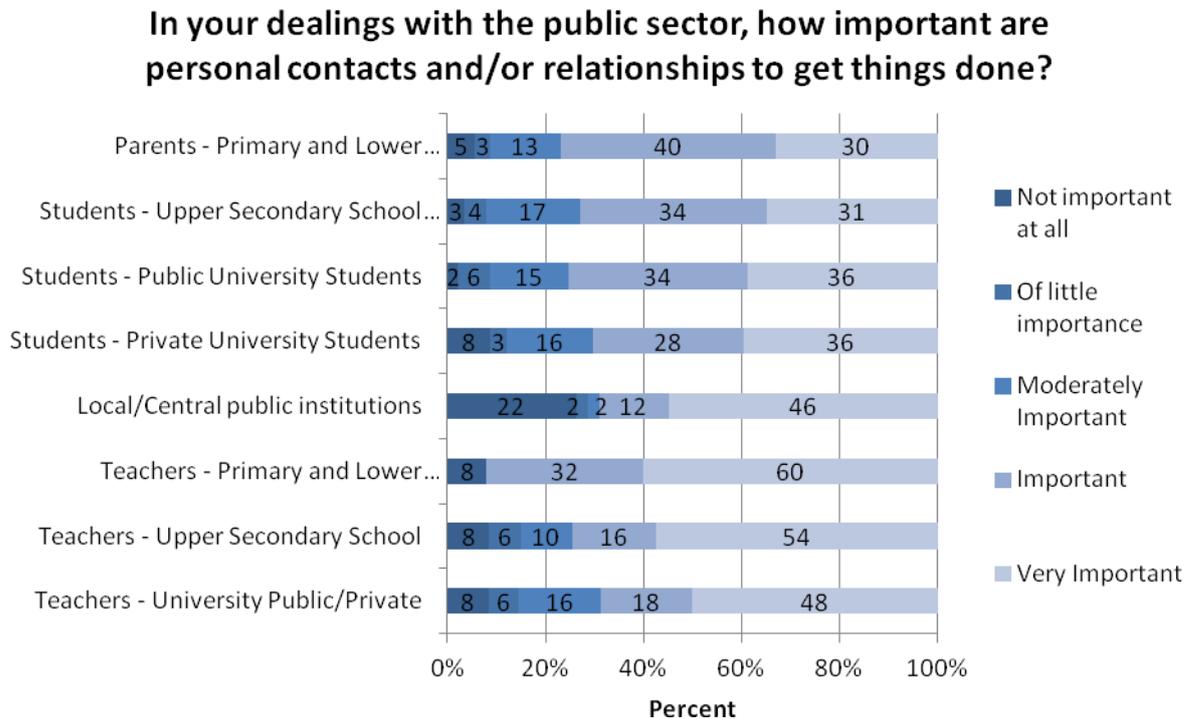
**Responses 'Refused' and 'Don't know' are not shown*

For the vast majority of all surveyed (68%), personal contacts and/or relationships are crucial in their pursuit of getting things done. This is followed by 14% of respondents who consider this element to play a moderately important role in them reaching their desired end; while, only a mere 9% consider them to not be important

While 50% of teachers in primary and lower secondary school believe that corruption in their daily life has decreased, about 50% of parents of primary and lower secondary school believe it has stayed the same and 20% think that it has increased. Both of these groups believe that in their municipal government the level of corruption has stayed the same. However, while 41% of parents think that at school corruption has stayed the same, roughly that same percentage of teachers believes it has decreased. But, 34% of the respondents from both of these target groups agree that in Kosovo it has stayed the same in the last year.

When analyzing the perceptions of university students and professors, we are able to draw more parallels. The data reveals that both of these target groups believe that corruption in their daily lives has remained constant from the year before, as a rough degree of 45% indicated so. While professors (34%) indicate a stronger belief that corruption has remained the same in their work, more so than students (29%); the latter on the other hand, think that it has actually increased at school (40%). Even more only 6% of professors believe that corruptive acts have increased at school, while 40% of them think that it has actually decreased, expressing conflicting perceptions.

Figure 3 – Importance of personal contacts and/or relationships (In your dealing with public sector, how important are personal contacts and/or relationships to get things done?)



When disaggregated by target groups, while there seems to be a ubiquitous emphasis on the importance of personal contacts and relationships across all, this seems to be of a somewhat less of an importance for officials in local/central public institutions. Of all groups, for the majority (60%) of teachers in primary and lower secondary schools this component seems to be especially important. Both, teachers and students consider personal relations an important factor in getting things done.

3.1.6. Is Corruption Intentional?

In general, data reveal that in most cases there is a significant negative correlation between the awareness of the definition of a ‘corruption act’ and the willingness to participate in corruptive acts or bribery.

Respondents, who do not consider that ‘doing a favour to an official after helping your child to get admitted to school/university’ is corruption, are more ready to take part in corruptive acts such as ‘giving a gift to an official for admitting their child to university’ or ‘providing official information not available to the general public, for the purpose of personal benefit’.

Those respondents who do not define providing official information to people, that you know is not available to the general public, for the purpose of personal benefit, as a corruptive act are more ready to pay money to get their child to the best school ‘use relations to admit their child to a school closer to their house/work’, ‘Give gift to an official for admitting your child to kindergarten’ as well as to pay cash to an official for admitting their child to university.

Table 10. Correlation (Pearson's R) between awareness and readiness to engage in corruption act

As you see it, which of the acts listed below fall under the public phenomenon of "corruption"?	How willing or unwilling are you to do each of the following to resolve a problem?							
	Give cash to an official for admitting your child to university	Give gift to an official for admitting your child to university	Provide official information to people, that you know is not available to the general public, for the purpose of personal benefit	Give gift to an official to passing an exam in the University	Give gift to an official for admitting your child to kindergarten	Give cash to an official for admitting your child to kindergarten	Use relations to admit your child to a school closer to your house/work	Pay money to get your child into the best school
Doing a favour to an official after helping your child to get admitted to school/university	-,086	-,110	-,113	-,061	-,083	-,048	-,056	-,077
Interceding before a high-rank executive to employ a relative of yours	-,082	-,122	-,058	-,008	-,075	.011	-,028	-,065
Personal request before a municipal councillor for obtaining construction permit	-,069	-,071	-,135	-,027	-,104	-,125	-,181	-,137
Giving a gift to doctor after a successful surgery	.012	-,020	-,006	,068	-,045	.014	-,123	-,067
Providing official information to people, that you know is not available to the general public, for the purpose of personal benefit	-,104	-,084	-,217	-,065	-,162	-,075	-,168	-,175
Sending gifts to teacher to take special care of your child	-,097	-,109	-,125	-,083	-,194	-,102	-,196	-,158
Giving cash or extending a favour in order to "speed up" the process	-,093	-,053	-,100	-,063	-,126	-,101	-,130	-,137
Sending gifts to professor after performing well in the test	-,053	-,076	-,098	-,085	-,072	-,069	-,134	-,183

The correlations have been calculated for the Pearson's r , which can range from -1 to 1. An r of -1 indicates a perfect negative linear relationship between variables, an r of 0 indicates no linear relationship between variables, and an r of 1 indicates a perfect positive linear relationship between variables. In a perfect positive correlation (+1) both variables increase or decrease together, whereas in a perfect negative correlation (-1) as one variable increases, the other decreases, and vice versa.

From the calculations one is able to see that those respondents, who do not consider that 'Sending gifts to teachers to take special care of your child' as a corruption act, are more prone to get engaged in even more corruptive acts and forms starting from sending gifts, paying officials and using relations, than those who do not think that 'Giving cash or extending a favour in order to "speed up" the process' is corruption.

However, respondents who are aware that 'Giving a gift to a doctor after a successful surgery' is a corruption act are still more ready to 'Give gift to an official for passing an exam in the University'.

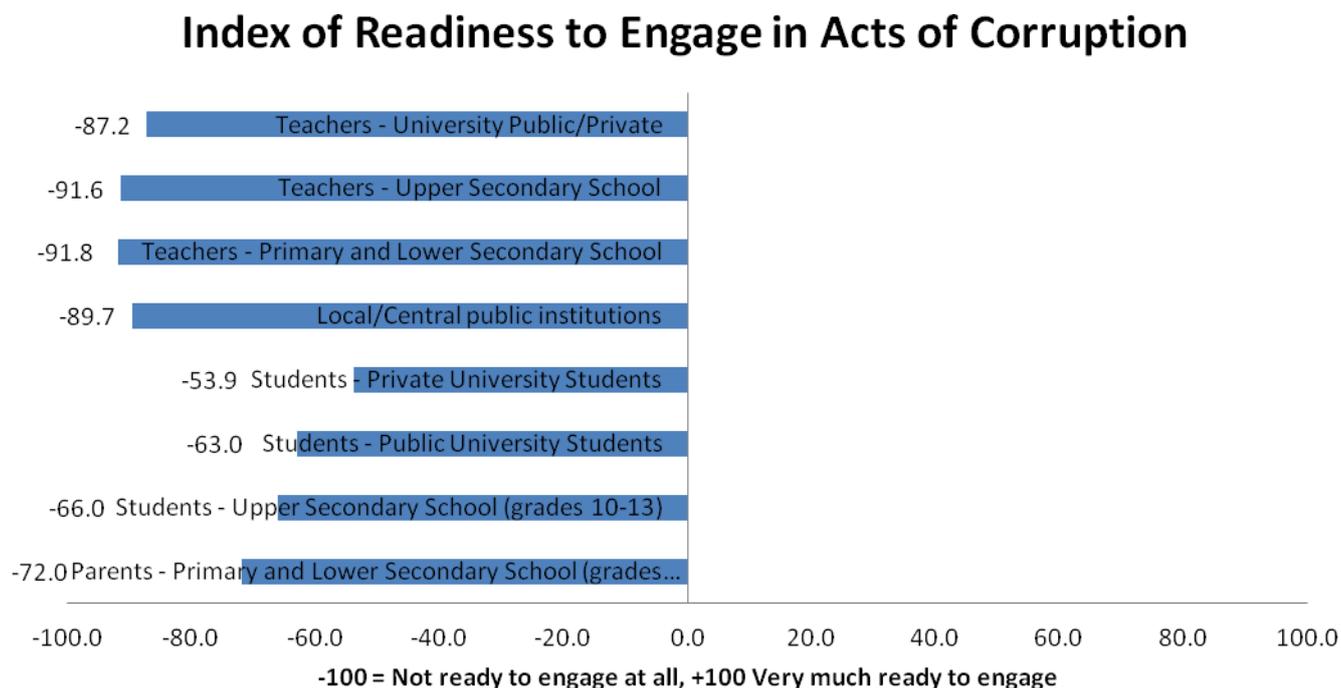
In conclusion to this chapter we should mention that even though the data indicate that corruption is present, it might not necessarily be intentional corruption, but it may be mainly due to lack of awareness of what defines corruption.

3.2. Chapter 3 – Readiness to Participate in Corruption and Reasons for Corruption

The index of readiness to participate in corruption ranges from -100 to +100, where -100 means not ready to engage at all and +100 means very much ready to engage in acts of corruption. This is a composite index calculated from the average of individual indices where respondents have stated their readiness to engage in different acts of corruption, and shown for each target group. The individual indices were calculated by giving a weight of +100 to “very much ready” responses, a weight of +50 to “somewhat ready” responses, a weight of -50 to “not so ready” and a weight of -100 to “not ready at all” responses.

The overall readiness to engage in corruption is a strong determinant of corruption development and the challenge of eradicating it. The Index of readiness to engage in acts of corruption indicates that in general respondents were not ready to participate in a corruption act. However, a number of respondents, mainly service receivers, show to be ready to participate in such an act to resolve one’s problem. Students and particularly private university students show tendencies of readiness to resolve problems through bribes in different areas of life, whereas university professors, teachers and education officials are less ready to participate in this matter.

Figure 4. Index of readiness to engage in acts of corruption- by target group



There is a visual difference between education providers and those who receive education in their readiness to engage in acts of corruption. The figure above depicts that teachers in primary, lower and upper secondary schools (index of -86.0) are least likely to engage in acts of corruption and are followed by local/central public institutions (-85.0). Teachers in public and private university are the third least likely to engage in acts of corruption, at around (-83.0). Whereas, the index indicates that students of private university (-53.0) followed by those in the public university (-63.0) are the most likely to engage in corruptive acts followed by upper secondary school students (-66) and parents (-72).

3.2.1. Reasons to participate in corruptive practice

The readiness to give a bribe in order to solve a problem in education is rather similar to the overall acceptance of giving a bribe or a gift for solving any sort of problem (17%), 9% of respondents stated that it has to be a gift only, while 4% would be willing to pay in any form.

For the majority of respondents, who were unwilling to give gifts/pay bribes the strongest reason for not giving was reported to be the fact that it is 'against the law/criminal offense' (19%) and a similar share indicated it would be because they consider it as immoral and they 'wouldn't be able to sleep at night' (19%).

A rather small number of respondents (6%) had a very significant reason why they would not give money/gift - simply because they just 'do not have any money to give'. Among those who reported to be willing to pay one fourth believed 'there is no other way to get things done' (26%) and 'I would give it as a thank you' (19%), followed by 'to speed up the process' (13%).

Table 11. Reasons for not being willing to engage in corruption- by target group

	Parents - Primary and Lower Secondary School (grades 1-9)	Students - Upper Secondary School (grades 10-13)	Students - Public University Students	Students - Private University Students	Local / Central public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public / Private
I shouldn't be corrupted/I could go to jail/I wouldn't dare	3.7%	.9%	4.8%	3.2%	4.4%			
The employer is obliged to do his/her job/ I agreed to do my job with that payment/I am paid for my work	4.6%	1.4%	2.4%	1.1%	4.4%	7.3%	4.5%	2.6%
I don't have any money	11.4%	6.6%	5.3%		4.4%	2.4%	2.3%	
Ethical/legal issues	11.9%	13.6%	11.5%	11.8%	13.3%	14.6%	13.6%	13.2%
I will fight it on my own/I believe in myself	1.4%	4.2%	1.9%	1.1%	2.2%		4.5%	2.6%
I want justice/we should fight corruption/We shouldn't indulge corruption	10.0%	15.5%	1.9%	4.3%	13.3%	14.6%	13.6%	15.8%
Moral issues/I wouldn't be able to sleep at night/I am an honest person	13.7%	16.0%	19.7%	20.4%	20.0%	26.8%	29.5%	26.3%
It's against the law/it's a criminal offense/it's corruption	16.9%	18.8%	18.3%	22.6%	15.6%	24.4%	27.3%	18.4%
Unreasonable/Unnecessary	5.0%	4.7%	3.8%	4.3%	6.7%	7.3%	2.3%	

**Open ended question. Some responses have very low percentage and aren't shown in the table. Also responses 'Refused' and 'Don't know' aren't shown.*

The above table shows only the percentages of those respondents that have indicated that they are unwilling to engage in corruption (83%). These respondents were most willing to use their relations in order to get their child admitted to a school closer to their house/work (18% Cum. of very willing and somewhat willing), to 'pay money to get their child into the best school' (18% Cum. of very willing and somewhat willing) and to either give cash (16% Cum. of very willing and somewhat willing) or give a gift to an official for admitting their child to university (17% Cum. of very willing and somewhat willing), rather than solving a problem in pre-school institutions by giving a gift (9% Cum. of very willing and somewhat willing) or paying cash (6% Cum. of very willing and somewhat willing) for admitting their child to kindergarten. We should mention that 10% refused to respond to these questions.

The unwillingness to engage in corruptive practices was closely tied to the fact that it is against the law and because it is a criminal offense. This was followed by personal reasons, predominantly relating to moral issues of engaging in corruption, and that the respondents considered themselves an honest person and by doing so they would not be able to sleep at

night. The third most common reason for hesitancy to engage in corruption was due to ethical and legal issues. There were also a portion of respondents across all groups (about 10%), who want justice in the system, they want to fight corruption and that is why they refuse to indulge in corruption. Though, there is a worrying pattern of only a few respondents, who believe that one should not get involved in corruption simply because people are supposed to do their jobs, or that they are paid for their work.

Table 12 – Reasons for being willing to engage in corruption act – by target group (n=200 or 17% of total 1,300 respondents)

	Parents - Primary and Lower Secondary School (grades 1- 9)	Students - Upper Secondary School (grades 10- 13)	Students - Public University Students	Students - Private Universit y Students	Local / Central public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public / Private
There is no other way to get things done	33.3%	31.1%	18.4%	17.6%	25.0%	40.0%	50.0%	
I would give it as a thank you	14.8%	13.3%	13.2%	29.4%	25.0%	40.0%		
To speed up the processes/procedures	5.6%	13.3%	18.4%	17.6%	25.0%			
I would give if solving a situation depends on that/when necessary	9.3%	17.8%	7.9%	9.8%		20.0%		
Everyone gives, that is the way to solve a problem these day	9.3%	6.7%	7.9%					
Gift is a sign of respect	5.6%		7.9%	5.9%				50.0%
I would give a gift in case of life and death situations in	3.7%	4.4%	2.6%	5.9%				
I would give for a job	1.9%		10.5%	2.0%				

**Open ended question. Some responses have very low percentage and aren't shown in the table. Also responses 'Refused' and 'Don't know' aren't shown.*

The reasons for “being willing to engage in corruptive acts” has been analyzed for only 200 individuals of the greater sample of 1,300, meaning only 17% of the total sample size, who declared that they would be willing to ‘pay or give gift for solving a problem’.

Of this portion of individuals surveyed, 50% of teachers in upper secondary school, followed by 40% teachers in primary and lower secondary school believed that unless they engage in a corruptive act, they will not be able to get things done. A third of both parents in primary and lower secondary schools, as well as students in upper secondary thought this way as well.

On unaware 40% of teachers in primary and lower secondary school also would be willing to give a gift or money to someone to show curtsey or appreciation for a favour or to express their enthusiasm for a given result. About a third of students in the private universities also felt this way.

A quarter of local/central public institution officials in addition to believing that there is no other way to get things done and giving it as gesture of appreciation, also would have done so to speed up the process.

The troubling revelation was that teachers in primary and lower secondary school would be willing to give something if solving a situation depended upon the gift. Nonetheless, teachers in upper and secondary school actually regarded gifts as a sign of respect.

In comparison, when officials and teachers were asked how they would react if they were offered to take money/gift in exchange of favour more than 77% declared they would not accept anything, while 7 people declared they would take the gift only if it is symbolic. Another 5 cases would be willing to take them both and only one person declared willingness to take money with the explanation that if you do a favour you should be paid for it.

Moral issues (39%) of civil servants seems to be the top reason for those who declared that they would never take a bribe, whereas some other civil servants consider that their main reason for not taking a bribe if it were offered to them is because it's against the law/it's a criminal offense' (21%). The following table shows the top six selected reasons for not taking money, as indicated by the respondents. The 'don't' know and 'other' category is not shown.

Table 13 – Reasons for not taking gift/money – by target group

	Local/Central public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public/Private
The employer is obliged to do his/her job/ I agreed to do my job with that payment/I am paid for my work	18.4%	8.5%	4.3%	11.9%
Ethical/legal issues	22.4%	12.8%	8.7%	11.9%
I want justice/we should fight corruption/We shouldn't indulge corruption	2.0%		4.3%	7.1%
Moral issues/I wouldn't be able to sleep at night/I am an honest person	28.6%	42.6%	45.7%	38.1%
It's against the law/it's a criminal offense/it's corruption	18.4%	25.5%	23.9%	14.3%
Unreasonable/Unnecessary		8.5%	6.5%	4.8%

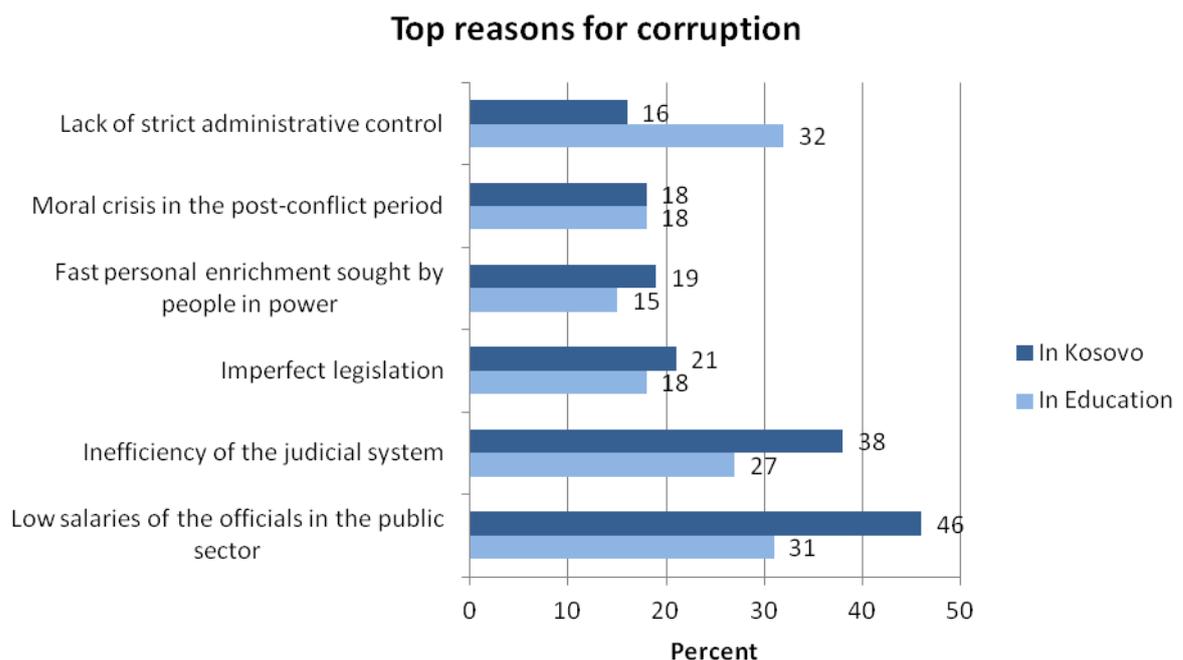
**Open ended question. Some responses have very low percentage and aren't shown in the table. Also responses 'Refused' and 'Don't know' are not shown.*

Most Important Reasons for Corruption

The low salaries are the main reason for the occurrence of corruption factor in Kosovo arises; however, these are not the sole reason for it. The survey suggests that the targeted universe also has a good understanding of its various causes. Respondents overwhelmingly cited the low salaries of public sector officials as the primary cause for corruption. Other reasons mentioned for the proliferation of corruption are more systemic and have to do with the inefficiency of the judicial system and the lack of strict administrative rules.

Respondents emphasize that the most important factor causing corruption in education, in particular, is the lack of administrative control (32%); this is followed by the low salaries of the officials in the public sector (31%) and the inefficiency of the judicial system (27%). The perception is somewhat different when considering Kosovo holistically, as 46% of the surveyed regard low salaries of officials in the public sector, followed by 38% of the inefficiency of the judicial system and the imperfect legislation (21%) as the top reasons for the proliferation of corruption.

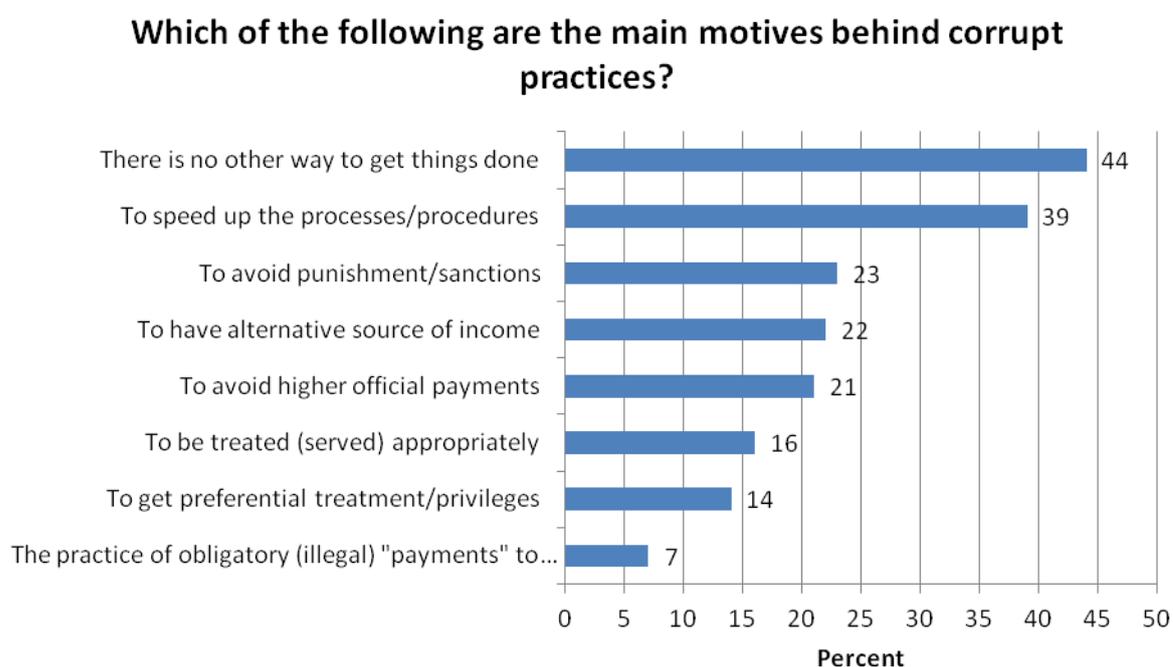
Figure 5. Top reasons for corruption



3.2.2. Motives for Corruption to Take Place

'There is no other way to get things done' seems to be the main reason as to why people engage in corruptive practices. This is the motive for 44% of the targeted population followed by speeding up the process (39%) and avoiding punishments/sanctions (23%). Other motives mentioned by more significant groups include: avoiding higher official payments (21%), to have an alternative source of income (22%), to be served appropriately (16%) and to get preferential treatment (14%).

Figure 6. Motives behind corruptive practices



Service users (parents, high school and university students) are the respondents who believe most strongly that the fact that there is no other way to get things done is the strongest motive underlying corruption practices. What is most worrying is that 48% of high school students (grades 10-13) support this statement, followed by parents (44%), private (53%) and public university students (45%).

Half of private university students (50%) believe that the other main motive is to speed up the process and get preferential treatment/privileges (27%), whereas for half of public university students (50%) to speed up the process, remains the top motive for corruption.

In most cases (32%) local/central education officials agree with the students that top motive is to speed up the process, whereas a large number of them (44%) refused to answer this question or did not know how to answer. Other groups of respondents gave more or less equally distributed answers to the question on motives of corruption, just as teachers and university professors also did.

Table 14. Motives behind corruptive practices- by target group (In your opinion, which of the following are the main motives behind corrupt practices? I am referring to the main reasons that people who participate in corrupt acts use to justify their actions)

	Parents - Primary and Lower Secondary School (grades 1-9)	Students - Upper Secondary School (grades 10- 13)	Students - Public University Students	Students - Private University Students	Local/Centr al public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public/Private
There is no other way to get things done	44.0%	47.8%	45.0%	53.0%	12.0%	36.0%	38.0%	22.0%
To avoid punishment/sanctions	22.7%	24.4%	25.0%	18.0%	14.0%	28.0%	26.0%	18.0%
To avoid higher official payments	18.4%	20.3%	25.7%	23.5%	10.0%	20.0%	16.0%	16.0%
To speed up the processes/procedures	31.4%	29.5%	50.3%	49.5%	32.0%	28.0%	38.0%	38.0%
To be treated (served) appropriately	16.8%	15.3%	22.3%	12.0%	4.0%	14.0%	8.0%	26.0%
To get preferential treatment/privileges	9.1%	11.5%	13.7%	26.5%	10.0%	12.0%	14.0%	12.0%
To have alternative source of income	17.2%	19.0%	22.3%	34.0%	8.0%	28.0%	22.0%	22.0%
The practice of obligatory (illegal) "payments" to supervisor	5.2%	6.8%	4.0%	14.5%	6.0%	10.0%	8.0%	8.0%
None of these					4.0%			
Other	.3%				2.0%			
Refused	1.3%	1.7%	3.0%	6.0%	18.0%			12.0%
Don't know	16.5%	18.0%	7.0%	9.0%	26.0%	8.0%	8.0%	22.0%

**Multiple response question*

3.2.3. Does Corruption Lead to a Successful Result?

Expectations for services rendered after paying a bribe are a very important factor in the fight against corruption. The survey shows an alarming certainty of expectation of achieving results for someone that has bribed an official to obtain a service or resolve a problem. Almost one third of respondents (29%) of the targeted population are very certain that if someone has paid a bribe to an official in order to obtain a service or to resolve a problem, the service will be obtained or the problem resolved. This is fairly certain according to 41% of them, while 11% are somewhat uncertain and just 6% believe it is very uncertain that following the payment the service will be obtained or the problem resolved.

Table 15. Certainty of resolving a problem through bribe- by target group (If someone has paid a bribe to an education official in order to obtain a service or to resolve a problem, how certain it is that the service is obtained or the problem resolved?)

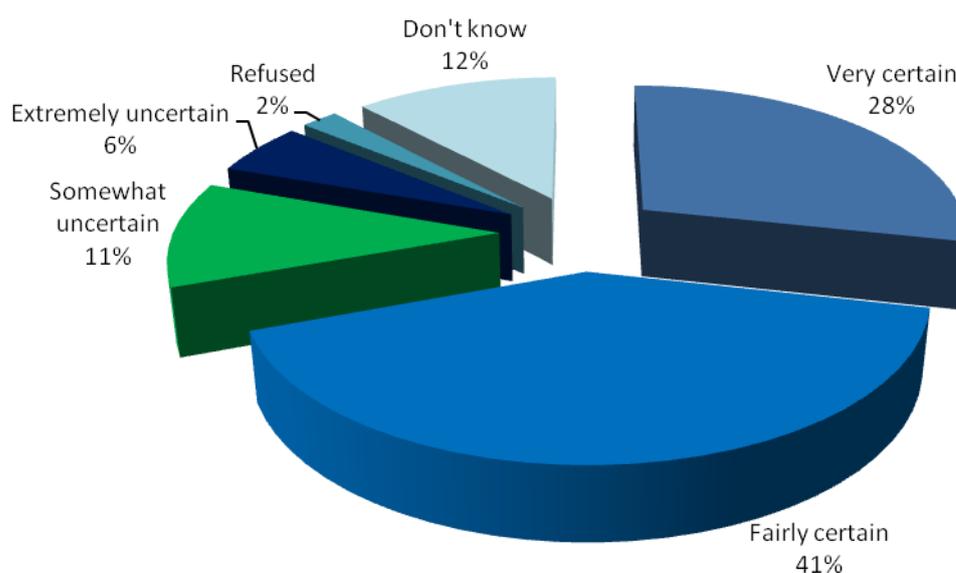
	Parents - Primary and Lower Secondary School (grades 1-9)	Students - Upper Secondary School (grades 10- 13)	Students - Public University Students	Students - Private University Students	Local / Central public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public/Private
Very certain	25.2%	31.9%	36.3%	34.5%	4.0%	14.0%	16.0%	8.0%
Fairly certain	40.1%	37.6%	43.0%	46.5%	18.0%	54.0%	52.0%	30.0%
Somewhat uncertain	13.6%	11.9%	6.7%	9.5%	24.0%	14.0%	8.0%	10.0%
Extremely uncertain	6.1%	5.4%	4.7%	2.5%	18.0%	6.0%	6.0%	6.0%
Refused	1.0%	2.0%	3.0%	1.0%	8.0%		2.0%	6.0%
Don't know	13.9%	11.2%	6.3%	6.0%	28.0%	12.0%	16.0%	40.0%

More than one third of public university students (36%) are very certain that paying a bribe will lead to achieving the result, while more than half of primary and lower secondary school teachers (54%) and upper secondary school teachers (52%) feel fairly certain. One quarter of education officials (25%) are somewhat uncertain about this, whereas a similar share of parents (26%) and pupils (22%) feel extremely uncertain about this matter.

Almost half of University professors (40%) declared not to know anything regarding this issue.

Figure 7. Certainty of resolving a given problem through bribe

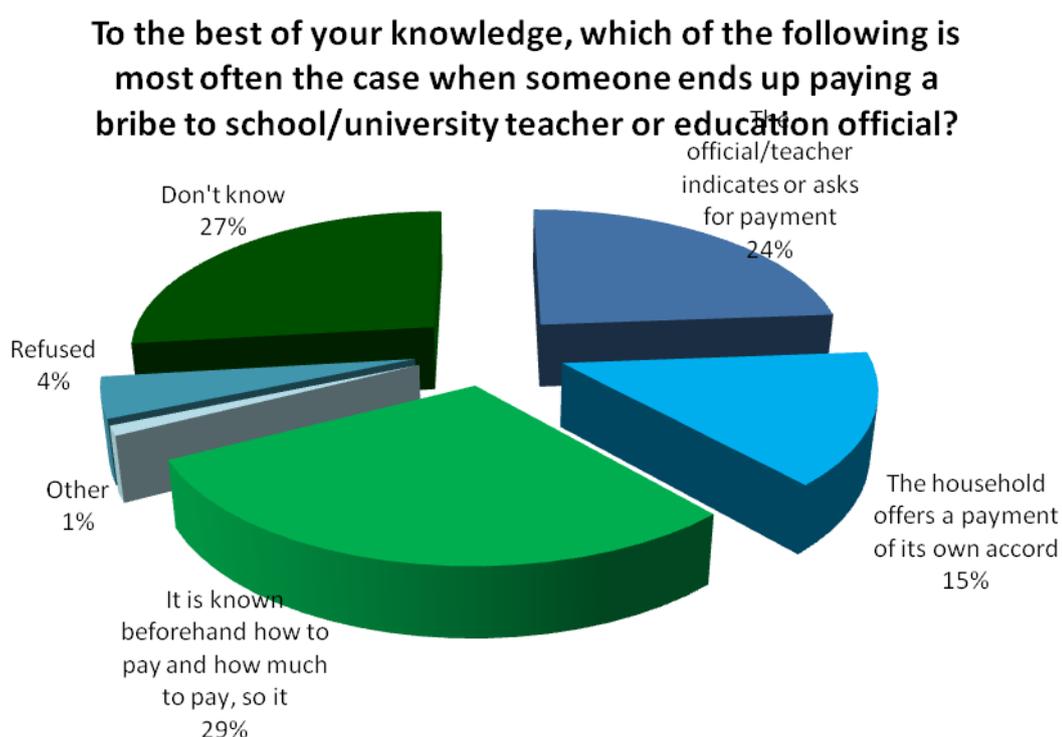
If someone has paid a bribe to an education official in order to obtain a service or to resolve a problem, how certain it is that the service is obtained or the problem resolved?



3.2.4. How it Gets Started

In one third of cases (29%), respondents declare that it was already known beforehand how to pay and how much to pay, so it's a known thing (mainly emphasized by parents 28%, private university students 23% and public university students 23%). Less than a quarter of respondents believe that the official/teacher indicates or asks for payment (31 out of 100 teachers and 6 out of 50 university professors), whereas approximately 15% think that the household offers a payment of its accord and considerable number of respondents (27%) don't really know how this process works out, whereas more than half of university professors gave this answer (57%).

Figure 8. How it gets started



About a third of parents primary and lower secondary school teachers claim that the official or the teacher themselves indicate or asks for a payment and that is when someone ends up paying a bribe. This belief is shared by almost a quarter, about 23%, of students in the public university, followed only by 20% of students in upper secondary school. On a different periphery, about 34% of teachers in primary and lower secondary school and 28% of those in upper secondary school state that the household offers a payment of its own accord to get things done. Students in upper secondary school also believe this is the case, as 15% declared so.

An average of a third of parents and students of primary (28%), lower and upper secondary school (33%), as well as university students (33%), believe that it is generally known beforehand how to pay and how much to pay to do so.

Still there seems to be quite some expressed ambiguity among the targeted respondents in the nature and process of engaging in a corruptive act. This is shown by the high percentage of respondents who either claimed to “not know”, “refused” or indicated “other” as an answer to the question. The highest indicator is among officials in local and central public institutions in the public university, where 42% of them claimed to “not know”. About 20% of the latter target group, officials in local and central public institutions, also “refused” to give and answer. Meanwhile, parent and students of primary, lower and upper secondary school also indicated that they did “not know”, showing that there might be other specific circumstances when one is infiltrated into corruption

Table 16. Cases when one ends up paying a bribe to school/university teacher or official
(To the best of your knowledge, which of the following is most often the case when someone ends up paying a bribe to school/university teacher or education official?)

	Parents - Primary and Lower Secondary School (grades 1-9)	Students - Upper Secondary School (grades 10- 13)	Students - Public University Students	Students - Private University Students	Local / Central public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public / Private
The official/teacher indicates or asks for payment	28.5%	20.3%	23.7%	35.5%	8.0%	12.0%	16.0%	4.0%
The household offers a payment of its own accord	12.6%	14.9%	12.0%	13.5%	16.0%	34.0%	28.0%	12.0%
It is known beforehand how to pay and how much to pay, so it	28.2%	33.9%	33.3%	27.0%	12.0%	22.0%	28.0%	14.0%
Other	1.3%	0.7%	0.3%	0.5%	4.0%	2.0%	2.0%	4.0%
Refused	1.9%	1.7%	6.7%	5.5%	18.0%	4.0%	4.0%	8.0%
Don't know	27.5%	28.5%	24.0%	18.0%	42.0%	26.0%	22.0%	58.0%

3.2.5. Reporting corruption?

In total, just 1% of all respondents reported a corruption act, even though the data reveals that much more of them had experience with corruption in education institutions. Most respondents that reported an act of corruption are public university students (5 cases) and private university students (2 people), university professors (4 cases), parents (2 people), pupils (1 case) and officials (1 person). The police (21%), the courts, the anti-corruption agency and the ministry of education (around 11% each) were the institutions where respondents have reported acts of corruption most frequently. The table below shows the top ten institutions where corruption is mostly reported by the respondents.

Table 17.1 Reporting experienced corruption in education *(If you have reported, please specify where (which institution))*

	Top 10 institutions that respondents reported experienced corruption
Police	21.1%
In court	10.5%
Anti-corruption agency	10.5%
Ministry of education	10.5%
Municipality office	5.3%
Media/Jeta ne Kosove	5.3%
Everywhere	5.3%
Government	5.3%
School authorities	5.3%
Directorate for education	5.3%

**10 most frequent institutions mentioned by respondents*

By contrast, less than half of respondents declared to know what institutions to contact in order to report a corruption act in education, carried out by education providers, whereas university professors (84%), teachers (upper secondary school 80%, primary and lower secondary school 86%) and education officials (85%) declared to be best informed among this group. Police is once again one of the institutions for reporting corruption (38%), followed by the Anti-Corruption Agency (34%). The following table shows the level of awareness by respondents as to where they are able to report corruption.

Table 17.2 Reporting corruption act in education to Institutions *(Ask only respondents who declared to know where to report a corruption act: please specify where (which institution))?*

	Top 5 institutions where respondents would report act of corruption in education
Police	38.1
Anti-corruption agency	33.7
Ministry of education	6.9
Directorate for education	5.0
In court	4.3

**5 most frequent institutions mentioned by respondents*

3.3. Chapter 4: Indirect Experience with Corruption

3.3.1. Corruption Environment

In order to gain an insight on the presence of corruption in respondents' everyday life as well as their indirect experience with corruption, they were asked whether they have heard of specific cases of corruption in the last two years. In this regard, respondents had much more indirect experience with nepotism compared to indirect experience with paying cash for a favour or a job done.

19% of all respondents have heard about a specific case where their relatives, friends, acquaintances or neighbours have paid money to obtain a service in the education sector. Students shared most specific cases (32% of private university students, 24% of public university students), but the occurrence of such acts is not low even among teachers (14% of primary and lower secondary school teachers and 12% upper secondary school teachers) and university professors (13%). No such case was reported by local/central education officials.

3.3.2. Indirect Experience with Corruption Outside Institutions

Respondents have heard about less specific corruption cases concerning the supply, renovation and building of the school than about corruption cases in return of favours, such as being admitted to university or paying to get a job as a teacher/professor.

Table 18. Indirect experience with corruption-by target group (And in the last two years, have you ever heard of cases when...? Positive responses)

	Parents - Primary and Lower Secondary School (grades 1- 9)	Students - Upper Secondary School (grades 10- 13)	Students - Public University Students	Students - Private University Students	Local/Centr al public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public/Private
Someone paid/bribed to print the school materials that are distributed to pupils for free	7.8%	14.6%	18.3%	32.5%	10.0%	2.0%	8.0%	6.0%
Someone paid/bribed to win the bid for purchase and distribution of the textbooks	4.5%	7.1%	21.0%	27.5%	6.0%	2.0%	6.0%	10.0%
Someone paid/bribed to win the bid for school/class construction	7.8%	8.5%	22.7%	29.0%	10.0%	6.0%	4.0%	16.0%
Someone paid/bribed to win the bid for school/class equipment	8.1%	6.4%	19.7%	29.5%	6.0%		8.0%	14.0%
Someone paid/bribed to win the bid for renovation of the dormitories	4.5%	3.4%	16.3%	21.0%	4.0%	2.0%	4.0%	2.0%
Someone paid/bribed to win the bid for renovation of the canteens	3.2%	2.7%	13.0%	17.5%	2.0%			2.0%
Someone paid/bribed to win the bid for equipment of the library	2.6%	2.4%	13.3%	22.5%				
Someone paid/bribed to win the catering service for kindergartens	2.3%	2.0%	11.3%	25.5%	2.0%			2.0%

**Positive responses only*

A quarter (26%) of private university students have heard that someone has paid a bribe to win catering services for kindergartens and a smaller share of them (23%) have heard that someone paid/bribed to win the bid for supplying the library equipment. A considerable number of the public university students (13%) and private university students (18%) have heard about cases where someone has paid/bribed to win the bid for renovating canteens, but only one official and one university teacher were aware of this issue.

In comparison there is an indication for greater interest in the renovation of dormitories, where private (21%) and public (17%) university students were also joined by officials (2 cases) and teachers/professors (4 cases), who have heard that someone has paid or bribed to win a bid.

The number of upper secondary school teachers (4 cases), professors (7 cases) and officials (3 cases) that have heard that someone has paid/bribed to win the bid for the school/class equipment is higher, although it is lower than the value of this share among students (private university students 30%, public university students 20%).

As for the school/class construction bids, 16% of university teachers have heard about cases when someone has paid/bribed to win the bid for school/class construction. In addition, 10% of officials share the same indirect experience together with students (29% private and 23% public university students).

10% of university teachers as well as teachers (6% of upper secondary school teachers and 2% of primary school teachers) have also had an indirect experience with corruption regarding bids for purchase and distribution of textbooks. A significant number of students (28% private and 21% public university students) share the same indirect experience.

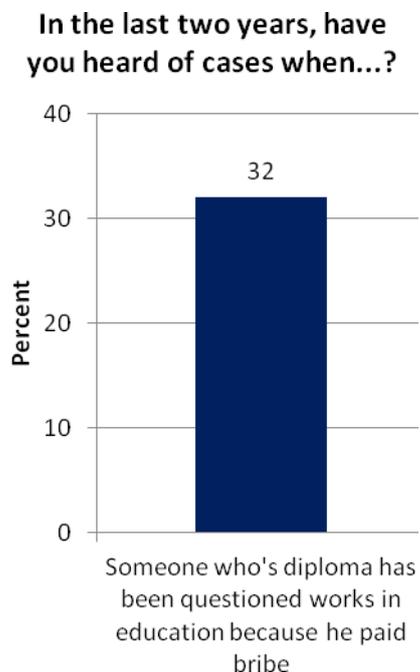
There are also clear indications of corruption cases in the printing and distribution of 'free of charge' school materials. A number of officials (10%), teachers (10% teachers, 6% professors) and students (33% private and 18% public university students) have heard of similar cases.

In general, students had the greatest indirect experience with corruption cases in the tested areas, as they are in touch with the phenomenon on a daily basis. However, cases that have been reported to have been heard by officials and teachers are much more significant, deep and less superficial and can be considered as stronger corruption indicators in this case.

The initial idea for studying indirect experiences came from the hypothesis that people being surrounded by cases of corruption and an overall atmosphere of corruption, ultimately raise their perception for a constant presence of corruption and as a result, they are also more ready to participate in a corruptive acts.

3.3.3. Indirect experience with corruption inside institutions

Figure 9. Questionable diploma, works in education



In the last two years, there have also been cases when individuals have heard of someone whose diploma has been questioned, but he/she works in education because he/she paid a bribe. Respondents had indirect experiences with corruption in other fields as well. Apart from students, parents and pupils, large shares of officials, teachers and professors have also heard about cases of corruption in education. Paying for a job position as a teacher/professor is something rather common, about which teachers (32% upper secondary school teachers, 22% lower secondary school teachers and 29% university professors) have heard in the last 2 years, followed by 16% of officials that have heard the same thing.

It is also rather common for teachers (24% of primary and lower secondary school, 22% of upper secondary school and 16% of university professors) to hear that a person has paid someone in the ministry of education to get a job.

Cases of paying an official for admitting one's child to university also have high prevalence, especially among teachers (41 out of 100) and university professors (10 out of 50). Paying (9 out of 50) and giving a gift (8 out of 50) for passing an exam is also something that university teachers have heard to have happened in the past 2 years. Officials from central and local education departments hear much more often about cases of payments for favours rather than for gifts.

Figure 10. Indirect Experiences with Corruption, have “heard”

In the last two years, have you heard of cases when someone who paid/bribed...? (Yes Answers)

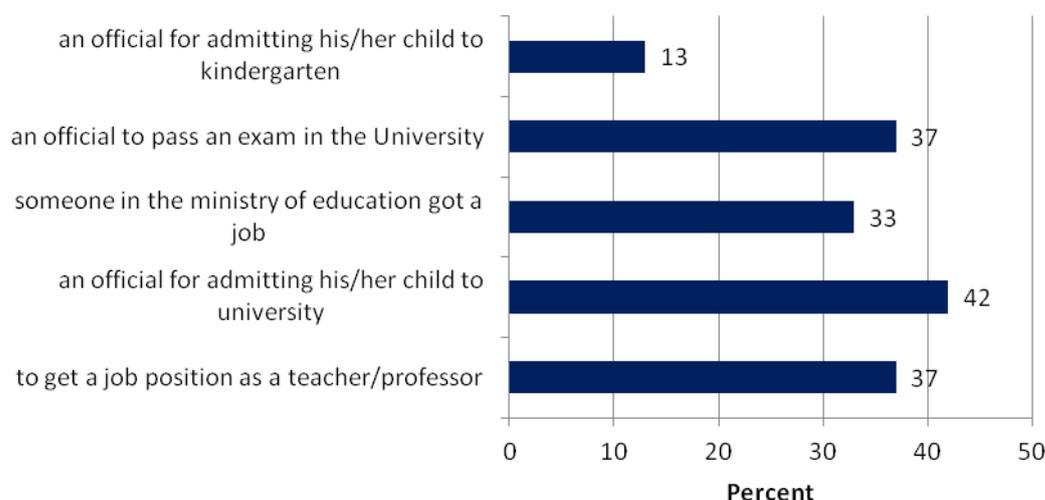


Table 19. Indirect experience with corruption – by target group (In the last two years, have you heard of cases when...? Positive answers)

	One Parents - Primary and Lower Secondary School (grades 1-9)	Students - Upper Secondary School (grades 10-13)	Students - Public University Students	Students - Private University Students	Local/Central public institutions	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public/Private
Someone had to pay/bribe to get a job position as a teacher/professor	35.0%	27.1%	47.7%	50.5%	16.0%	22.0%	32.0%	28.0%
Someone paid/bribed someone in the ministry of education got a job	36.9%	28.5%	38.3%	44.0%	6.0%	24.0%	22.0%	16.0%
Someone who's diploma has been questioned works in education because he paid bribe	31.4%	24.4%	38.7%	44.0%	18.0%	26.0%	18.0%	20.0%
Someone paid an official for admitting his/her child to university	41.7%	39.7%	47.0%	52.0%	16.0%	48.0%	34.0%	20.0%
Someone gave a gift to an official for admitting his/her child to university	38.8%	35.9%	43.3%	55.5%	8.0%	46.0%	28.0%	10.0%
Someone paid an official to passing an exam in the University	32.7%	34.9%	44.7%	46.0%	12.0%	42.0%	20.0%	18.0%
Someone gave a gift to an official to passing an exam in the University	32.4%	28.5%	37.3%	37.0%	12.0%	38.0%	18.0%	16.0%
Someone paid an official for admitting his/her child to kindergarten	13.3%	8.8%	11.3%	25.0%	4.0%	14.0%	18.0%	6.0%
Someone gave a gift to an official for admitting his/her child to kindergarten	10.7%	9.5%	8.0%	23.0%	4.0%	18.0%	16.0%	4.0%
Someone gave a gift to send his child to a closer/better school	15.5%	15.9%	10.3%	31.5%	2.0%	14.0%	8.0%	2.0%

**Positive responses only*

3.3.4. Indirect experience with nepotism

Nepotism, or ‘interventions’ as a term used locally, is indicated to have strong roots in the education system. In fact, looking at the overall data, nepotism is much more spread than bribes, at least in indirect experience. A possible hypothesis for further testing would be the comparison between the deepness of corruption and nepotism in the education system and their impact, when trying to resolve a problem in education institutions.

Half of all 1,304 respondents have heard about cases, when someone got admitted to university because he/she knows someone in power. Half of professors (23 out of 50) have heard of such a case in the last 2 years and officials (10 out of 50) have heard of similar cases as well, however a much higher number of students declared to have heard (273 cases out of 500) of such things.

Having in mind the issue with the number of kindergartens in Kosovo, admitting a child to a kindergarten is a rather common problem for working parents. Thus, almost a quarter of respondents (23%) have heard about cases when nepotism (someone’s child got admitted to kindergarten because the parents have known person within the institutions) took place in order to get the job done. Cases when someone’s child got admitted to kindergarten because someone at the institution has interest from the child’s parents are fewer (19%).

Cases of passing an exam (16%) and enrolling in a program (12%) because a student is having a sexual relationship with professor are less common compared to other cases of nepotism. 92 students reported to have heard about cases of passing an exam because sexual favours only 3 teachers have heard about such a case.

Table 20. Indirect experience with corruption – by target group (In the last two years, have you heard of cases when? Positive answers)

	Parents - Primary and Lower Secondary School (grades 1- 9)	Students - Upper Secondary School (grades 10- 13)	Students - Public University Students	Students - Private University Students	Local / Central public institution s	Teachers - Primary and Lower Secondary School	Teachers - Upper Secondary School	Teachers - University Public / Private
Someone who knows someone in the ministry of education got a job	47.9%	42.7%	42.0%	63.0%	16.0%	50.0%	46.0%	44.0%
Someone earns more than his co-worker who has the same job position just because he has a family connection with the superior	33.0%	32.5%	30.0%	35.5%	18.0%	14.0%	18.0%	24.0%
Someone who's diploma has been questioned works in education because he has a relative in power	33.3%	32.9%	40.0%	49.5%	12.0%	36.0%	22.0%	28.0%
Someone with improper professional conduct continues to work in education because he/she had a relative in position	37.5%	40.3%	47.7%	61.0%	16.0%	48.0%	34.0%	42.0%
Someone has been admitted to university unfairly because he/she knows someone in power	49.2%	47.5%	49.3%	70.5%	20.0%	54.0%	46.0%	46.0%
Someone has been admitted to university unfairly because someone in power has interests from his/her father/relative	43.0%	41.0%	45.3%	63.0%	18.0%	60.0%	40.0%	28.0%

Someone passed an exam because he/she has family relations with the professor	45.6%	46.4%	49.7%	68.5%	20.0%	50.0%	44.0%	28.0%
Someone's child got admitted to kindergarten because her/his parents have known person in the institutions	26.9%	22.7%	18.7%	37.5%	2.0%	28.0%	24.0%	10.0%
Someone's child got admitted to kindergarten because a person in the institution has interests from caregivers/relatives	22.3%	19.0%	15.7%	31.5%	8.0%	24.0%	14.0%	12.0%
Someone has been having sexual relations with a professor in order to pass an exam	12.9%	16.3%	14.3%	31.0%	6.0%	14.0%	6.0%	6.0%
Someone has been having sexual relations with a professor in order to enrol in the program	11.0%	11.9%	8.3%	25.5%	6.0%	10.0%	4.0%	4.0%
Someone who has connections got his child into a better/closer school	22.7%	25.4%	14.7%	32.0%	4.0%	30.0%	22.0%	16.0%

**Positive responses only*

Chapter 5: Personal experience with corruption

In order to find out the frequency of the targeted population's actual experience of corruption, respondents were asked if they had contacted various education institutions in the last two years, and if so, have they been asked to bribe officials or civil servants in each institution, whether they paid and what was the amount that they paid to receive the service, for which they inquired. According to the definition of corruption in the Assembly of Kosovo, the Suppression of Corruption Law (2004/34), which clearly states the issue of gifts (cash or valuable goods) for official persons, the request and acceptance of gifts was evaluated as well.

As defined in the Assembly of Kosovo Suppression of Corruption Law, article 2 –

Corruption – shall mean every violation of duty of official persons or responsible persons in legal entities and every activity of initiators or beneficiaries of such behaviour, committed in response to a directly or indirectly promised, offered, given, demanded, accepted or expected reward for oneself or some other person'.

And

Article 33

'33.1. An official person shall not accept gifts or other benefits (hereafter: gifts) in connection with their execution of office, except for formal gifts and occasional gifts of small value.

33.2. Formal gifts shall be considered gifts presented by the representatives of foreign countries and international organizations during visits and other opportunities, as well as other gifts presented under similar circumstances.

33.3. Occasional gifts of small value shall be considered gifts presented at various working and personal jubilees, holidays and similar occasions, and shall not exceed EUR 50 in value, or their total value shall not exceed EUR 100 in a single year if they are presented by the same person.

33.4. Official persons may not accept more than 10 occasional gifts within a year.

33.5. The prohibitions and restrictions arising from this article are also applicable to the persons living in the domestic relationship with the official person.'

Thus, when analyzing the data, the guideline for the definition of corruption has been the Kosovo Assembly law, which defines a corruptive case, as every time an officials or civil servants in educational institutions accepts gifts of more than 50 Euros or requests gifts/money of any value.

Having in mind the law and articles presented above, the survey reveals an alarmingly high number of corruption cases declared by respondents. Out of 3,147 contacts which 1,254 respondents (or members of their household) had with education institutions in the last two years, in 169 occasions the respondents or members of their household were asked for money/gift, or provided willingly gifts of over 50 Euros, which falls within the definition of a corruption act. Thus, in slightly more than 5% of the contacts, respondents engaged in acts of corruption when in contact with education institutions. We should also mention that for almost 4% (122 cases) of the contacts, respondents refused to tell whether money/gift was requested from them, if they offered money or whether it was accepted when they offered it.

3.5.1 Gifts for solving a problem

To analyze this aspect, all target groups, excluding the officials from central and local public institutions were required to indicate when they have made contact with and how many institutions. A sample size of 1254 respondents in total made 3,147 contacts through in the following institutions: Ministry of Education Central Administration, Ministry of Education Local administration, Public University, Private University, Public High School, Private High School, Public Elementary School, Private Elementary School, Public Kindergarten and Private kindergarten.

90 times out of a total of 3,147 contacts respondents had with any education institution, a gift was requested from them (mainly in public university 32 cases and public high school 25 cases). Out of this number of cases, it is reported that only in 14 cases respondents (or their household member) provided a gift to get the job done (public university 4 cases and 5 cases in public high school)

In 27 of all cases of contact, respondents offered a gift (mainly in public university 8 cases, private university 4 cases and public high school 4 cases), out of which in 12 cases the gifts were accepted. Gifts varied from 50 Euros (in the Ministry of Education) to maximum of 500 Euros (in the public university).

Table 21. Gifts for solving a problem – by target group

N=1254	Had contact with:		Was requested a gift (out of those that had contact)		Provided a gift (out of those that had contact)		Offered a gift (out of those that had contact)		Accepted the offered gift (out of those that had contact)		Value of the gift		
	%	N=	%	N=	%	N=	%	N=	%	N=	Minimum	Maximum	Average
											EUR	EUR	EUR
Ministry of education central administration	17	211	1.4	3	0.4	1	1.4	3	0.9	2	50	50	50
Ministry of education local administration	18	224	3.6	8	0.4	1	0.4	1	-	-	R	R	R
Public university	46	580	5.5	32	0.7	4	1.4	8	0.7	4	10	500	201
Private university	25	313	1.3	4	0.6	2	1.3	4	-	-	250	250	250
Public high school	62	777	3.2	25	0.6	5	0.5	4	0.4	3	2	70	23
Private high school	7	88	4.5	4	-	-	2.3	2	-	-	-	-	-
Public elementary school	60	748	0.5	4	-	-	0.3	2	0.1	1	2	2	2
Private elementary school	2	29	-	-	-	-	-	-	-	-	-	-	-
Public kindergarten	10	122	7.4	9	0.8	1	2.5	3	1.6	2	5	200	70
Private kindergarten	4	55	1.8	1	-	-	-	-	-	-	-	-	-
TOTAL number of contacts		3,147		90		14		27		12			

While some respondents gave a gift from pure desire like a ‘sign of respect’ (1 case), ‘gifts for 7th/8th of March’ (5 cases) or as ‘a thank you for the job that was done’ (3 cases), some other respondents may not have had much choice and provided gifts for ‘Enrolment in school/college/desired class’ (3 cases) or ‘Enrolment in school/college/desired class’ (4 cases), as well as for various other reasons, presented in the table below. It is worth mentioning that 6 respondents refused to declare the reason for providing the gift.

In public elementary school, though the value of the given gift was reported to be very low (2 Euros), one respondent declared that a teacher of the elementary school had requested 2 Euros in order for the class to buy a gift for him/her, which gift was selected by the teacher him/herself. This fact should make authorities restrict the gifts for holidays and birthdays of the teachers to a gift with no monetary value (such as a handmade card by children), rather than a financially valuable gift. This policy will certainly play a significant role in reducing discrimination toward poor children, who may not be able to participate in providing these gifts and as a result may be labelled or feel different.

Table 22. Purpose for direct gift

Direct Gift	N=
For some stamps	1
He/she picked a gift and told me to buy the gift for her/him	1
For grades/For exams	1
For the diploma	1
As a sign of respect	1
As a thank you for the job that was done	3
To get the job done	3
Enrolment in school/college/desired class	4
As a gift/gift for 7 th /8 th of March	5
Refused	6

3.3.5. Cash for solving a problem

The number of respondents who declared that they were asked for money in any education institution is slightly lower, compared to the ones who were requested a gift. Nevertheless, the numbers remain alarmingly high. In 68 out of 3,147 contacts that were made in these education institutions, the respondents were requested to provide money in order to get a job done (mainly in public university 27 cases and public high school 14 cases). Out of these 68 cases, it was reported that just in 7 cases the respondents paid the requested bribe. In comparison, out of 12 respondents who offered money in education institutions to solve a problem, it was reported that half of the cases (6 cases) the money was accepted. In these cases the amount of money respondents provided is higher than for gifts and it varied from 10 Euros in public elementary school to a maximum amount of 2,000 Euros.

Table 23. Cash for solving a problem – by target group

N=1254	Had contact with:		Was requested money (out of those that had contact)		Provided money (out of those that had contact)		Offered money (out of those that had contact)		Accepted the offered money (out of those that had contact)		Value of the money		
			%	N=	%	N=	%	N=	%	N=	Minimum	Maximum	Average
	%	N=	%	N=	%	N=	%	N=	%	N=	EUR	EUR	EUR
Ministry of education central administration	17	211	0.9	2	-	-	-	-	-	-	-	-	-
Ministry of education local administration	18	224	2.7	6	-	-	0.4	1	0.4	1	400	400	400
Public university	46	580	4.7	27	0.7	4	0.5	3	0.2	1	100	2000	740
Private university	25	313	0.6	2	-	-	-	-	-	-	-	-	-
Public high school	62	777	1.8	14	0.1	1	0.5	4	0.4	3	10	1500	415
Private high school	7	88	1.1	1	-	-	1.1	1	-	-	-	-	-
Public elementary school	60	748	1.1	8	0.3	2	0.4	3	0.1	1	10	50	30
Private elementary school	2	29	-	-	-	-	-	-	-	-	-	-	-
Public kindergarten	10	122	6.6	8	-	-	-	-	-	-	-	-	-
Private kindergarten	4	55	-	-	-	-	-	-	-	-	-	-	-
TOTAL number of contacts		3,147		68		7		12		6			

Considering the lack of public kindergartens and the difference in monthly prices (50 Euros in public kindergartens, with up to 150 Euros in private kindergartens) the request for money and gifts in this institution are reported to be high, nevertheless, the response to corruption in this case is very low.

Table 24. Purpose of direct cash

Direct Cash	N=
Enrolment in school/college/desired class	4
To get the job done	2
For grades/For exams	1
To succeed in final high school exam	1
Refused	4

While a number of respondents refused to declare the purpose for providing cash to education institutions (4 cases), the purpose reported most frequently why respondents paid money to education institution was to ensure ‘Enrolment in school/college/desired class’ (4 cases) and to ‘get a job done’ (2 cases). Other reasons were related to higher grades or for passing the exam (1 case) and to succeed in the final high school exam (1 case).

3.3.6. Reasons for providing gifts and cash

In one fourth of the cases, when respondents were asked to provide gifts and cash, they were asked by a third person whereas in 12% of the cases, the gift/cash was requested by the contact (education official or civil servants in education). In a lower share of cases (10%), respondents declared to have given the gift/cash themselves, because they knew the job would not be done otherwise. A number of respondents (15%) provided the gift themselves without request to reward the person who helped them.

Figure 10. Reasons for providing gifts and cash



Annex

3.4. Methodology

4.1.1. Research Design

The study on Corruption in Education in Kosovo used a quantitative research approach, which included multiple target groups to enhance the credibility of findings.

The survey was designed to capture the opinion of stakeholders, who have daily contacts with educational institutions, including officials in central and local public education institutions, university professors (both from private and public university) and teachers (from primary and lower secondary and higher secondary schools), university students (public and private university), upper secondary school students, as well as parents of pupils in primary and lower secondary school – covering all populations that have had any experience with the education system in general, including the opinion and attitudes of ethnic minority groups as well as opinions of parents' of children with disabilities.

Finally, our analysis focused on providing a detailed contextualized understanding of the stakeholders' points of view, experiences and responses about corruption in general, with an emphasis on corruption in education through quantitative data.

4.1.2. Development of the data collection instrument

One instrument was designed for interviewing all the targets included in the survey, whereas the vast majority of the questions were asked for all the target groups and a few particular questions were asked for each specific group.

The instrument was drafted first by the researchers at Index Kosova (IK) and then was sent to the UNDP team for review and comments, whereas the instrument was modified accordingly until approved by the client (UNDP).

The instrument was translated into Albanian (for the majority of the population) and Serbian (used among Serbian speaking minorities).

4.1.3. Research Approach

Quantitative Survey. Face-to-face interview, paper and pencil, "in respondent's the office" for central and local level public institutions and administrations, as well as for school teachers and university professors.

Face-to-face interview, paper and pencil, "in the respondent's home" for primary/secondary school students and university students, as well as for parents (in the case of primary and secondary schools).

Face-to-face exit interview, paper and pencil, for university students.

4.1.4. Sample size description

Sample size = 1,300 effective interviews. Distributed all over Kosovo distributed as follows:

Target groups 1 and 2 (Parents and upper high school students)

Albanian sub-set	Overall no. of respondents	Number of respondents		St. Points	
		urban	rural	Urban	rural
PRISHTINA	72	60	12	10	2
Fushë Kosova	12	6	6	1	1
Glllogoc	18	0	18	0	3
Obiliq	6	0	6	0	1
Podujeva	24	6	18	1	3
Total	132	72	60	12	10
FERIZAJ	42	18	24	3	4
Lipjan	24	6	18	1	3
Shtime	12	6	6	1	1
Kaçanik	12	6	6	1	1
Hani i Elezit	0	0	0	0	0
Total	90	36	54	6	9
PRIZRENI	66	36	30	6	5
Suhareka	24	6	18	1	3
Dragashi	12	0	12	0	2
Total	102	42	60	7	10
GJAKOVA	31	13	18	2	3
Rahoveci	18	6	12	1	2
Malisheva	18	0	18	0	3
Total	67	19	48	3	8
PEJA	37	19	18	3	3
Deçani	12	0	12	0	2
Istog	18	6	12	1	2
Klina	12	0	12	0	2
Junik	0	0	0	0	0
Total	79	25	54	4	9
MITROVICA	24	12	12	2	2
Vushtrri	24	12	12	2	2
Skenderaj	24	6	18	1	3
Total	72	30	42	5	7
GJILANI	32	20	12	3	2
Novobërdë	0	0	0	0	0
Kamenica	12	6	6	1	1
Viti	18	6	12	1	2
Total	62	32	30	5	5
Total	604	256	348	42	58

		Target Group 5		Target Group 6	Target Group 7
		Ministry of Education	Municipal Directorate for Education (local)	Teachers (primary school)	Teachers (Secondary school)
Over 80.000 inhabitants					
1	Prishtinë	2	3	6	5
2	Pejë		3	3	3
3	Prizren		3	3	3
4	Gjakovë		3	3	3
5	Gjilan		3	4	2
6	Ferizaj		3	3	3
7	Mitrovicë		3	3	3
	Total	2	21	25	22
50.000 -80.000 inhabitants					
8	Glllogovc		2	2	2
9	Podujevë		2	1	2
10	Lipjan		2	2	2
11	Suharekë		2	2	2
12	Rahovec		2	2	2
13	Malishevë		2	2	2
14	Vushtrri		2	1	3
15	Skënderaj		2	2	2
	Total	0	16	14	17
Under 50.000 inhabitants					
16	Fushë Kosovë		1	1	1
17	Obiliq		1	1	1
18	Shtime		1	1	1
19	Kaçanik		1	1	1
20	Hani i Elezit		1	1	1
21	Dragash		1	1	1
22	Deqan		1	1	1
23	Istog		1	1	1
24	Klinë		1	1	1
25	Kamenicë		1	1	1
26	Viti		1	1	1
	Total	0	11	11	11
	TOTAL	2	48	50	50

		Group 8 – University Professors	Group 3 Students – Public University
Prishtina University	Faculty		
	Faculty of Philosophy	3	20
	Faculty of Mathematics and Natural Sciences	2	15
	Faculty of Philology	3	20
	Faculty of Law	4	50
	Faculty of Economy	4	
	Faculty of Engineering and Architecture	2	15
	Faculty of Electrical Engineering and Computer	2	30
	Faculty of Mechanical Engineering	2	
	Faculty of Medicine	2	20
	Faculty of Arts	2	20
	Faculty of Agriculture	2	20
	Faculty of Physical Culture	2	15
	Faculty of Education	2	20
University – Mitrovica	Faculty of Mining and Metallurgy	2	15
University – Peja		3	20
University of Prizren		3	20
	Total	40	300

			Group 4 Students – Private Universities
Private Universities			
	Universum	2	40
	AAB	2	40
	AUK	2	40
	Fama	2	40
	UBT	2	40
	TOTAL	10	200

RESPONDENTS DIVIDED BY ETHNICITY

	Frequency	Valid Percent
Albanian	1266	97.1
Turk	7	.5
Bosnian	12	.9
Gorani	1	.1
RAE	18	1.4
Total	1304	100.0

INFORMATION ON RESPONDENTS WITH SPECIAL NEEDS INCLUDED IN THE SURVEY

	Frequency	Valid Percent
Down Syndrome	14	63.6
Paraplegic	3	13.6
Autism	2	9.1
Dystrophy	1	4.5
Epilepsy	2	9.1
Total	22	100.0
Total	1304	

4.1.5. Sampling

Multi-staged proportional sampling of institutions and convenient sampling were used for selecting respondents for central and local level public institutions and administrations, as well as for school teachers and university professors.

Multi-staged random sampling was used for primary/secondary school and university students and for parents (in case of primary and secondary schools).