



Ethics

understand

Issues of ethics and corruption in the Albanian Education System (Pilot Study)

June, 2014

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ABBREVIATIONS

ACER	ALBANIAN CENTER FOR ECONOMIC RESEARCH
MWL	MARY WARD LORETO
TTEA	THINK TANK EDUCATION IN ALBANIA
MES	MINISTRY OF EDUCATION AND SPORTS
RED	REGIONAL EDUCATIONAL DEPARTMENT

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EXECUTIVE SUMMARY

The report of the pilot study entitled "Issues of ethics and corruption in the Albanian Education System", is focused in one of the most sensitive issues in the Albanian society nowadays: ethics and corruption in education system. The starting points for this pilot study were two main findings. Nowadays, in the era of the information society dominated by ultramodern technology, the school is focused more in the learning and testing aspects, followed by the implementation of learning in everyday life and promoting human values universally accepted. In addition, pupils, teachers, lecturers and students in Albania, have become individuals oriented toward the maximization of the learning results. This means that they are oriented toward grades, diplomas, academic degrees and titles.

This pilot study, which was conducted in the 5 main groups (pupil, teacher, parent, student, academic and administrative staff), in a public high school and a public faculty, aimed at identifying of the issues related to the unethical behavior and corruption in the education system, the necessity of improvements in the curricula, in the professional competences of the academic and administrative staff in the high school education and higher education as well, and the role of the education main actors in the development and improvement of the education system.

In order to meet the purpose of this pilot study, ethic is treated as a set of principles, a system of moral values that guide the activities of the educational institution to fulfill its mission. Thus, the pilot study has been focused on the analysis of ethical issues that the school faces in their everyday activities; in identifying unethical behaviors and corruption cases; the perception of pupils and students; the attitudes of teachers, lecturers, pupils, students and parents for resolving ethical issues and corruption cases that the schools face, as well in the way of action of institutional mechanisms established for this purpose, etc.

This pilot study analyses the perceptions and attitudes of pupils, students, teachers, parents and lectures about ethic in education, and the reasons of unethical behavior, the types of its occurrence and corruption cases. In addition, this pilot study presents some policy recommendations in order to overcome the identified problems.

The survey was conducted through interviews in a randomly selected group under the supervision of a staff member who was specifically trained to perform this survey. Questionnaire was the main instrument which was used to gather perceptions/opinions of the interviewed groups. For each interviewed groups (pupil, teacher, parent, student, academic and administrative staff), was used a different questionnaire.

Based on the data processing gathered from the survey of the five groups, as following are presented the main Findings and Recommendations, being structured for the two selected education levels high school and higher education):

MAIN FINDINGS

In the high school education

- According to the survey, it results that the majority of teachers (78.9 %) assess their relationship with students as "good" and "very good".
- With regard to the relationships of parents with the teachers of their children, seems that they have the same level of perception. 81.1% of parents consider their relationships with teachers as "good" and "very good".
- According to the survey, it results a wide scale of corruption prevalence in the high school education- the majority of the interviewed groups stated that "*corruption is a widespread phenomenon in the high school education*".
- Based on the data gathered from the third groups of the high school education system (pupil, teacher, parent), it is concluded that the main reasons of the corruption prevalence are as follow:
 - Lack of some students' capability to study. It means that they could not achieve the required level of learning in accordance with the curricula;
 - The low salaries of teachers work;
 - The economic and social status of some children's parents, and the political influence as well. This means that corruption appears in the overestimation of pupils (fictitious results) in return for unofficial payments in money (cash) or / and in the form of gifts (in kind), offered by those parents who have a better social and economic status (businessmen, etc.), and through political influence of those parents that hold high positions in public administration and political positions as well.
- Based on the data gathered from the interviewed parents, about the frequency of meetings that they have within the school year with their children's teachers, it results that more than half of them meet only "2-4 per year" (it means that they do meet 1-2 times in each academic semester), while 40.5% of parents declare that they meet "*almost regularly*", this means that they do participate in monthly periodic meetings organized from the high school directory.
- According to the survey, concerning the issues discussed in the parents-teachers meeting, it is concluded that these meetings are generally formal / routine. It means that in these meetings they (parents-teachers) discuss "*little*" or "*not at all*" about issues related to the ethical behavior of pupils or teachers, or about the corruption cases. In this regard, it seems to be a pronounced lack of mutual interest, such as by parents, as well as by teachers, to discuss openly and transparently about important issues such as unethical behavior and cases of corruption in school, that have a great impact on the civic sound shaping of their children. The majority of parents (86.9 %) declare that the main discussed issue of their meetings with teachers, is related to "*the academic progress of their child, regarding their school's attendance and the improvements/learning at school*".
- Based on the survey, the unethical behaviors and the occurrence of corruption cases, are present "*during the years of study*" in the high school and are related to the finalization of the school with the best possible results (grades) - leaving exams (State Matura). This has been confirmed from the majority of the interviewed pupils and teachers.

- According to the survey, it results that the two main types of unethical behavior in high education are:
 - *Offering teachers a gift for better results or other facilities/favors;*
 - *Offering teachers money (cash) to ensure other favors in the assessment of pupils (fictitious assessment/grades).*
- According to the hiring procedures for teachers and high school directors, about 2/3 of the latter (63.9 %) claimed that the hiring process of teachers in the high school, *'is not based in professional criteria'* but it happens under the influence of two main factors: *'the informal illegal payments to win the position, and under the political influence of the government party / parties'*.
- A similar perception comes from 4/5 of interviewed pupils (39.2 %) who declare that *'the appointment of a teacher in high school education, is not based on professional criteria but in political influence and corruption ways (paying "under hand ")'*.
- The wide scale presence of corruption not only in hiring process of teachers but as well in the promotion of teachers in their professional career, is confirmed by almost the half of interviewed teachers (45.7 %). They state that *'their promotion is conditioned from corruption and political influences'*.
- Regarding the effectiveness of training programs, about 2/3 of teachers (66%) claim that trainings in which they have been part of, have helped them in a small level *"so-so, little, not at all"* and 71 % of teachers that have been part of these trainings, have accepted that the quality of these trainings have been in medium and low levels *"somehow good, not good, bad"*.
- Based on the survey, it results that for most part of the three interviewed groups (pupils, teachers and parents (respectively by 65.5%, 73%, and 57%), *'the selection of textbooks, is not based on professional criteria, but it happens based on specific interests such as: preference of school director or specific teachers, the selection is done "from above" from the Regional Education Directorate, informal preliminary agreement between the high school director / teachers and author / authors of textbooks'*.
- More than half of the three interviewed groups in the high school education (51% of pupils, 78.4% of teachers, and 71.9% of parents) claim that *"textbooks and other supplementary materials, impact in the growth of the pupils' performance in school."*
- One aspect of unethical behavior and corruption, are the private courses that teachers develop with their pupils from their school or with pupils from other schools, during or out the official hours, in the school environment but mainly out of it (e.g. at home, offices or licensed/not licensed centers for similar services, etc.). According the survey, it results that these private courses continue to be held regularly, even the Ministry of Education and Sport has legally prohibited them. This has been stated by ¾ of pupils and teachers (respectively 74.6% and 70.2%).
- According to the data of the survey, it results that the ethical behavior and corruption, are treated *"a little"* or *"not at all"* in the high education. This has been accepted from 60.4 % of the interviewed pupils.
- One of the questions of the questionnaire was aimed at gathering data on the role of related institutions with ethical and anti-corruption issues. From the survey, it results that the majority of interviewed pupils (68 %), declare that *"Student Council does nothing to educate the principles of ethical behavior and to punish unethical behavior and corruption cases in the high school"*.

- A larger number of interviewed teachers - about 71%, claim that "teachers unions do nothing to educate the principles of ethical behavior and to punish unethical behavior and corruption cases in high school."
- A similar perception comes from around half of interviewed parents (50.8 %) who declare that "the parents council does not play any role in the education of principles of ethical behavior and the punishment of unethical behavior and corruption cases in the high school".

In the higher education

- According to the survey results in higher education (selected faculty), results that unethical behavior and corruption cases are generally widespread. This is accepted by the majority of students (87%) and slightly more than half of the academic and administrative staff (53%).
- In the opinion of the respondents, results that in higher education, the two main reasons of the presence of unethical behavior and the wide scale prevalence of corruption cases, are respectively as follows:

According to students

- Fear of students from the revenge of academic and administrative staff toward the report of corruption cases, abuse with the position of work, unethical behavior, etc.;
- Lack of trust of students in the justice institutions for the acceptance for review of suspected cases of corruption, fair trail of these cases and overall the punishment of these cases according to law, in cases it is judicially approved.

According to academic and administrative staff

- Lack of trust in the justice institutions to proceed according to law in the fair trail creates an impartial way of corruption cases in education;
- Lack of knowledge / legal and ethical education, concerning the reporting procedures of unethical behaviors and corruption cases, within an out the education system.
- In the context of the extent of unethical behavior and corruption cases in various stages of university education cycle, about half of the interviewed students and academic and administrative staff (respectively 42.5% and 41.9%), quoted that unethical behavior and cases of corruption are most prevalent in the first stage of university studies, which means in "bachelor".
- Meanwhile, within the bachelor studies, the students declare that the unethical behavior and corruption cases, are more prevalent in the period of graduating (61.4 %) and in the staff recruitment process.
- With regard to the unethical behavior and the corruption cases in the financial and human resources management of the faculty/university, the results from the interviewed students and academic/administrative staff, prove that corruption is more prevalent in the administration process of financial resources available for the faculty/university (procurement) and in the staff recruitment process.
- An increasing problem in the process of university education, seems to be the steal of dissertation (master) or doctoral dissertation. According to the survey results, half of the students (50%) confirm the presence of plagiarism among students' work.

- According to the most prevalent form of unethical behavior and the corruption cases, the majority of students (88.6 %) claim that the most serious ethical and legal violations, "*appear in the annual evaluation process of different subjects according to curricula (exams)*". As stated by them, subjective evaluations (overestimate), even in the absence of the physical presence of students in exchange of different monetary and material favors, seems to be present in a wide scale in the semestrial exams. Thus, about 65.5% of the interviewed students, confirm the presence of favors in the students' evaluation in exams, by their pedagogues. Approximately, the same number of respondents from the academic and administrative staff (67.9%), also confirm that the students directly or through the third parties, give money to pedagogues, to pass the academic year in a specific subject, or they give money to pedagogues to get higher results in the exams. In some cases, certain students with the closest social connection or direct personal contacts with different professors, play the intermediaries role in collecting financial contributions to several other students mostly that have problems with the attendance at lectures and / or seminars, by enabling fictitious results and passing scores for the latter.
- Another type of unethical behavior that is present in a wide scale in the universities environments, is "the obliged purchase from students of the university textbook", provided by different pedagogues. About half of the interviewed students (40.5 %) confirm "the presence of this phenomenon (being obliged to buy textbooks offered by the pedagogue of the subject). Furthermore, a part of them oblige students to buy these textbooks a day before the exam takes place. This means that the pedagogues oblige students to buy their textbooks at the time that this latter would not have the proactive possibility to use these textbooks to be prepared for the specific subject).
- In addition of interviewed students, the wide scale of corruption prevalence, has been confirmed by the academic and administrative staff as well. Thus, 2/3 of them confirm the presence of the direct monetary benefits from the academic staff.
- The survey provides a panorama dominated by the collective passivity and not at all optimistic, concerning to the "spirit" of participating in protests/reaction toward unethical behaviors and corruption cases from the students part. Thus, only 1/6 of interviewed students (17.4 %) declare that they are willing to report such cases.
- Regarding to the experience of complaint / denunciation of unethical behavior or corruption cases, survey data show a high degree of apathy and passivity among students toward these manifestations.
- According to their previous experience, most of the interviewed students - about 94% of them said that they have never done a complaint/denunciation of the ethical violations or corruption cases in their faculty.
- These kind of findings listed as above, regarding the trust of students toward the management institutions of the faculty or public institutions, which are responsible for the punishment of the unethical behavior and corruption cases, provide evidence of the lack of trust of students toward this institutions. But looking for any institution that enjoys the confidence of students it is evident that according to the survey results, about half of the students (45.6%) claim that in case of any denunciation from their part of any corruption cases in the faculty, they would trust their denunciation to audiovisual mass media and printed media. Unlike the students, the institution that enjoys the trust of the half of academic and administrative staff (50 %) of the faculty in denouncing unethical behavior and corruption cases, results to be the dean's office of the faculty. Meanwhile the majority of this staff - more than 93% of respondents - declare

that they have never denounced violations of ethical behavior or corruption cases in the faculty where they have been working for many years.

- Referring to the data of the survey, it can be concluded that the Albanian education system (the high school and university) have an insufficient commitment of students and the academic and administrative staff as well, in identifying, reporting and legal punishment of unethical behavior and the corruption cases, in this system.

THE MAIN RECOMMENDATIONS

Based on the key findings of the survey, as following are presented some main recommendations, which are deemed to help at undertaking some reforms in the education system of high and higher education. The main purpose is to raise the public confidence and the integrity of the education institutions, which means the reduction of the unethical and the number of corruption cases in these institutions.

For the high school education

- Further improvements of the legal framework for ethical standards of education, particularly the Code of Ethics for Teachers, enriching this act with generally accepted principles and rules of global best practices and Albanian ones, related to professional responsibility, accountability, honesty, integrity; an effective determination of functions, roles and responsibilities of the education directors at the educational institution, local and central level (Ministry of Education and Sport).
- To be simultaneously focused on the reviewing process, completion and improvement of educational policies, not only in terms of the regulatory framework, but especially in the implementation of this framework and in the creation of mechanisms for monitoring and controlling the observance of ethical behavior and support of anti-corruption action. To achieve this goal, it is important to prepare in the near future a package of professional standards for teachers, to develop the management capacities, to build a modern monitoring system for the an effective usage of the monetary and human resources available to the sector.
- Review the school curriculum in order to effectively expand it, with the purpose of a wider involvement of ethical values in teaching process, and the scheduled undertaking of extra-curricular activities, and organizing broad permanent campaigns on anti-corruption. This will further enrich the level of recognition of the ethics issues and anti-corruption by students and teachers, as well as make them more aware and interactive with other actors in the field of education and outside it.
- Review the selection procedures of the high school textbooks and other teaching materials with regard to the education with ethical norms and standards that creates the possibility to strengthen and reclaim of youth moral in general, its involvement in efforts to strict adherence of ethical behavior and promoting anti-corruption actions, in collaboration with the institutions of high schools.
- Promoting the increased transparency, prevalence of professional criteria and competition out of political influences and the conflict of interest of the individuals (teachers) for managerial and administrative positions in the education system.

- Finding ways and forms to work with pupils outside the school in order to foster the collaboration between pupils and teachers, and to develop furthermore the community values, the team spirit and the concept of competition between pupils as well, as the basic premise for a healthy society and wider civic participation in community life when the latter (students) will be grown up.
- Incentive and promotion of the Student Council as a democratic body that plays an important role in promoting interaction between pupils, especially in terms of education with the rules of solidarity and coexistence in school, respecting the norms and ethical standards and to punish the corruption occurrences.
- Increase the role and responsibilities of teachers in the selection of textbooks, that they want to work with, by eliminating the pressure, conflict of interests and clientelism.
- Promoting unions network to separate from the parties' policies and to serve teachers in their work and concerns;
- A wider involvement and organized of the parents community, and a continuous awareness of parents in civic education efforts, to promote the norms, principles and contemporary standards of ethical behavior and the means, methods and usefulness of permanent fight against corruption cases.
- Undertake organized activities and promote the civic awareness with the purpose of increasing the role of advisory bodies of parents in the extraction of relevant experiences in cases of unethical behavior and in the strict punishment of various forms of corruption cases in high schools.

For the higher education

- Despite the existence of a number of acts on ethic, moral and norms that regulate the relationships between academic staff and students, between superiors and subordinates in the university system, there is still a lot to do especially in terms of implementation of these acts. It is recommended that the Ministry of Education and Sports, provide an institutional framework "Ethics for the university" for the entire university system in the country. This would contribute to build internal and external mechanisms, with regard to the institutional ethics and anticorruption.
- Increasing transparency and building institutional mechanisms to ensure it, with regard to the university curriculum issues, recruitment procedures of academic and administrative staff, criteria and procedures for granting scholarships to students, educational opportunities abroad, research, and promotion of standards of career and vocational training, and publications.
- Improving Internal Regulations and the Code of Ethics in universities, in order to strengthen and strict adherence of academic freedom and the university autonomy based on the widely known contemporary standards.
- Review, further additions and improvements of salaries and remunerations policies of academic and administrative staff in universities.
- Inclusion in the universities curricula issues of moral, ethical behavior, the institutional mechanisms do denunciation, reviewing and punishing unethical behavior and corruption cases in the university system.
- Providing informative special publications for students, academic and administrative staff at universities that create the possibility of a solid and contemporary ethical learning, the

development of human values and civic responsibility, as well as making them available in all informative Albanian legal possible ways on ethic in the public institutions, the denouncing institutions and the civil society organizations with focus on anticorruption initiatives.

- Involvement of students, academic and administrative staff in the continuously reviewing process of Internal Regulations and Code of Ethics, thus building an inclusive process in the context of an effective implementation of these acts.
- Identification and promotion of contemporary "best practices" for the decision-making processes that affect the university institution and students operation, in particular the decisions for university financial recourses, for staff recruitment and for the award of degrees and titles.
- Encouraging professional debates and promoting the "success cases" within universities, academic staff participation in public and publicity life, and promotion through them of institutional ethical behavior and increasing public confidence in the whole university system.

The authors of this report believe that the above findings and recommendations based on the survey, conducted in a high school and a faculty selected in consultation with the Ministry of Education and Sport, can serve for a deeper analysis of ethical and anticorruption issues in the country's education system, and can contribute in the public debate for the educational reform draft, recently introduced by the Albanian government.

INTRODUCTION

Democratic countries are interested in a qualitative development of education and their societies show a great attention for a quantitative education system. Ethical standards are considered very important for a democratic society and disrespect of them, especially in education, is considered a form which threatens the future developments of a qualitative education system. In recent years, corruption in the context of its prevalence has become a real threat for the stability, economic and social development of the society in the world. Education is a sector which is affected by corruption as well. The presence of corruption cases in the education system, is an obstacle for the exercise of human rights and undermines the quality of education.

Taking into consideration the role of education in personal and social development, different countries have paid to education a particular importance, which is reflected in the growth of international and domestic investment, especially in the past 20 years. But despite the growth of international and domestic investments in education, corruption and the bad governance, has prevented the return of this investments in achieving the planned benefits. Corruption in education is one of the biggest barriers which hinders the achievement of development objectives and implementation of the universal right to education.¹

Corruption phenomenon, in the context of education system in Albania, has started to be discussed and analyzed in a wider context. The Ministry of Education and Sport, has officially accepted the presence of the corruption phenomenon and has decoded as one of its main objective, the fighting against corruption.²

In academic everyday life in Albania, are identified concrete cases at all levels of education that show the lack of implementation and the lack of respect of ethical standards. This is seen in many perspectives and in cases that are considered corruption cases.

In this context, this should be seen as an unacceptable and intolerable thing from the specific institutions but as well from the education actors. The academic institutions should be given a special importance as they should be considered the place where pupils/students develop their values in relation to social relationships and personal citizenship.

To fight these phenomena, it is required improved skills in management, monitoring an audit, awareness and training, of administrative staff, teachers and parents' organizations, union's trade and civil society as well. In addition, it is asked from the public to have a full access in information, in order that the latter have the possibility to become part of the control process, as an important principle to build the participation. All these steps, will not only identify the unethical behavior and corruption cases but will help to undertake the necessary actions to punish them.

¹ Global Corruption Report: Education, TRANSPARENCY INTERNATIONAL (2013)

² The statement of Ministry of Education and Sports during the Anticorruption National Conference organized by the Albanian Government in cooperation with European Commission, November 13th, 2013

In the approved document from the World Education Forum in 2000, it is underlined that the corruption phenomenon is particularly dangerous because:

- They cause great harm due to their long-lasting effects through the channel of education;
- In case of lack of ethics and corruption, students might not be given equal access to education and this might affect especially the ones that come from marginalized groups or poor families;
- Lack of ethics and spread of corruption have severe consequences for poverty because they create a lack of access to education due to unethical and corrupt practices where meritocracy is over-shadowed by briberies, nepotism, favoritisms etc. This means fewer opportunities for communities in poverty;
- Severe violations of ethics and corruption cannot coexist with one of the most important goals of education - "to educate citizens to respect the law and human rights;"
- The true foundations of society are affected if children believe that personal effort and qualities are not important and that success is achieved through manipulation, favoritisms and bribery.

Ethical violations and corruption in education can appear in different forms, such as: unethical behavior of teachers, lecturers, students, administrative staff, directors, parents; misuse of allocated funds for infrastructure improvements and teaching, providing undeserved grades and exam results; non-meritocratic appointments and promotions, which are not based on professional criteria, but in political effects and nepotistic relationship. Ethical violations and corruption in the education sector may include the circumvention of rules and criteria for licensing and accreditation of educational institutions; in procurement and selection of textbooks as well.

The consequences of these violations are serious because they can lead to the reductions in the quality of teaching and harmful patterns. Abuses with the funds allocated for improving the academic infrastructure, reduces the quality of infrastructure and remove the rights of students to benefit from the better equipment and facilities, which would be similar with the developed countries standards.

Ethical issues, are possible to occur anywhere where there is a lack of clearly defined rules and procedures. Due to lack of sufficient controls and inadequate penalties, the opportunity for a unprofessional and unethical behavior is greater, thus enabling the acceptance of "fees for usual services" from the academic staff and teachers, and the bribes in order to pay a special attention to specific pupils/students.

Measures to prevent non-ethical behaviors and corruption in the education system can be divided into four main categories:

- structural reforms;
- improvements in judgment, management and interpretation of unethical behaviors;
- necessary measures to prevent ethical misconducts
- punitive measures against people who do act against ethical rules, regulations and laws.

Throughout this report a number of key concepts are used, which include the following:

- ***Ethic*** is a set of rules and standards of conduct; moral obligations and responsibilities, that are accepted by a specific society or social group; the study of human behavior, not only to find the

truth of things, but to discover the value of kindness of human actions; the science of human behavior that is connected with the judgment liabilities (right/wrong) and the judgment of values (good/bad).

- **Social value** is a concept or principle, for patterns of behavior within a culture or society which are obtained by the individual through socialization.
- System of values is a set of rules moral, ethical, standards, preferences that guide action.
- Education on values is the process by which the men transmit the values of others.
- Corruption is defined as the misuse of entrusted power or public office for private gain.
- **The corruption perception**, is an element of social recognition, social perception that that allows people to understand the corruption cases.
- Experiences of corruption - statements of people about corruption cases experienced by them or people or entities they know or that are associated with them (family, relatives, friends etc.).
- Attitudes towards corruption - statements about what people see as corrupt practices and willingness and commitment to fight or not corruption practices and punish those who are involved in corrupt activities.

I. METHODOLOGICAL APPROACH OF THIS PILOT STUDY

The Pilot study "Ethics and Corruption in Education System" aimed to identify the issues of ethics and non-ethics in the Albanian education system through the perceptions, experiences and attitudes of different actors.

The pilot study was conducted in one public high school called "Petro Nini Luarasi" and in one public faculty called "The Faculty of Economy, University of Tirana".

The survey was conducted in the form of group interviews, supervised by a member of staff who was trained specifically to play this role, and the selection of respondents was random.

From the high school, it has been selected 650 respondents, from which 300 pupils, 300 parents and 50 teachers. Students in high school classes belong to tenth and twelfth grades. Various studies suggest that these groups are more likely to provide comprehensive and easily comparable information.

The samples selected in the Faculty of Economy belong to two different categories: university students, and academic and administrative staff. The sample consists of 350 students stratified according to their level of study and specialization/study profile. This stratification aimed at creating a more comprehensive sample that provided information about perceptions and experiences of students of different levels and profiles of study. Students in their Bachelor were selected at random from the first and third year of studies for the same reasons as above, while Master students were in their second year of studies, as they have gone through more experiences at university. PhD level students were selected from the first and second year of studies given that in later years the latter are likely to be employed as pedagogues in the faculty, thus losing their status as a student.

The sample of academic and administrative staff includes 45 pedagogues stratified by the departments where they belong, and their employment status: internal or adjunct, and five representatives of the administrative staff.³

Regarding gender distributions in the survey samples, they generally correspond with the gender distribution within the academic institutions taken into consideration. The distribution of females and males in high school is approximately the same, which also reflects the actual gender distribution of high school students. In the faculty it is observed a significant higher percentage of females compared to males, which is consistent with demographic data of the faculty in question, whose population consists of 80% female according to data from the National Institute of Statistics (INSTAT, 2013).

³ Overall there are 20 administrative employees on the faculty. 5 of them were part of the survey which comprise 25% of the whole administrative staff population

Table 1: Gender distribution of the survey

	Males (%)	Females (%)
High School		
Teachers	8.1%	91.9%
Students	47.2%	52.8%
Parents	20.6%	79.4%
University		
Students	15.2%	84.8%
Academic and administrative staff	32.3%	67.7%

Note: The above percentages are the ones calculated post-survey.

1.1 Survey instrument

All the data for this report, was collected through five questionnaires, which were prepared for main groups of education actors: pupils, teachers, parents, and students, academic and administrative staff. An initial research of secondary sources as the first phase, helped to gain knowledge that allowed us to prepare the research questions for this study and provided us useful key directions that will help to get the most information from the research.

The results of this study will be used as a basis for the realization of a subsequent larger study extending to the whole education system. This pilot study was conducted at an institution of public secondary education at an institution of public higher education.

1.2 Purpose and objectives of this pilot study

This study aims to identify the problems such as unethical behavior and corruption in the education system, the necessitates for improvements in curricula, professional competences of the academic staff in high school and higher education and strengthen the role main education actors in the development and improvement of the education system.

Objectives of this pilot study are:

- To research the reality of the education system revealing the reasons why the system is not functioning for the benefit of the pupils/students and the desires of the parents and to note any good qualities which might emerge in the research;

- Research and measure the competence of the academic and administrative staff and teachers in the implementation of the curriculum in the education system;
- Research the role and influence of the parents and other education actors in the implementation of an effective the education system;
- Raise awareness of the findings of this research and the reality it exposes of the standards and ethics controlling the education system in Albania.

Previous reports and studies at national, regional and international levels allow us to better understand the current status of reforms in university and university system in the framework of ethical standards and their implementation in Albania. Analysis of data was performed by the use of descriptive and inferential statistical elements. This study, reports data that are statistically significant.

II. MAIN FINDING OF THE STUDY

2.1 Ethics and corruption issues in high school education system

The majority part of pupils learns ethic norms at home, school or in other social environments. They learn what is right and wrong throughout childhood, while their moral development happens throughout different stages of life. The majority of societies have also regulations which guide the behavior, but ethic norms tend to be wider and more informal than law regulations. Certainly, societies use the law to enforce ethical and moral standards.

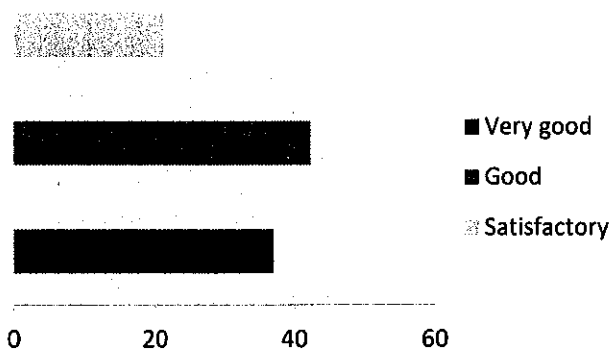
2.1.1 Teacher – Student relationships

Teacher – Student relationships are significant to establish an effective process of teaching and a healthy academic environment. Ethic issues in different levels of education, specifically on high school, have been often discussed, because it is identified to be a recent problematic issue of Albanian education institutions, compared to several years before.

The two interviewed groups of high school (teachers and parents) have been asked related to the respective relations that teachers have with their pupils, and parents with their child's teachers.

Referring to the data gathered from interviewed teachers, it results that 78.9% of them have "good and very good" relationships with their pupils, versus 20.1 % of teachers who assessed to have a "sufficiently good" relationship with their pupils. None of the teachers evaluated the relationships with their pupils as "bad".

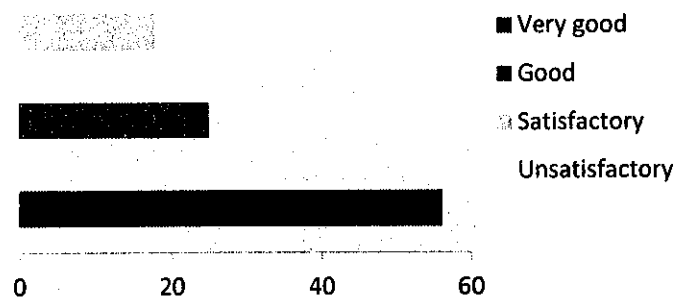
Graph 1: Teacher – Pupils relationships according to teachers



Source: Pilot study "Ethics and corruption in education system", 2014

On the same level is the perception of parents for their relationships with teachers. 81.1% of them assessed these relationships as "good" and "very good". A very small part of the interviewed parents (1.2%), assessed their relationship with teachers as "sufficiently good".

Graph 2: Teacher – parent relationships according to parents



Source: Pilot study “Ethics and corruption in education system”, 2014

2.1.2 Perception of unethical behavior and cases of corruption occurrence on high school education

The interviewed groups of high school education (pupils, teachers, parents) have been asked related to their perception of the level of prevalence of unethical behavior and corruption cases.

Based on the data gathered from the survey, there is a wide scale of the corruption prevalence in high schools. 60.8 % of the interviewed pupils assessed that in high school education “*There is corruption, but I am not affected by it*”, 11.9% assessed that “*Corruption is present and I am affected by it*” versus 11.9% that assessed “*There is no corruption*”. Conversely, the other part of interviewed students (15.4%), assessed that “*everyone is corrupted*”.

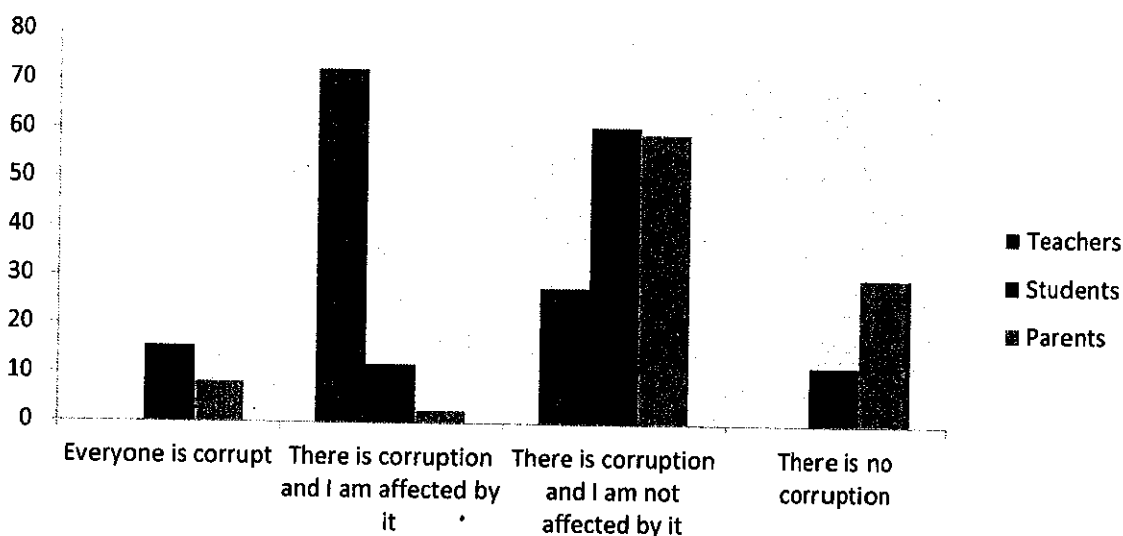
On the same level is the perception of teachers for the level of corruption in high school. 72.2% of interviewed teachers stated that “*There is corruption, but I am not affected by it*”, versus 27.8 % who stated “*There is no corruption*”.

Similarly with the perception of pupils and teachers, comes the assessment of parents as well. Based on the data from the survey, 59.4% of interviewed parents stated “*There is corruption, but I am not affected by it*” versus 2.5% who stated “*Corruption is present and I am affected by it*”.

The results above, being confirmed by the main three actors (pupils, teachers, parents) indicate a serious situation of the corruption level on education system and urgently seek the undertaking of the right actions from the Ministry of Education and Sport and the institutions depending from it, for a deep control of all the education stages in order to reduce/ eliminate corruption on the education level.

The state of corruption assessed continues to deteriorate when the interviewed groups of high school education, gave their perception on the level of seriousness of corruption. Based on the data processing, teachers assess corruption presence widespread such as “*very serious* (34.2%)” and “*somehow serious* (31.6%)” while parents assessed it on the level of 57.8% and 24% as “*very serious*” and “*serious*”.

Graph 3: Corruption spread on high school



Source: Pilot study “*Ethics and corruption in education system*”, 2014

2.1.3 Reasons of unethical behaviors and corruption prevalence on high school education

Following the evidence of high levels of corruption prevalence on high school education, the interviewed groups were asked related to the main reasons of corruption prevalence on high school education.

Analyzing the data from the interviewed pupils, it results that two main reasons of corruption prevalence in high school, are:

- “*The status of the parents of some students*” (50.8 %)
- “*Lack of some students’ capabilities to study*” (47.8 %)

The same question have been addressed to high school teachers. According to them, two main reasons of corruption prevalence in high school education are:

- “*Lack of some students’ capabilities to study*” (34.4 %)

- *"The salaries of the academic staff"* (34 %)

Whereas from the results of interviewed parents, it results that the latter have a different perception from the other two groups. They stated as the two main reasons for corruption prevalence in high school education:

- *"To reach the necessary criteria for admission at university"* (40.3 %)
- *"Political influences and the status of the parents of some students"* (37.5 %)

Based on the results shown above, it is evidently mentioned the reason *"Lack of some students capabilities to study"*, it means achieving the required level of learning, in line with the respective educational program (according to the interviewed pupils this reason is ranked as second while according to the teachers this reason is the first one).

Practically, this means that the majority part of pupils is incapable of assimilating the levels of educational program. This implies that they have the desire and try to assimilate a specific subject, but for their capacity level this is impossible. This situation deteriorates when this reason is evidenced as principal also from the interviewed teachers.

However, pupil's incompetence to learn cannot be seen as a detached reason, but as a consequence which can result from other reasons. In this framework, two main arguments prevail:

1. Taking into consideration that a large proportion of pupils stated this as a main reason, it means that the level of curriculums is not well-studied and does not fit the capacity level of their age. Hence, the curriculum have been built without taking into account the student's level and capacity for the age, but simply following a few international standards which are not effectively adapted to Albania.

Choosing the curricula in high school education level, passes through some formal directives of MES and then, the approved alternatives, pass to a specific selection from the schools. At this level, the teachers are the key actors to choose the right subject considering this to be the best option. It should be noted that in these cases, the teacher has no criteria that determines the best option. For this reason, the choice can be a priori or by personal preference thus causing problems for knowledge "assimilation" of certain subjects, causing problems carried over to next levels of education. In this way, from MES it is required to establish a clear definition of the curriculum selection, primarily having the pupils into attention.

2. Another argument which derives from the above result has to do with the ability of teachers to convey to the pupils the explanation of the subject in an easily understandable form. This will help students in an easier and faster assimilation of the subject. In this regard, it is important to emphasize the need for continuous professional qualifications of the teaching staff from MES not only about their professional capacity but also in the way of transmitting these capacities to the pupils (teaching methods). Moreover, special attention should be paid to teacher recruitment criteria. In this regard, MES should take several actions to establish clear criteria and also selection process monitoring.

To conclude, we can say that, to have a clearer conclusion about the result above, related to the inability of students to learn, as a reason which encourages unethical behavior and prevalence of corruption, it is recommended a deep knowledge of the situation, ranging from educational programs,

the level of teacher's professional and teaching capacities. All these, will create a realistic view of the situation enabling appropriate measures to create an effective education system.

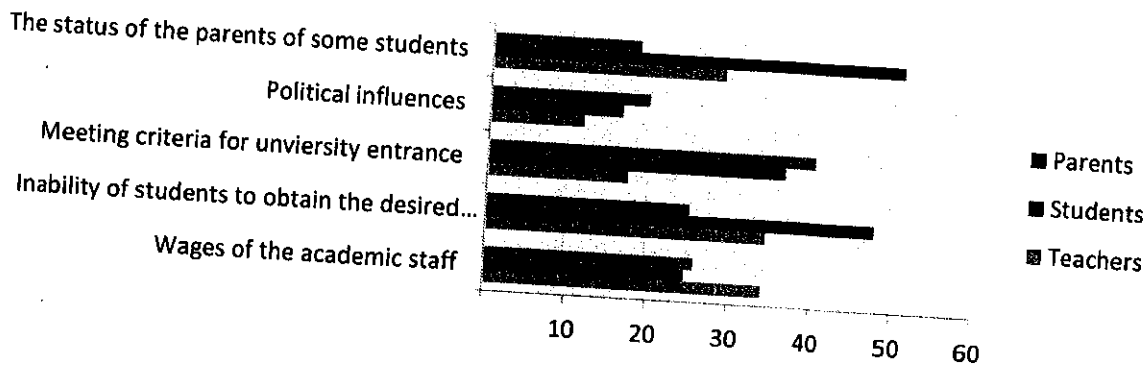
3. Another valid reason to be treated, is the alternative which from the three groups interviewed is rated as one of the four reasons that affects corruption spread in high school education in Albania: "Political influences and the status of the parents of some pupils" (from the pupils it is stated as the main reason, from parents as second and for teachers as third).

Practically, this can be translated into a high level of external pressure from those parents who have a special status, economic or political, to the academic staff in high school education. Taking into consideration the results about the level of corruption (where from the three groups interviewed, more than half of them have assessed that there is corruption) and by analyzing the reasons of corruption, we conclude that one out of four most important reasons for the existence of corruption in high school education, is the status of the parents.

What we should pay attention to, is the fact that ethical norms violations and encouraging acts of corruption, it is followed with serious consequences mainly for the pupils. In this regard, it should be highlighted that academic staff should not by any means violate the standards of professional ethics, which in countries with effective educational system is specifically noted as an obligation to public demands, "the teacher should not accept in cash reward, gifts or favors that could have an impact on their professional judgments (principles of professional Conduct for the Education Profession in Florida)".

In the meantime, it is noted that the teacher "should not give in cash reward or do favors in order to get / have special advantages". If all teachers will observe these principles of ethical standards in education, it is understandable that in their judgment, it will not be assessed as one of the reasons for corruption in high school education. For this reason, it is to be mentioned that a very important role in preventing / reducing / eliminating corruption cases is to respect ethical standards in education. Teachers should stop at first themselves as "passive victims" of such actions in order to become more professional and to respect imposed ethical standards thus, creating a healthy educational environment.

Graph 4: Reasons of corruption prevalence in high school education according to the three interviewed groups



Source: Pilot study "Ethics and corruption in education system", 2014

Presence of unethical behaviors and corruption cases in high school education

The pilot study, had as an objective, among others, to evaluate the perception among other actors in the educational system over the presence of unethical behavior and corruption cases. For this reason, one of the questions of the questionnaire addressed to the interviewed groups of high school education, it was also the question "Do you know anyone who is involved in corruption in your school?"

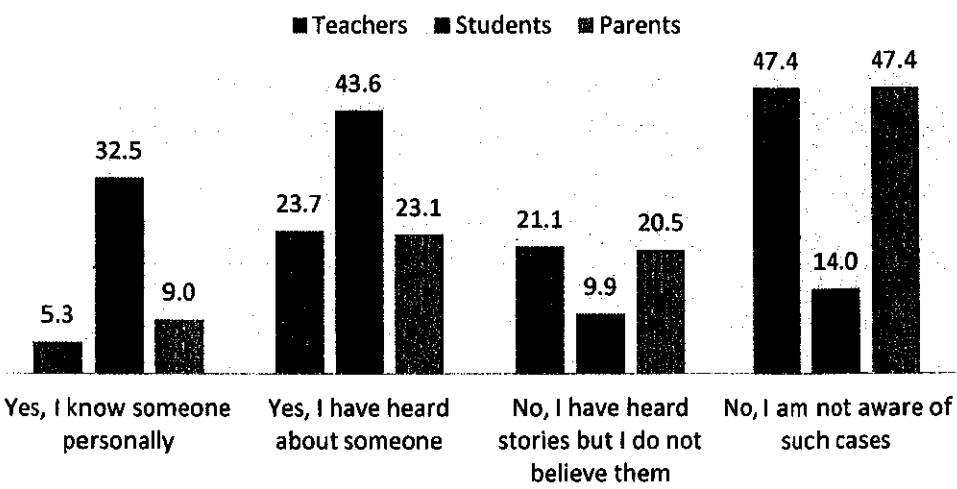
Based on the data processed, it results that the majority part of the interviewed pupils (43.6 %) stated "Yes I have heard about someone", 32.5 % of interviewed pupils stated "Yes. I know someone personally", 14 % of them stated "No. I am not aware of such cases" and 9.9 % stated "No. I have heard stories, but I do not believe them".

Differently from the pupils, the interviewed teachers related to the same question stated on the majority part (47.4 %) "No. I am not aware of such cases", 23.7 % of the interviewed teachers stated that "Yes. I have heard about someone", 21.1 % stated "No. I have heard stories, but I do not believe them" and only 5.3 % of the interviewed teachers stated "Yes. I know someone personally".

The interviewed parents have a similar assessment with the answers of the teachers. 47.7 % of them stated "No. I am not aware of such cases", 23.1 % stated "Yes. I have heard about someone", 20.5 % of them stated "No. I have heard stories, but I do not believe them", and only 5.3 % of them stated "Yes. I know someone personally".

According to survey results presented above, it is evidenced an approximation of the parents with those of the teachers. Different from the latter, according to the results, pupils knew someone personally who is involved on the corruption cases in high schools.

Graph 5: Unethical phenomenon and corruption spread according to three interviewed groups



Source: Pilot study "Ethics and corruption in education system", 2014

Another important part of the survey is related to the field of corruption prevalence. The interviewed groups in high school have been asked regarding to the fields of corruption expansion. Based on the data processed from the three interviewed groups "years of education", it results to be the field where corruption is more present.

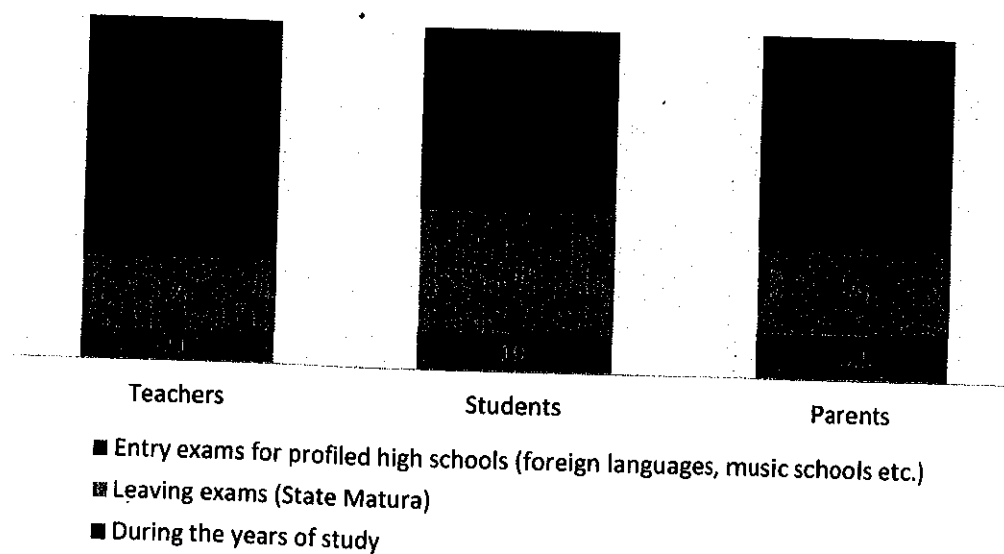
Based on the data processing, for pupils three main fields where corruption is more present are:

- "During the years of study" (87 %)
- "Leaving exams (State Matura)"(58 %)
- "Entry exams for profiled high schools (foreign languages, music schools etc.)"(19 %)

The same question has been asked to the teachers and parents in high school and based on the results it is evidenced on average the same level for each field of the three mentioned above (Graph 6).

Based on the results mentioned above, we can conclude that corruption is more spread during high school studying years. Taking into consideration the analysis made about the expansion of corruption in high school and the main causes of the spread of corruption (one of the reasons was the inability of students), the results of this question confirm once again that the main actor which promotes / inhibits the spread of corruption is the academic staff. This means that this should be monitored also to create monitoring instruments within high schools, to all the years of study, in order to reduce /eliminate unethical behavior and corruption cases.

Graph 6: The aspects of corruption regarding the interviewed groups



Note: In this question it is asked to select more than 2 alternatives

Source: Pilot study "Ethics and corruption in education system", 2014

2.2.5 Parents – teachers meetings and the discussed topics

An important element, that should be taken into consideration, in the context of parental involvement on issues their children are facing in school environment as well as about various issues related to the education system in general, are teachers - parents meetings. The latter, are official collective meetings that create the possibility of discussing common problems that the pupils may face in the school environments. However, parents – teachers meetings are also a good opportunity to address problematic issues related to ethics and corruption in education system in general. Thus, an important element of periodical parent meetings are the topics discussed.

Taking into consideration this argument, the interviewed parents are asked regarding the frequency of the meetings also on the topics discussed on these meetings. Based on the data from the interviewed parents, it is evidenced that more than half of them (59.5 %) quoted that they meet only “2-4 times per year” with their children’s teachers, versus 40.5 % who stated to have met on a regular basis.

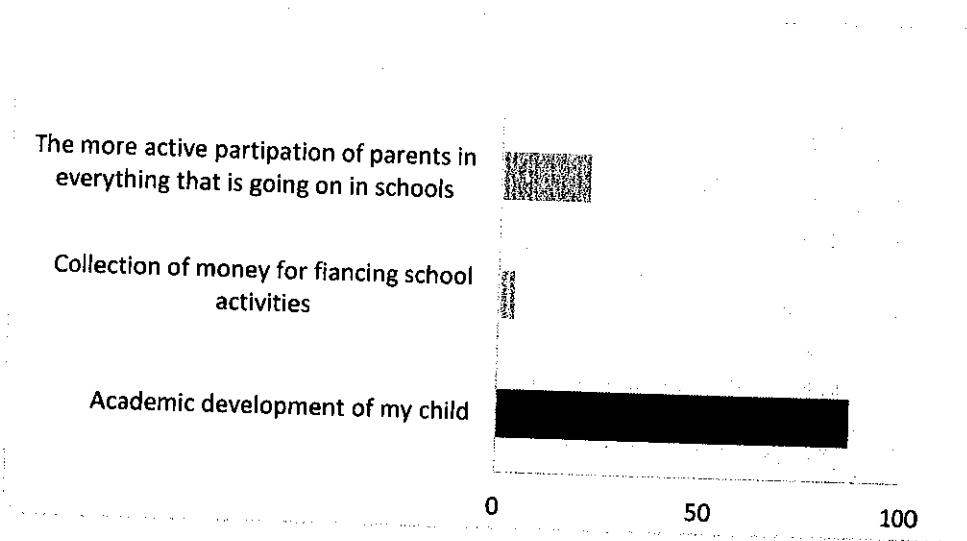
According to the results above, most of the parents rarely meet the teachers of their children (2-4 times per year). Expressed in time units, this part of the parents meets on average 1-2 times per each school semester. This highlights a lack of interest by parents for their child's progress in school which is later associated with other consequences for the child.

Also, the interviewed parents have been asked related to the topics of the meetings they discuss with their children’s teachers. Based on the results, 86.9 % of the parents stated that in teacher – parent meetings they discuss issues related to the “*The academic progress of your child*”, this means their attendance and advancement, 21.4 % state that they talk about “*more active involvement in everything that happens in the school*” (issues such as the quality of text books, pupils attendance, different ethical problems, timetable compliance, etc.) and only 3.8 % of the parents stated to talk about “*The collection of money for the financing of school activities*”.

Based on the results, it is evidenced that in teacher – parent meetings there is little space dedicated to ethical and corruptive cases (21.4 % of the respondents stated it). In this aspect, it is noted a mutual lack of interest, being from the side of the parents also from the teachers side to openly and with transparency discuss these sort of issues, such as unethical behavior also the corruptive cases at school, which comprise a very important issue for a healthy and civic education of the child.

This means that parents should not see these meetings simply as a form of being informed about the results of their child but also, among other things, as a way to increase their involvement in major issues of school which directly affects the entire education system. On the other hand, the teacher/ school should create instruments of parental involvement in these issues and not to see this as a violation of their status.

Graph 7: Topics discussed during parents – teachers meetings



Source: Pilot study "Ethics and corruption in education system", 2014

2.1.6 Unethical practices and behaviors in high school education

Unethical behavior and practices are spread in high schools, often in the form of corruption. These practices severely damage assessment by merit of the pupils, undermine the educational process by turning it in a trade for the grades and other academic benefits.

Interviewed groups in high school education, were asked regarding the forms of showing the unethical behaviors.

According to the data of the survey, the interviewed pupils assessed that the most common forms of showing an unethical behavior in high school education are:

- "To give a gift to the teacher for better grades or for other favors" (77.9 %)
- "To pay a sum of money, for obtaining the exams questions before taking the exam" (56.7 %).

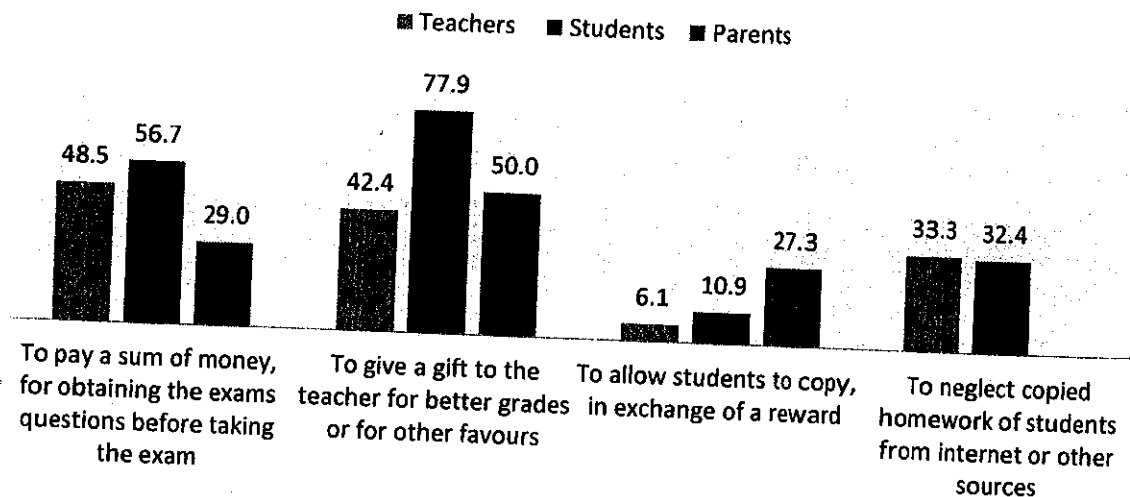
The situation with regard to this question, according to the results seems problematic. Making a gift in exchange for a teacher's honor, note or other benefits, is something unacceptable under the relevant laws and regulations. This is considered as a violation of ethical norms. In the best educational models, it is specifically stated that "teachers should not accept a reward in cash, gifts or favors that could have an impact on their professional judgments (principles of Professional Conduct for the Education Profession in Florida)".

A similar evaluation is also offered also from about 42.4 % of the interviewed teachers where they admit that "To give a gift to the teacher for better grades or for other favors" is the most common form of demonstrating an unethical behavior.

This confirms the assessment of students and proves the existence of unethical behavior in the educational system which risk and affect the whole system. In this regard, immediate measures must be taken toward the staff of teachers, to prevent such situations and act in accordance with the Code of Conduct, procedures and education laws.

Another unethical behavior which is important to be analyzed, is "neglecting the student behavior of copying the assignments from internet or other sources". Students and teachers appreciate almost to the same extent (approximately 33%) that "neglecting the student behavior of students copying assignments from internet or other sources", is a non-ethical behavior in high school education. Thus, it is recommended, an increase of caution from the teacher's staff on monitoring such an unethical behavior. The goal is the teacher to operate in the student's best interest by educating them that such behavior is not in compliance with professional ethics.

Graph 8: Unethical practice in high school education



Source: Pilot study "Ethics and corruption in education system", 2014

Part of the parent's survey was the question: "Do your children complain about teacher's abuse with their position due to corruption?"

Based on the survey data, it results that according to the parents, the major part of children (64.9 %) "Have been complained", versus only 2.6 % which quote that their children have not been complained.

2.1.7 Perceptions regarding the professional abilities of the teachers

A very important element that measures the effectiveness of educational policies on the education system, is a professional evaluation of teachers. To make an assessment of professional skills of the teachers the three groups of high school education were interviewed.

The first question regarding this issue is related to selection criteria of education teachers. According to the interviewed teachers, about two third or (63.9%) stated that the process of appointing teachers to high schools " is not supported in professional criteria" but is conducted under the influence of two main factors: "illegal an informal payments to win the workplace also under the political influence of the party / governmental parties".

Differently from the teachers, pupils have another assessment regarding the issues above. The majority part of the interviewed pupils (60.8%) assess that "their teachers are hired based on the professional criteria", while 39.2 % of the interviewed pupils responded that their selection is made "based on the political criteria and through corruptive interventions" In the same line with the pupils, there are the parents assessments where 58.5 % believe that teachers are hired based on professional criteria"; while 33.8% and 7.7 % think "they have been hired respectively through political and corruptive interventions."

Table 2: Criteria of hiring the teachers

Yes, I think they are hired based on professional criteria	33.3	60.8	58.5
No, I think they are hired based on political criteria	41.7	27.4	33.8
No, I think they are hired through corruptive interventions	22.2	11.8	7.7

Source: Pilot study "Ethics and corruption in education system", 2014

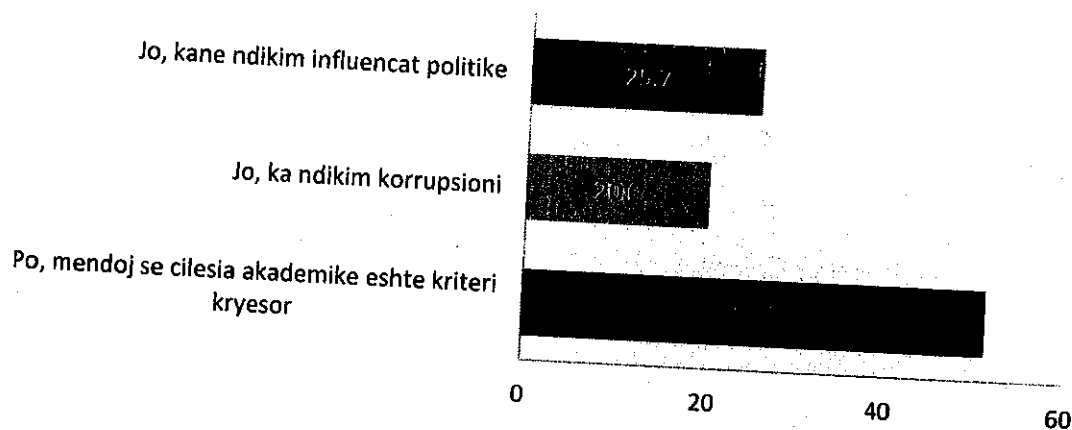
2.1.8 Hiring a teacher and its professional development

The interviewed teachers in high school education are asked with a question related to "amounts required for being hired as a teacher in education". According to the processed data, it results that the vast majority of teachers (60%) do not have any information on this topic. Only 20% of the interviewed teachers admitted that "corrupt appointments are made on certain amounts of money and on the other alternative specified ALL 500.000 and more."

In relation to career promotion of high school teachers, 51.4% of them claimed that "professional criteria decide their promotion" while 20% and 25.7% said that "corruption and political influence mechanisms promote professional career of the teachers". According to this statement it is more evident politics and its influences and rather than direct corruption, money rewards. Other statements

of teachers related to the professional careers are argued with friendships, acquaintances or teachers personality qualities.

Graph 9: Career promotions for the teachers are as a result of academic and professional merits (teachers)



Source: Pilot study "Ethics and corruption in education system", 2014

Professional development of teachers in Albania is another issue which should be taken into consideration in this survey. .

Regarding the profitability of the trainings programs, almost 66 % of the interviewed teachers declared that the trainings they have been part of , helped them to a small extent – "somehow, little, not at all". Only 34% of the interviewed teachers admitted that they have been helped "a lot" from the training programs they have participated

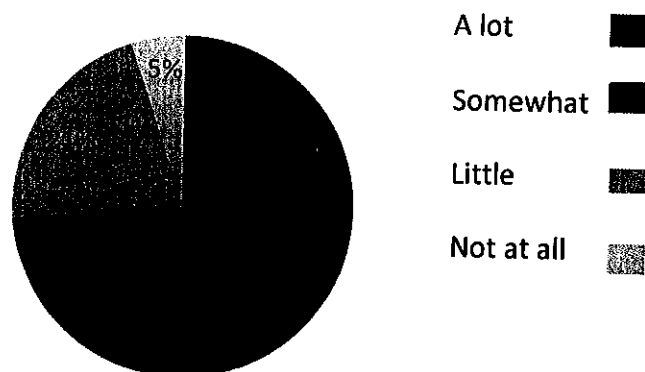
Such a result is assumed to be much worse for school teachers in other districts. In this regard, we must emphasize that the development of professional skills of a teacher should not be expected from come only by MES but the initiative should be undertaken as it is done in countries with a developed education system, where teachers must take personal responsibility to maintain stable or to develop their professional practice, with an emphasis on⁴:

- Active maintenance of their professional knowledge to ensure that they comply with those which are currently required;
- Reflection and critical assessment of their professional practice;
- Service opportunities for a long-term professional development.

⁴http://www.teachingcouncil.ie/_fileupload/Professional%20Standards/code_of_conduct_2012_web%2019June2012.pdf

It should be underlined that it is important that MES permanently undertake conduction of training for teachers in order to develop their professional capacity, but teachers should also undertake personal initiative to develop professional capacity keeping in mind that above all they are investing on their professional development that then this is translated into increased interaction of knowledge with students. This, will generally affect the creation of an effective education system.

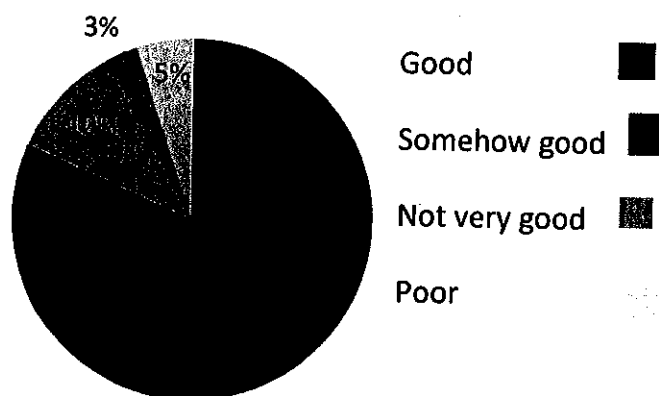
Graph 10: How much is the professional development helped by trainings (teachers)



Source: Pilot study "Ethics and corruption in education system", 2014

Regarding the quality of trainings, from analyzing the survey data, teachers claimed to have their reserves. Only 24% of them think that these have had a "very good quality", the other part claim they have been "somehow good, not good or bad."

Graph 11: The quality of the trainings according to the teachers



Source: Pilot study "Ethics and corruption in education system", 2014

2.1.9 Selecting academic textbooks and other teaching materials

Another important element, which plays a crucial role on the overall pupil's formation is the usage of textbooks. According to current educational policy, teachers have several choice alternatives of textbooks according to various publishing houses. At this point, it is required by the latter to select the text based on professional criteria, which is not always followed.

To assess the way of selecting these textbooks, the three groups of high school education have been interviewed.

Based on the results of the survey, the majority part of the interviewed pupils (65.5 %) stated that selecting textbooks *"have not been done based on professional criteria but it is done for other specific reasons, such as: respective preferences of the school directors or teachers. The selection is made from "the top", meaning from the Regional Educational Directory, there are previous informal deals between the director of the school/teachers and the author/ authors of the textbook.*

To a greater extent, interviewed teachers (73%) stated that selection of textbooks *"have not been done based on professional criteria but it is done for other specific reasons, such as : respective preferences of the school directors or teachers. The selection is made from "the top", meaning from the Regional Educational Directory, there are previous informal deals between the director of the school/teachers and the author / authors of the textbook.*

Parents share the same opinion with pupils and teachers but to a smaller extent (57 %)

Regarding the question of using the textbook and other helping materials at school for a better performance, only 51% of pupils, meaning half of the interviewed, believe that *"textbooks are useful"*, 25.7% of them quoted *"No, I think that they are used for personal benefits of teachers"*, and 22 % think that *"there is a prior agreement with the authors"*. Comments or other alternatives are: *We have not activity folders even though in specific topics it is used in subjects such as English or math. Some of them think the books are not on their benefit and some other accuses the teachers as frauds.*

Differently from the pupils, teachers in a high percentage (78.4%) believe that *"activity folders are useful"*, while the other part believe that *"they are in favor of the teachers interest and of the authors they may have had prior deals with."*

The interviewed parents share almost the assessment on the same levels *"These materials are useful"*.

2.1.10 Prohibition of private courses by MES

One of the aspects of unethical behavior is private courses that teachers hold with their pupils or from other schools, within and out of the office hours, at school environment but mainly outside (e.g. home, office or licensed centers or not for similar services etc.) Data from the survey show that these courses continue to be held regularly, although formally, the Ministry of Education and Sports has prohibited them.

Specifically, 74.6% of interviewed pupils admit that *"No, teachers conduct in secrecy these private lessons despite the prohibition from MES"*. Only 9 % of the interviewed pupils stated that *"teachers do not conduct private lessons anymore"* while the other part of (16.4 %) *"I have no information on this case"*.

Source: Pilot study "Ethics and corruption in education system", 2014

Teachers do not conduct private lessons anymore	9%	18,7%	54,9%	16,4%	
A lot of students take private lessons from other teachers					
No, teachers conduct in secrecy these private lessons					
I have no information					
Teachers do not conduct private lessons anymore	32,9%	13,2%	22,4%	31,5%	
A lot of students take private lessons from other teachers	24,3%	24,3%	45,9%	5%	
No, teachers conduct in secrecy these private lessons					
I have no information					

Table 3: Private courses organization according to the three groups

The same ratio of responses has the interviewed teachers. 70.2% of them admit that "private courses continue to be held normally despite the prohibition from MES". Only 24.3% of the interviewed teachers admit that "teachers do not conduct private lessons anymore", while the other part 5% stated "I have no information on this case".

Differently from pupils and teachers, 31.5% of interviewed parents, stated not to have information on this case and 35.6% of them admitted that "private courses continue to be held normally despite the prohibition from MES". The other part (32.9%) admit that "teachers do not conduct private lessons anymore".

Additionally, interviewed teachers are asked "In your opinion, is the prohibition of private courses a good measure?". Based on the data analysis for the survey, 35.1% of interviewed teachers stated that "This action is not right because not all the students are able to acquire the necessary knowledge during class", and 18.9% of the teachers stated that "prohibition of private courses is not fair, because teaching in the classroom it is not always effective". To a small degree (35.1%) teachers quoted that "prohibition of private courses is the right action because school can offer a more effective teaching".

In conclusion we can say that this result should be more deeply analyzed and in different aspects. Firstly, students are necessarily attending private because over capacity of the number of students in class, makes it impossible to complete absorption of the teachers explanation. From this perspective, there is a need to improve teaching in terms of the number of students in the classroom or other elements of the school infrastructure.

Secondly, teachers consciously not fully give their professional capacity in class (meaning they are not effective on their maximum level), to "force" on the indirect way the student to attend private courses. Seen in this light, a set of measures should be taken immediately in order to regulate this situation.

A policy that may be suggested in this case, implemented by MES is the realization of extra hours (after-learning) for students who need to follow them. This means that teachers will be paid according to a fixed format for these extra hours at work.

2.1.11 Different actors attitudes on unethical behavior and corruption

Treatment of ethics through special lectures at the level of high school education is a very important aspect in order to inform the students about ethical behavior, violation penalties that follow them and creating a culture of recognition, that enables the creation of a positive climate for construction of an effective education system.

To assess the level of ethical behavior and corruption at high school during learning hours, the interviewed groups are specifically asked for *"the levels of treatment of ethical behavior and corruption in school"* and the *"fields where these topics are treated"*.

According to the survey, data show that ethical behavior and corruption are treated a little or not at all on high school education. This is accepted by 60.4% of interviewed pupils. Only 11.1% of the pupils recognize that ethical behavior and corruption *"are treated at school"*.

Following this question, the pupils were asked in relation to the areas in which ethical behavior and corruption are addressed. According to the survey, it results that 32.7% of the interviewed students admitted to have talked about ethical behavior and corruption, *"on the academic curricula"*, 27.2% of students agreed to have talked about ethical behavior and corruption *"on their families"* and 14.6% of the students interviewed admitted to have discussed ethical behavior and corruption on *"extracurricular activities"*.

2.1.12 Role of different actors on unethical behavior and corruption treatment

One of the main topics discussed on the surveys of the interviewed groups in high school, was the role of institutions linked with ethical issues and anti - corruption.

Based on the data of the survey, it results that 68% of interviewed pupils *"have no trust on the students' council"*. They state that: *"The pupils Council does nothing to educate with the principals of ethical behavior, to punish unethical behaviors and cases of corruption at school, this government represents the interests of the director, not those of the pupils"*. Only, 25.4 % of the pupils assessed that *"Student council protects student rights against unethical behavior and corruption"*

Following the result above, 63 % of the interviewed pupils stated that *"during students council elections are not applied professional criteria"* while 36.7 % of them stated that *"on these sort of elections, meritocracy functions"*.

An important institution which protects the rights of teachers of high school education in relation to the unethical behavior and corruption is the teachers union. To evaluate the effectiveness of this union, high school teacher assessment has been taken. According to the survey data on the interviewed teachers, it results that the level of trust to the teachers union is very low.

71% of respondents claim that *"The teachers union doesn't do anything to educate principles of ethical behavior and to punish unethical behavior and corruption cases at schools. This union represents political interest of some of them, not of the whole teachers"*.

Parents are part of the education, among other, also through participating on the parent's council. The interviewed parents have been asked regarding the way of electing the parents for this council. Based on the analysis from the survey data, majority part of them (79.1 %) assess that "To be part of these councils are elected the most active parents", 4.5 % of them evaluate that "They are selected according to the important positions they have as a job", and 16.4 % of the parents stated that "There are no specified criteria for their selection".

Regarding the role of parent's council on the ethical behaviors and corruption, 50.8 % of them stated that "Parents council does not play a significant role on educating the principles of ethical behavior and to punish unethical behavior and corruption cases at school". 39.6 % of the interviewed parents admit that "Parents council only deals with the right of their children" and the other part (9.6 %) believe that "Parents council works for the interest of the director and school teachers".

Based on the results presented above regarding trust that the pupils, teachers and parents have on specific institutions mentioned above, it results that overall, the level of trust is low.

An element which shows the right functioning of the respective educational and non – educational institutions, it is linked with the actions undertaken/ punishments of unethical behavior, regarding education. To evaluate the perception of this situation, pupils of high school education are interviewed. According to the results of the survey, 42.7 % of the interviewed pupils stated that "Unethical and corruptive cases are impossible to be punished because the real problem stands on the whole system". 18.7 % of the interviewed pupils stated that: "pupils are often withdrawn from corruption denunciation", 13.9 % of them stated that "it is possible that measures are taken" and 13% of them stated that "I don't really care if they are punished or not, the most important is I don't have any problem".

According to the results above, the situation is problematic, especially if you refer to results where 42.7% of interviewed students believe that "cases of unethical behavior and corruption cannot be fought because they stay in the system". It should be stressed, that the education system is composed by a set of institutions, run and managed by individuals. This means that the system is not "invincible". Its improvement and development starts with improving and developing individuals who run/ manage the system elements. In this context, the fight against such phenomena is not impossible, but it must start with the individual awareness and measures against it.

A very important role for the punishment of unethical behaviors and corruption cases, play also the state authorities. To evaluate the level of trust of the main actors of education (pupils, teachers, parents, the latter have been asked: Do you think that governmental authorities fight against unethical behaviors and corruption?

Based on the data from the survey, it results that the level of trust of the pupils in such institutions is low. 31% of the interviewed pupils stated that "Whether if they fought or not, nothing has changed", 27 % of them stated that "No, they do not fight it, because they are corrupted themselves", 18 % of them admitted that: " Yes, they fight against it but the results are not evident", 15 % of them stated that " No, they do not fight it, have only made artificial changes" and 9% of them stated that "Yes, they fight it and they are seeing little positive changes". According to these results, we can conclude that the majority part of the interviewed pupils (91 %) don't see concrete results related to punishment of unethical behaviors corruptive cases.

Table 4: Do you think that public authorities fight corruption?

Alternatives	Pupils (%)	Teachers (%)
Whether they fight it or not, nothing have changed.	31	19
No, they do not fight corruption because they are corrupted themselves	27	16
Yes, they are fighting corruption but the results are not visible	18	35
No, they do not fight corruption; they have made some minor artificial changes	15	11
Yes, they fight corruption and we can see the positive results	9	19

Source: Pilot study "Ethics and corruption in education system", 2014

The analysis of the above situation might have several arguments.

Firstly, it is evidenced a lack of trust by groups of respondents toward the state authorities in conducting the measures for unethical behavior and corruption cases. This means that urgently should be undertaken several measures by the government to strengthen the role of relevant authorities toward punishing such cases (unethical behavior and corruption cases).

Secondly, the results stated by the interviewed teachers were passive, where most of them (about 81%) admitted that no results are seen on this direction. According to these results, we should emphasize that academic staff itself is part of the system and should individually or collectively, take measures to reduce / eliminate unethical behavior or corruption cases. They are the main actors of these phenomena, so that "actions should start from them".

2.1.13 Pupils, teachers and parent attitude toward unethical behaviors and corruption

Another object of the survey was the assessment of attitude toward unethical behaviors and corruption for the main actors of high school education.

The interviewed pupils were asked regarding to: "If other pupils would organize a protest against corruption, in which cases would you take part in it"? According to the data of the survey for the pupils we have these results:

- "Whatever happens, I will not take part" (14.5 %)
- "I would take part in case similar protests have given result in the past" (27.3 %)

- "I would take part in case such an action would not hurt me" (11.5 %)
- "I would take part in case my friends would take part as well" (10.5 %)
- "I would take part in case I would value it as important (36.2 %)

Also, interviewed parents were asked: "If parent of other students would organize a protest against corruption, in which case would you take part in it?". According to survey results 22,7% responded "I would take part in case such an action would not hurt me", 10,6% of parents stated that "whatever happens in cases of corruption, they will not participate in any kind of protest", and the rest would do such thing, if there were solidarity, or if they judge such an action to effective and important for their future".

From the above results, from pupils and parents, it is seen a high level of passivity to be part of the reaction (protests) against unethical behaviors and corruption. This can derive as a result of the uncertainty of the protests results but also from fear of different threats.

Also the interviewed pupils were asked: "What would you do in case you are informed that in your school there are cases of corruption and ethical violations?" According to the results of the survey, 36.7% of the pupils admitted that "they would not do anything", 20.3 % of them admitted that "I would talk with the parents", 17.7 % of them stated that "I would report this to the relevant authorities", 9.6 % stated that "I would discuss it on the students council meetings" and only 7.1% admitted "I would talk to the Principal".

The same question is asked to the interviewed parents. Based on the data of the survey, parents gave the responses as below:⁵

- "They would report this to the relevant authorities" (29 %),
- "They would talk to the Principal" (22.6 %),
- "They would talk to the teachers" (19.4 %)
- "They would not do anything" (17.7 %)
- "They would talk with the Parents Council" (11.3 %)

According to the results above, there is a significant part of parents (17.7%) that would do "nothing" in front of violation cases of the ethical behavior and corruption cases. This shows a level of passivity on their part which can be translated into a lack of interest for the environment in which their child spends most of the day. In this regard, it is recommended the creation of effective tools for increasing the level of parental involvement in various activities and school activities.

The groups of respondents on the high school education, were asked to give their recommendations toward MES for educating ethical behaviors and punishing corruption cases.

From the survey conducted it results that the main recommendations from the interviewed pupils are:⁶

- "Punishments, including suspension from work" (49.2 %)
- "Stricter checks from the State Inspectorate of Education" (39.9 %)
- "Suspending the license for exercising the teacher profession" (25.9 %)

⁵ In this question you could choose up to two alternatives

⁶ In this question you could choose up to two alternatives

Open publications of corruption cases" (25.2 %)

Moral and materialistic rewards for the best teachers" (20.9 %)

This question has been asked to the interviewed teachers on high school education. According to the results of the survey, teachers give these recommendations:⁷

Moral and materialistic rewards for the best teachers" (47, 4%)

Punishments, including suspension from work" (36.8 %)

Open publications of corruption cases" (21.1 %)

Stricter checks from the State Inspectorate of Education" (15.8 %)

Suspending the license for exercising the teacher profession" (7.9 %)

Another important aspect of improving the education system, are the advices which come from the parents. Some main recommendations that they give for MES, are:

"Stricter checks from the State Inspectorate of Education" (42.4 %)

"Moral and materialistic rewards for the best teachers" (34.8 %)

"Punishments, including suspension from work" (21.2 %)

"Suspending the license for exercising the teacher profession (16.9 %)

"Open publications of corruption cases (13.6 %)

Based on the results above for the recommendations that the three interviewed groups give for MES over educating the pupils with the ethical behaviors principals and the punishment of corruptive cases, we see that main recommendations are focused on:

- *Moral and materialistic rewards and incentives for good work and widely promoting of the principles, standards and " best cases" on the field of ethics for teachers and pupils;*

- *Stricter checks from the State Inspectorate of Education and other institutions responsible for guaranteeing that ethical principles in school and outside from teachers and pupils are met, also for punishment of corruptive behaviors during teaching process.*

2.2 Issues of ethics and corruption in the higher education system

As mentioned at the beginning of this report, this pilot study is implemented in addition of the high school education, in the higher education as well. In order to gather assessments/opinions upon ethic and corruption, have been asked through the questionnaire, two main groups of the respondents: students, academic and administrative staff. As following, are presented the main findings of this pilot study, divided according to the specific issues.

⁷In this question you could choose up to two alternatives

2.2.1 The perception on ethical behavior and corruption in higher education

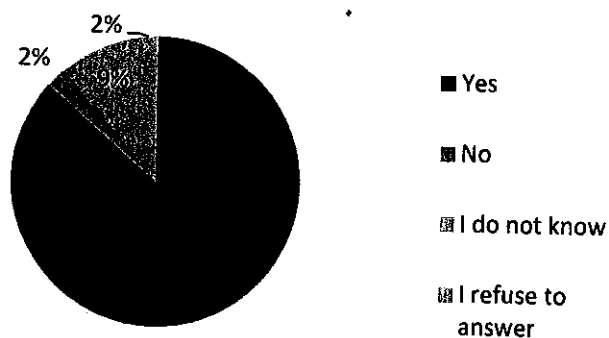
The main actors of higher education (students, academic and administrative staff) were asked regarding their perception of the prevalence of unethical behavior and corruption cases in higher education.

Based on the higher education (selected faculty) survey it can be concluded that unethical behavior and corruption cases are generally widespread.

This assessment has been accepted from 87 % of interviewed students and from 53 % of interviewed academic/ administrative staff. There is a part of the interviewed students and academic/ administrative staff, who quoted that in higher education unethical behavior and corruption “are not spread”, respectively 9% of interviewed students and 53 % of interviewed academic/ administrative staff.

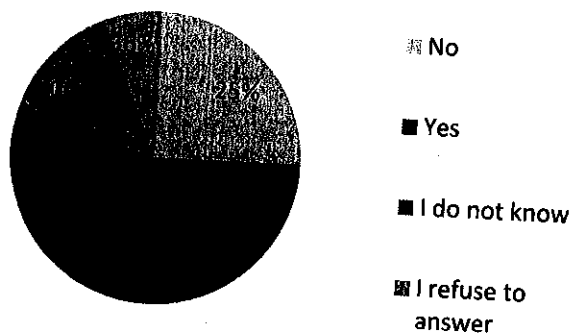
These results show a problematic situation of corruption in the higher education system in Albania. This means that educational institutions (MES) should undertake immediate control and actions in order to undertake policies and reforms for improving the situation, reducing/ eliminating unethical behavior and corruption cases in education system.

Graph 12: Are unethical behaviors and corruption spread in higher education? (Students)



Source: Pilot Study "Ethics and Corruption in the education system", 2014

Graph 13: Are unethical behavior and corruption spread in higher education? (Academic and administrative staff)



Source: Pilot Study "Ethics and Corruption in the education system", 2014

2.2.2 Reasons for the prevalence of unethical behavior and corruption in higher education

Interviewed groups in higher education were asked regarding the reasons of the unethical behavior and corruption prevalence.

According to the survey, it results that for students the four main reasons of the unethical behavior and corruption prevalence in higher education, are:⁸

- "The students fear from the reprisal of academic staff in case they denounce corruption cases" (61.3 %)
- "The lack of trust in the Albanian justice on the fair judgment of corruption cases in education" (48.2 %)
- "The lack of ethical and legal education about denouncing procedures" (33.2 %)
- "Loss of control over the phenomenon of corruption by Ministry of Education and Sports" (30 %)

For the same question, it results that for the academic/administrative staff, the four main reasons of the unethical behavior and corruption prevalence in higher education, are:⁹

⁸In this question it is asked to select more than 3 alternatives.

⁹In this question it is asked to select more than 2 alternatives.

- "The lack of trust in Albanian justice on the right judgment of corruption cases in education" (51.6 %)
- "The lack of ethical and legal education on denouncing procedures" (43.3 %)
- "The students fear from the reprisal of academic staff in case they denounce corruption cases" (35.5 %)
- "Loss of control over the phenomenon of corruption by Ministry of Education and Sports" (25.8 %) (In the same ratio two other reasons have also been assessed, as presented in the table below).

Based on the above results, it can be noted that the two interviewed groups have identified as the main reason for the prevalence of unethical behavior and corruption cases: "The students fear from the reprisal of academic staff in case they denounce corruption cases" (students have assessed it as the first main reason, while academic and administrative staff has assessed it as the third main reason).

What is important in addressing this problem is the fact that both groups confirmed that this reason appears as a serious reason of unethical behavior and corruption prevalence. "The students fear from the reprisals of the academic staff in case they denounce corruption case", should be interpreted as a consequence of many other causes that may be discussed as follow:

Fear is consequence of the continuous revenge pressure that academic staff displays against students, this can be translated into: failures in exams and colleagues intervention by encouraging them to undertake similar or other measures that risk student status in the future. As a consequence, the student "doesn't speak" in front of cases of ethical behavior violations. Thus, it is urgently required the undertaken of actions toward all academic staff in order to increase accountability and transparency toward the students. This means that the "lecturer position" should no longer have the undisputed power but should have the characteristics that all countries with a developed education system have: *the student is in the center and they do act in the best interests of students.*¹⁰

Table 5: The main reasons for the spread of corruption in higher education

Reasons for the spread of corruption	Students (%)	Academic/administrative staff (%)
The effectiveness of policies implemented by the Ministry of Education and Sports	18.2	16.1
Loss of control over the phenomenon of corruption by Ministry of Education and Sports	30.0	25.8
Loss of control over the phenomenon of corruption by the Rectorate	15.0	19.4

¹⁰[http://eee.teachingcouncil.ie/fileupload/Professional%20Standards/code of conduct 2012 eeb%2019June2012.pdf](http://eee.teachingcouncil.ie/fileupload/Professional%20Standards/code%20of%20conduct%202012%20eeb%2019June2012.pdf)

Loss of control over corruption by the Deanery	16.0	25.8
The lack of trust of students about punishments measures of corruption cases denounced by them	29.2	25.8
The students fear from the revenge of academic staff in case they denounce corruption acts	61.3	35.5
The lack of trust in Albanian justice making the right judgment of corruption cases in education	48.2	51.6
The lack of ethics and legal education on denouncing procedures	33.2	43.3

Note: Up to three possible answers to choose

Source: Pilot Study "Ethics and Corruption in the education system", 2014

2.2.3 Presence of unethical behavior and corruption cases in higher education

The study attempted to present the student's perception regarding the presence of unethical behavior and corruption cases, referred to two types of organization of the university in the country: public and non-public universities. Of course this should be considered more an "opinion" regarding nonpublic universities, because the information is received from a public university. However the comparison between them has been analyzed, given the fact that this pilot study emphasizes the importance of youth perceptions, opinions or attitudes towards unethical behavior and corruption. Furthermore, this methodology has attempted to emphasis the differences between responses of students and academic/administrative staff.

Based on the survey, it results that according to the students (44%), unethical behavior and corruption are more prevalent in "public universities". In contrast with the student assessment, the academic/administrative staff has quoted that unethical behavior and corruption are more prevalent in "private universities". Based on the survey results, it is noted a similarity between students and academic/administrative staff responses regarding the alternative "in both types". Respectively 34.4% of interviewed academic/administrative staff and 28.5% of students, have assessed that unethical behavior and corruption cases are prevalent "in both types of universities, in the public as well as in private universities".

Table 6: U behavior and corruption prevalence in public universities vs. private universities

	Academic and administrative staff	Students
In public universities	12.5 %	44 %
In private universities	25 %	18.4 %
In both types	34.4 %	28.5 %
I do not know	21.9 %	8.2 %
I refuse to answer	6.3 %	0.6 %

Source: Pilot Study "Ethics and Corruption in the education system", 2014

Another issue addressed in the interviewed group's questionnaires of higher education, was the presence of unethical behavior and corruption based on the level of study (bachelor, master and doctoral).

Based on the survey, it results that unethical behavior and corruption cases are more prevalent during the "bachelor" level of studies. Respectively, 42.5% of interviewed students and 41.9% of academic/administrative staff have accepted that unethical behavior and corruption are more prevalent in the "bachelor" level of studies.

This result can be discussed in many perspectives.

First of all, the number of bachelor students is many times greater than the number of master or doctoral students. This means that at the bachelor level chances for ethical behavior violation and for corruption involvement, are much higher.

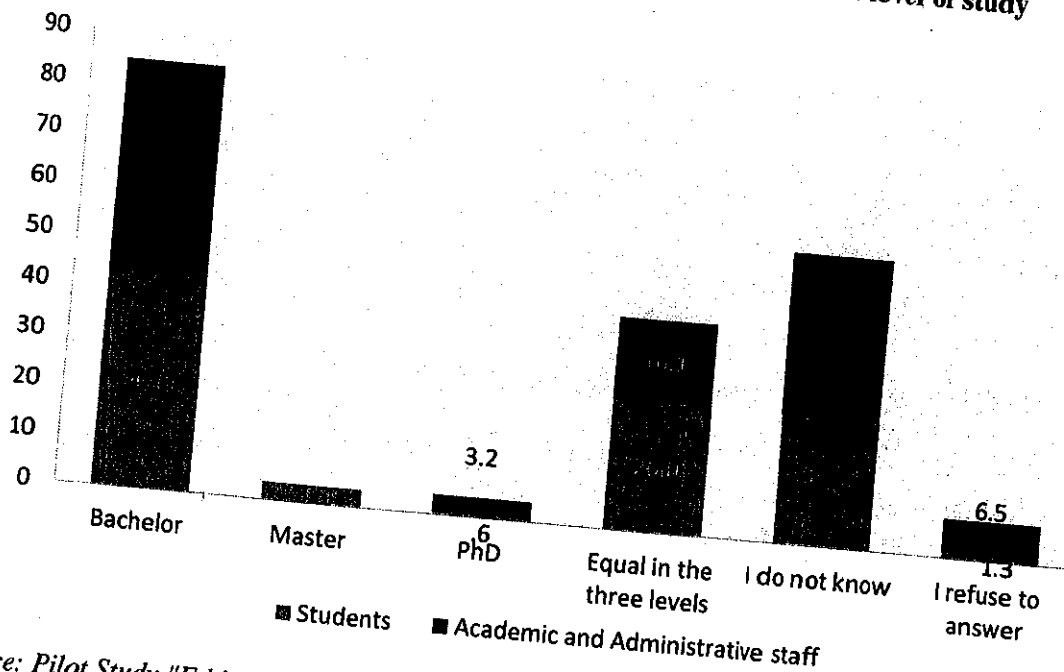
Secondly, it should be noted that in master or doctoral level, students are older and have a higher level of knowledge. This means that academic/ administrative staff needs to use more sophisticated methods and to associate them with greater control of situation, when attempting corruption or ethical behavior violation.

As may be deduced from the above discussions, in Bachelor study cycle it is necessary the undertaken of immediate effective control and monitoring measures, focused on:

- Increasing accountability of the academic and administrative staff towards students;
- Academic and administrative staff must operate in accordance with specific laws and regulations of higher education;
- Academic and administrative staff must operate in accordance with policies, procedures and guidelines aimed at promoting the education of students, following the best schools which involve these measures in their everyday professional practices and specify them in professional ethics codes¹¹.

¹¹http://eee.teachingcouncil.ie/_fileupload/Professional%20Standards/code_of_conduct_2012_eeb%2019June2012.pdf

Graph 14: Presence of unethical behavior and corruption based on the level of study



Source: Pilot Study "Ethics and Corruption in the education system", 2014

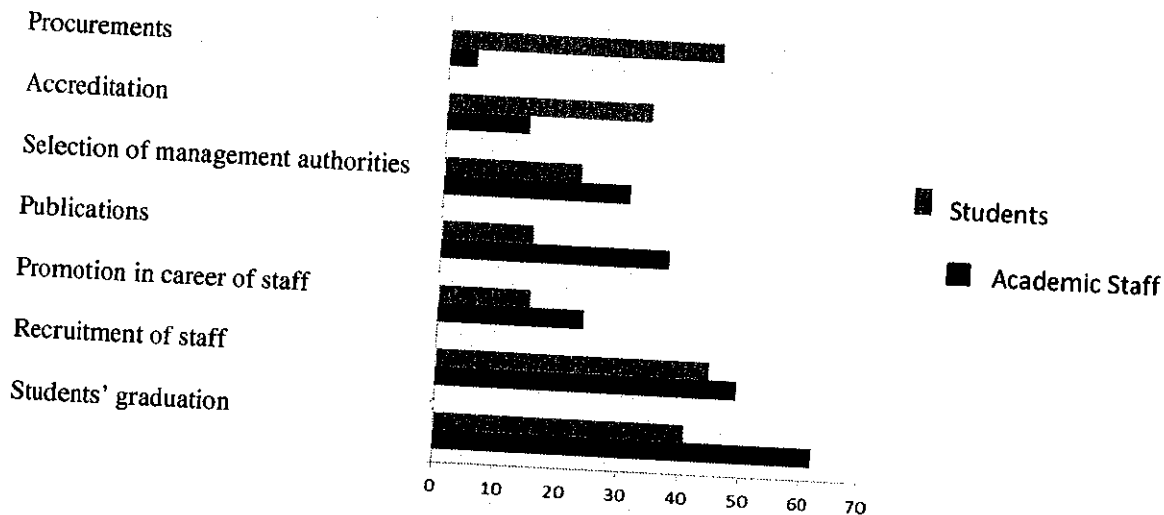
Regarding the issue of the most affected fields from ethical violations and unethical practices, students shows different approaches when distinguishing between "admission, the process and education levels".

Based on the survey, when concerning about the most affected fields from unethical behavior and corruption cases, students stated that the most affected filed seems to be "graduation of students" (61.4%). In addition, 49% of students assessed that an affected field from unethical behavior and corruption cases was "staff recruitment". According them, the process of recruitment of academic/ administrative staff "does not follow the process in accordance with respective laws and procedures".

In contrast with the assessment of students, academic/ administrative staff (46%) quoted that the most affected filed is "procurements. According to them corruption and violation of ethical behavior, are mostly present in the management process of financial resources available for faculty/ university. While the second most affected field according to them (45%) appears to be "Staff recruitment".

Based on the results presented above, it can be noted that a field which appears to be problematic in terms of the presence of ethical behavior violation and corruption cases is "Staff recruitment". In this aspect, it is required the intervention in all recruitment process stages, as well as the undertaken of measures in increasing the effectiveness of this process. It is also required to respect the recruitment standards, which is not implemented in general in our universities. .

Graph 15: Most effected fields by violations of ethics and corruption



Source: Pilot Study "Ethics and Corruption in the education system", 2014

2.2.4 Most prevalent unethical behaviors in higher education

With regard to the good functioning of the universities, there do exist Code of Ethics which present in specific sections special directives about the way of behavior, what is accepted and what not to be done from the academic and administrative staff, from students, etc.

Specifically, University of Tirana has a Code of Ethics, which in point F states that the employee must:

"Not let personal relationships to affect and to create the impression that affect professional relationships. He should not ask and accept any form of privileges, benefits, interference, favoritism, payments or donations from students or other persons, aimed at getting the high grade, or other favors which the lecturer can conduct due to his duty".

As may be clearly concluded, Code of Ethics prohibits taking/ giving of privileges, benefits, payments or gifts, etc. from students or other persons. In order to do an assessment of the situation in higher education regarding this issue, it has been asked the interviewed groups.

Specifically, the interviewed students were asked about the prevalent types of unethical behavior and corruption cases in higher education. According to the data from students, a growing increasing concern in the process of university education, seems to be "the master or doctoral dissertation stealing". According to survey results, half of interviewed students (50%) confirm the "presence of plagiarism among student's dissertations".

Regarding the most prevalent kind of unethical behavior and corruption cases, majority of the students (88.6%) stated that the most serious ethical and legal violations appear in the annual evaluation process of different curriculum subjects (exams). Subjective undeserved evaluation, even in the absence of physical presence of students, in exchange of various monetary and in kind favors seems,

to be widely present in the semestrial exams. Based on the results, the majority of interviewed students (65.5%) confirm the presence of favors in student exams evaluation, by their lecturer. Such a thing is also confirmed by the majority of interviewed academic/administrative staff (67.9%).

Another form of unethical behavior which is widely present in the university environment is also the "obligation of students from pedagogues to purchase the various university textbooks". Based on the survey, 40.5% of the interviewed students confirmed the presence of this phenomenon and some of them even in the last days before semester or yearly exams. This means that they do buy these textbooks in the time when they actually do not have any proactive opportunity to use those textbooks in preparing for the examination of the respective subject.

Also, the survey data showed that 1 out of 2 students confirm "the presence of obligation of students from lecturers to take private courses offered by the lecturer of the subject".

Widespread unethical behavior and corruption phenomenon, is confirmed by the interviewed lecturers as well. According to survey results, 2/3 of the interviewed academic staff confirm "the presence of the direct monetary benefits from the part of academic staff". This is also confirmed by the majority of students. 3 out of 4 of them quote that "students and lecturers exchange money" in the learning environment.

For the phenomenon of plagiarism, pedagogues were asked as well. Based on the results, 3 out of 4 pedagogues agree that "plagiarism is present in student's independent works". The above results seem to report a critic situation, especially when considering that pedagogues have a professional "responsibility" in implementing this university ethics standard. For this reason it is required the improvement of the situation by university authorities through the standardization of university regulations, curricula's and evaluation system. It should be noted that in this context the pedagogues have a high responsibility. They are part of an academic staff where at the center should be the student.

In article 6, "The spread of academic knowledge and freedom" of the Code of Ethics is provided the standard of ethics to be respected by pedagogues and students.

Point 3. *Pedagogues must constantly improve the methodology in order to be effective in teaching, encourage students to act freely and independently, as well as explaining to them the methods of assessments.*

Point 4. *Each pedagogue must preliminarily explain to the students the course objectives, accomplishing this through lectures, demonstrations, and practice exams.*

Point 5. *Pedagogues should show transparence in their evaluations and exams of student's knowledge, in the methodology used and their results.*

Based on the survey results, it is concluded that students showed the following tendency: by going to the upper levels of university studies, their increased competence and skills associate with decreased levels of assessment over the presence of corruption in the institution.

The master admissions standard seems to represent a critical case since it shows a figure that can be evaluated as very disturbing. Assessments standard seems to be the most problematic field in terms of

ethical behavior, which indicates that we are still far from the effective implementation of the Code of Ethics.

The corruption phenomenon in education brings a mismanagement of public finances delivered by institutions of higher education and affects the interest of public, as well as deteriorates personal finance of students.

Also, the study has analyzed the fields in university activities where is required the use of money in order to get various services through university secretaries.

Regarding the question asked to students: "As you see it, what is the amount being offered in exchange for a benefit for services in the faculty secretary?" it is showed that 2 out of 3 students admitted they "do not know". Only 1 out of 6 students assessed they "have offered 500 to 1,000 new lek" and only 5.4% of students assessed that "have offered more than 3000 new lek".

Regarding the question asked to academic/administrative staff: "As you see it, what is the amount being offered in exchange for a benefit for services in the faculty secretary?" the following results are showed: 87.1% say that they "do not know", 10% of them report "offered amount in the interval in 500 to 3,000 lek" and only 3% "refuse to answer".

Another question addressed to the interviewed students was: "As you see it, how much money is offered in exchange of a benefit in exams?". Based on the survey, 1 out of 3 students have confirmed that in such cases they have "offered more than 20,000 new lek" and only 2.8% of the interviewed students have "refused to answer" this question.

Another section of the questionnaire which was addressed to the interviewed groups in higher education, was related to the benefits that academic staff have from their involvement in unethical behavior and corruption cases. According to survey results, 2 out of 3 pedagogues have admitted that they "benefit money", while 1 out of 3 pedagogues view this as a form of self-promotion.

2.2.5 Attitudes of different actors on unethical behavior and corruption

The questionnaire addressed to higher education interviewed groups, aimed also the assessment of the attitude of main education actors toward unethical behavior and corruption cases.

The survey gives a panorama which is highly dominated by the collective passivity and not at all optimistic regarding to the spirit of protest/reaction toward unethical behavior and corruption cases. Based on the data collected by the interviewed students, it is showed that only 1 out of 4 students have admitted that "I have been only once, part of an interview/ survey which dealt ethics and corruption", while 1 in 6 students have admitted that "have been 2 or more times, part of an interview / survey which dealt ethics and corruption".

These rare students experiences in dealing with the phenomenon are offered only by various NGOs and Student Council, while none of state educational institutions has offered monitoring standards of the presence of corruption in higher education.

The same question has been addressed to the higher education pedagogues as well. According to the survey data, 2 out of 3 three pedagogues assessed that they have had those experiences with NGO studies, 15.4% of them have associated these experiences with MES and only 7.7% quoted the deanery commitment for such studies. So almost 1 out of 4 pedagogues assessed that they have had experiences with state actors, which are responsible in engaging on research that deal with unethical behavior and corruption in higher education.

2.2.6 The role of different actors in addressing unethical behavior and corruption

In Article 9 of the Code of Ethics of UT on "The denunciation of the violation", it is said: *"Every person who is subject of the application of the provisions of this Code has the right to denounce or report itself, through superior, or students counsel; violations of the provisions of this Code, to members of the Council of Ethics, managing authority of the main unit or the Rector, who consider also the opinion of the Council of Ethics"*.

This study aims to access the use of this right by students when confronting many institutional actors in case they have information for ethical behavior violation in the university activities.

The interviewed students were asked: *"In case you would report a corruption case in your faculty, where would you go?"*¹². According to the results it can be concluded as follows:

- "Media" (45.6%)
- "Deanery" (25%)
- "The Council of students" (19.3%)
- "MES" (13.3%)
- "Prosecutor" (13.2%)
- "Rectorate" (10.1%)
- "Non-profit Youth Organizations" (6%)

Based on the results, it can be concluded that the students showed a critically low level of recognition of the rights that Code of Ethics guarantee, while greater trust they show in "media" denouncing programs (45.6%), meaning an institution outside university.

The lack of student trust in state educational institutions is highly evidenced. The lack of students trust in youth organizations is critical as well. "Deanery" is estimated to be a reliable institution by 25% of the interviewed students.

The above results indicate that in overall, state educational institutions appear to be a weak stage in the educational system, which is associated with a high lack of trust by students. In this regard, it is necessary to strengthen student trust in state educational institutions, when the later should enforce their role by showing this through the results of their work, as the only way to build trust.

¹²In this question it is asked to select more than 2 alternatives.

In contrast with students, academic and administrative staff seems to have a substantially higher level of trust in educational institutions. Regarding the question: "In case you would report a corruption case in your faculty, where would you go? ".

The study gives these results:

- "Deanery" (50%);
- "Rectorate" (36.7%);
- "Prosecutor" (33,3 %);
- "Media" (6.7%).

Based on the results, is evidenced that pedagogues in contrast with the students, show a trust hierarchy focused in higher education state institutions deanery, Rectorate and prosecutor. It may be concluded the highest difference in the trust level between students and pedagogues is media. Students are extremely positioned outside the state institution while pedagogues are positioned almost totally in favor of them.

2.2.7 The students and academic/administrative staff attitude toward unethical behavior and corruption

This study aims among other things, to analyze the willingness of students to denounce in case they were informed about unethical behaviors or corruption cases in university life. Interviewed students were asked: "What would you do in case you are informed about corruption cases in your school?"

Based on the survey, it is showed that 1 out of 2 students "would do nothing in front of this situation" versus 17.4% who quoted that "would report" and 11.4% who "would exchange ideas with their student friends".

The same question has also been asked to the academic/ administrative staff. According the survey, it is evidenced that 1 out of 5 pedagogues quoted they "would not do anything" while 1 out of 4 "would talk with the student council" and more than 1 out of 2 "would report this to the relevant authorities". It is noted that despite the appreciable level of pedagogue's intellectuality, the intellectuals and academics commitment in fighting the corruption phenomena has not been achieved yet. According to the interviewed students experiences, 94% of them have assessed that "had never done a complaint / denunciation of any ethical behavior violation or corruption cases in their faculty". This attitude of interviewed students confirms once again the lack of students trust in state institutions, which actually have a duty in monitoring and penalizing any participant in corruption cases.

Almost in the same extent as students, academic/ administrative staff (93.3%) have assessed that they "had never done a complaint / denunciation of any ethical behavior violation or corruption cases in their faculty".

Another question that assess student attitudes toward unethical or corruptive cases is: "If students from your school would organize a protest against a corruption case, in which cases would you take part in it?". Based on the results, 1 out of 2 students "are willing to take part in protests depending

on the importance that their commitment in the fight against corruption would have". This is the most important and optimistic conclusion of the study, from which suggestions may be derived for solutions of concrete situations. Almost 1 out of 4 students "are willing to take part in case similar protests have given result in the past". Although students don't lack willingness, they lack trust when approach the logic "in case similar protests have given result in the past". Besides this, the students aren't willing in building their present which may be regarded from successive student's generations as a successful past. 1 out of 10 students assess that "I would take part in case such an action would not hurt me."

The questionnaire aimed to measure the willingness of pedagogues in "taking part in a protest against a corruption case, if faculty staff would organize it". Based on the results it is evidenced that: 72.4% of academic and administrative staff would be willing "to take part in case they would value it as important", 13.8% of pedagogues assessed that "would take part in case similar protests have given part as well", 6.9% of pedagogues assessed that "would take part in case similar protests have given result in the past" and only 6.9% assessed that "I will not take part in the protest". When analyzing the pedagogues responses regarding the reasons of participating in the protest, they seem to manifest a judgment or a choice "freedom", slightly neglecting the five possible given alternatives, despite there exist dozens of studies and evaluations for corruption presence in Albania.

Another question which has been addressed to academic and administrative staff referred to the possible advices they had toward MES in the fight against corruption. Based on the results, 1 out of 3 teachers advise the exercise of the right of inspection, 1 in 4 pedagogues advise open publications of materialistic rewards for the best pedagogues, 1 out of 4 pedagogues advise denunciation of the corruption cases in the corruption cases and 1 out of 3 pedagogues advice denunciation of the corruption cases in the appropriate institutions. Based on the results, the most frequent advice which came from the pedagogues (40%) is the undertaking an anti-corruption program in education.

Within this anti-corruption program, they (pedagogues) advise the:

- reviewing the merit reward system;
- raising salaries for teachers;
- undertaking of measures that will increase trust that corruption cases does not go unpunished;
- Strengthening of control from university authorities.

Based only in the results derived from the sample of this study, given the absence of permanent studies for the Albanian schools, it can be concluded the need to emphasize standards and performance indicators that would contribute in increasing the trust level in educational institutions. These should be clearly written in MES documents such as codes of ethics or internal universities regulation. Furthermore, the same practice of clearly written documents it is suggested for the standards of institutional partnership trust that educational institution has the responsibility to secure; and the standards that reflect the trust level, monitored by the institution itself or by external assessments (e.g. the inclusion of these standards in the accreditation process of universities).

2.3 Other comparative studies

Other studies conducted in the framework of ethics and corruption in the education system place a particular focus on these issues, because of the impact on only on the economic development of a country, but in the democratic development of the society.

Surveys and studies within this theme have been conducted in Albania; such are for example reports of the Institute for Development Research and Alternatives (IDRA), the findings of which indicate that over 50% of the population has direct experience in giving bribes. In other local papers where ethics and corruption in education is discussed is noted that no reference to surveys and statistical data is assessed. Furthermore the implementation of laws and regulations is generally discussed without giving concrete evidences for damages caused in social and academic life by the lack of implementation of ethics and corruption.

Drawing on previous studies, this study attempts to collect current data and information from the questionnaires directed to pupils, students, teachers, professors and parents. This information will help to create a more complete picture of the state of education in the country in the context of issues of ethics in education and its violations, as well as the quality of teaching staff, teaching materials and diplomas of each level.

The survey data will be used for necessary recommendations within the handling of ethical and non-ethical practices focusing on measures that need to be taken in the context of:

- raising awareness and stimulating discussion on ethics and corruption among students, teachers and lecturers, parents and education authorities at central and local level;
- support transparency and monitoring ethics by student councils;
- promoting democratic participation in the running of schools and universities;
- creating competencies of students at a young age to criticize and not accept non-ethical practices and behaviors;
- Implementing regulations and legislation in the correct order.

2.4 The legal and ethical background that support education

Education on ethics in Albania is supported by a legal base which consists of two laws, some Codes of ethics and several instructions and regulations.

The pre- university legislation provides principles, procedures and instructions for the implementation of ethics in education institutions. Article 33 of Law no. 69/2012 "On pre-university Education in the Republic of Albania", states that "The educational institution should have a Commission on Ethics and Behavior, composed of teachers, parents and students. The Commission has the duty to investigate complaints from students, parents and academic staff of the institution regarding violations of norms of conduct and ethics and propose to the director of the academic institution the appropriate measures to be taken".

"The Code of ethics of teachers in public and private pre-university university education" (2012) presents more detailed goals and ethical principles. This document states that: "The Code of Ethics is compiled to help the teacher take appropriate decisions in cases of ethical dilemmas which he/she faces during the exercise of his/her profession. The Code of Conduct provides teachers with a model of behavior that society appreciates and demands so that schools can fulfil their social mission for a democratic society".

The purpose of the code of ethics of teachers is to:

The purpose of the code of ethics for teachers is:

- To help the teacher and other education workers to recognize, understand and apply ethical standards necessary to accomplish the mission of education and to make decisions in the context of the realization of this mission;

- To help the teacher and other education employees in creating a motivating environment for students;
- To assist decision-making bodies in the formulation of policies and activities that create environments that motivate learning.

This document includes a set of ethical principles and rules, organized in two parts

- 1) Commitment toward students and the learning process;
- 2) Commitment toward the profession, a supportive environment and cooperative learning, among which we note the following:
 - The teacher should be dedicated to all students equally and feeds in the best way possible their civil, social, intellectual and emotional potential
 - The teacher should fight inappropriate teacher behavior and unfair practices, corruption and illegal violations to this code and should be committed to high ethical standards with students;
 - The teacher should be a model of behavior and peaceful solutions for students and other teachers;
 - The teacher should be dedicated to his/her professional and personal development and always seeking to improve his/her teaching practices
 - The teacher should know, respect and implement the principle of partnership teacher - student in the learning process;
 - The teacher collaborates with parents and the community on the basis of mutual trust and confidence;
 - The teacher respects the privacy of individual information that he has on the student and his/her family and uses this information only in the best interest of the student and with his/her consent.

The legislation on higher education has defined the principles, procedures and ethics enforcement bodies in institutions of higher education and scientific research. Law no. 9741, dated 21.05.2007 "*On higher education in the Republic of Albania*", amended by Law no. 9832, dated 12.11.2007 no. 10307 of 22.7.2010 no. 1 0493, dated 15.12.2011 no. 82/2013, dated 02.14.2013 in Article 17, provides the legal basis for the establishment of the Ethics Council as a body that functions at the university level, but also at the faculty level and which is responsible for the ethical issues at universities. The Regulation for ethics in research and publishing (2012), approved by the Minister of Education and Science, provides ethical principles and rules to be followed for research and publishing. This document regulates aspects of the culture of research, monitoring and evaluation of research activity, supervision of young researchers, publication of research papers, the authorship of scientific assessments, conflicts of interest, and determine the measures to be taken in the case punishable acts in these regards

2.5 Educational curriculum

School curricula is one of the areas where many changes are made, often unfounded with appropriate studies. The first curricular reform in the early 2000 began with the restructuring of academic agencies and with the approval of the University Education Strategy 2004-2015.. With the help of the

World Bank experts projected potential changes in curricula that tried placing a greater emphasis on building key competencies of students, on subject integration, alternative textbooks, etc.. Liberalization of texts has brought several positive developments related to: the academic freedom of textbook authors, the inclusion of a large number of teachers during the decision making process, the focus on new teaching and learning approaches; putting students at the center of the education process, and many other positive practices.

Until 2004 the Albanian education system was organized in such a way that allowed students to learn through one textbook only, because there was only single textbook for a specific course. They were produced by a state publishing house. The publishing house carefully selected the textbook authors who generally consisted of professors and academics. The number of teachers who were selected as authors was negligible. After 2004, with recommendations from important institutions such as the World Bank, the Ministry of Education began the first efforts and reforms that led to more liberalization in the market of textbooks. Today, in 2014 textbooks are produced by different publishing houses and sometimes there are nine alternatives for a specific course.

This though, has caused some problems, such as:

- Difficulties in the writing of textbooks by teachers and other authors. The Albanian education system, unlike those of developed countries, *lacks a proper "school" and tradition in drafting programs and textbooks*. This is reflected mostly in the actual school books written by teachers and university specialists who were unprepared to be involved in the production of school textbooks that requires a deep knowledge of writing pedagogy textbooks.
- Confusion among users of textbooks (teachers and students) to select the best text.
- Reduction of the quality of these texts in some cases (although that from the physical point of view textbooks are considered better).
- There is sometimes unprofessional assessment of textbooks, and sometimes winning texts contain scientific errors, spelling mistakes. Assessors are not trained to evaluate the texts; they are often random and their names are not included on the covers of the winning books, which could make them more responsible and would raise their accountability when assessing and selecting textbooks.
- The expansion and liberalization of textbooks market has allowed unprofessional entities to become part of textbooks production, which in some cases has contributed to a bad image of textbooks used in schools. It is also worth noting that although around the world different learning resources are used which the education system stimulates students to use, in Albania the book is the main source of knowledge in most cases.
- Translating texts (mainly from Italy) *brought serious problems because of bad translations, which in most cases are literal, and where meanings and concepts are lost in translation*.
- Including university professors in the production of the texts brought the texts to be *overloaded with concepts, to display a difficult academic language and include examples which have not been adapted for students' age*.
- According to highly experienced specialists in the field of education *there have been a lot of implementation mistakes of the reform of undergraduate textbooks, that took effect in early 2005 and continue up to this day*.
- The reform on the usage of alternative textbooks in schools was a rushed reform that colluded several important stages. Albania does not have a school or preparation courses for textbook authors and textbooks assessors. Within the first year of the implementation of the reform on the alternative texts it was required that textbooks were put in a competition and assessed,

which found authors and publishing houses not fully prepared. The deadline of preparing the textbooks was just 2 months compared to 18 to 60 months' time period usually given in other countries.

- The selection of textbooks was not based on a common assessment of school books package that would include the series of books for a specific course from the first to the ninth grade of studies (developed by a group of authors and presented by the same publishing house), which would provide proper continuation in the style and content of textbooks. Instead, the principle used to select textbooks was based on "winning values" that often seemed abusive. Also, new curricula were underway, and had failed to give a finalized and comprehensive view of the authors and publishing houses.
- There was no limit to the number of alternative textbooks, which could be extended gradually (ie have a winning text and another alternative winner that would compete based on the principle of quality). Instead 8-9 texts were selected for a specific course.
- There were no requests for publishing houses to provide names of suitable CVs, published editorial staffs, etc. For this reason, the primer of the school year 2003-2004 was badly received by the public opinion despite the fact that the jury that selected it as the alternate text included well-regarded representatives of education. The authors had not addressed the relevant recommendations and *there were more than 200 spelling mistakes*.
- Various intellectuals, teachers and parents have complained about the content and spelling of textbooks as well as incompetence in writing and translating, lack of objective assessment of competing textbooks and recently, there have been allegations for corruption.

2.6 School Infrastructure

Infrastructure and basic school equipment quality varies from school to school. There are schools that meet the general standards of infrastructure, while in other schools infrastructure is of lacking quality or is very poor. There is a need for the latter schools to improve infrastructure and to meet minimum requirements for relevant equipment that directly serves to the quality of teaching. Studies in this direction would help to define the schools where the need for basic equipment is an absolute priority. Schools in rural areas do not meet any minimum infrastructure criteria. *Despite a number of government strategic documents that aim to address this, the recommendations remain on paper only.* Media investigations have shown cases of schools in suburban areas where hygiene conditions are poor, buildings are very old and contain no safety measures, have no heating in the winter or are too humid. Moreover most of these schools lack sufficient teaching materials.

Insufficient funding and the highly centralized management of funds contribute to that specific requirements of schools sometimes do not reach the Ministry of Education and Sports, and thus these requirements are not met in years. *In Albania students and teachers cannot order academic/school equipment.* The responsible person for this is the director, who can make an application for infrastructure improvements by presenting its current state. All tenders ranging from laboratories to supply libraries with new books, are made at the central level by the Ministry of Education and Sports. No decision is taken at a local level.

Inspections of schools rarely have in their focus school infrastructure; they focus more on aspects of teaching and equipping students with textbooks.

Still today schools are not allowed to open a separate bank account, and the argument for this is that this might carry "a risk for corruption and abuse".

Another problem is the fact that schools cannot always allocate the appropriate number of students per class and thus in many cases classes end up being overcrowded. Usually the number of students per class is above the limit specified in the regulations of the Ministry of Education and Sports. According to the standards of the MES the number of students per class should not exceed 30, whereas in reality it goes up to 40 to 45 students per class. *Almost 80% of high schools lack proper heating or ventilation.*

Despite various projects supported by donors and international organizations, not all schools have their own libraries. Even when they do, their use is minimal due to the lack of librarians or lack of funds for their remuneration. Teachers of the school are usually assigned as librarians but they are not paid for extra workload. In many secondary schools there is a lack of laboratories or sports venues. The new initiative of the Ministry of Education and Sports, to equip schools with sports playgrounds will help to keep students engaged not only during school time, but also in their leisure time. Through the years there have been efforts to establish computer classes, but most schools still do not have internet connection.

High schools, especially in rural areas, lack adequate toilets, have their roofs damaged; have a poor quality of construction. In some schools there are problems with humidity which puts the students who study there in health dangers. These are minimum standards that should not be discussed. Thus it is recommended the undertaken of immediate measures from MES to improve this situation in all country schools that suffer these problems.

Comparing our schools with those of the region it can be noted that Albanian schools lack green spaces which are occupied by private enterprises even though the legislation prohibits such a thing.

A positive effect of the measures that is worth mentioning in this context is the prohibition of private bars operating inside the school environment, some of which have been accused of selling uncontrolled food.

Provision of water and electricity are sometimes problematic, which however is not always linked to the infrastructure of the school as much as with infrastructure elements of cities and villages in Albania.

The Code of Ethics for the Secondary education states that *"The teacher should collaborate with the community to enrich the school environment and resources in the service of learning."* But as several other claims suggest the reality speaks of a different situation. Neglect does not come from teachers, who in fact have no power in their hands, not even from principals of these schools, but primarily by the central government. Although in recent years there have been efforts to attract businesses to donate to schools and help them improve their infrastructure and equipment, the actual cases of such practices have been negligible and generally speaking, have not brought any significant impact in changing schools situations. Extra services such as guards or cleaning workers are paid off from voluntary and compulsory contributions by parents, who often claim that these contributions are not managed well, or that they are paying for something the public education system should be paying for. In certain rural areas, due to poverty, such services are not present at all.

The most significant examples of effective interventions in schools are those that come from foreign donors working on specific education projects. Projects for Roma children or children with special needs have enabled the provision of various health and education serviced to these marginalized groups. Also, other projects have focused on the provision of schools and kindergarten equipment and other necessary teaching materials, raising thus the quality of teaching and learning in these institutions.

Although funded and provided by the state other services such as the school psychologist, dentist, nurse (sometimes), are not very effective and to the service of students: a psychologist should cover up to two schools, the dentist lacks in most cases the appropriate materials or equipment etc. Ethics in school settings is not in compliance with standards and regulations presented in the documents.

2.6.1 Teaching resources

With regard to teaching resources, in a survey carried out by a private university in 2010, the following findings were presented:

Table 7: Teaching resources in class

Teaching resources	Need for them	Conditions in class
Academic textbooks	Yes, they are considered important, but due to the fact that selection of approved textbooks has been left to decide upon to the school, there have been problems with providing the necessary number of textbooks to the children.	Most students possess textbooks despite problems related to provision of them.
Blackboard	Yes, it is a necessary equipment in class	Each class has its own blackboard.
Maps	Yes, they can be useful	There is a lack of various maps.
Radio	Yes, it can be useful	This equipment is not really used most of the time
Projector	Yes, it is a very useful equipment	There is a lack of projectors or teachers are not trained to use it, thus it is very rarely used.
Television	Yes, a very good supporting resource	It is used rarely
Video/DVD	Yes, a very good resource	Rarely used because there are few academic materials which make use of DVD on top of textbooks.
Computer	Yes, it is available at schools	They are not enough for everyone. When they are damaged it takes long before they get fixed. A large part of teachers do not know how to use them properly or at all.
Other	Mathematics equipment, sports equipment, paintings, extracurricular books appropriate for the age level of the students	These equipment are lacking. extracurricular books provided by the Ministry of Education for the schools display a selection based on clientelism.

School infrastructure problems affect the use of interactive methods in small working groups leading to teaching methods being dominated mostly by verbal interactions and involve large classrooms versus small groups. Technological modernization is often not accompanied by the required

qualification of teachers and in this case the computers are not used due to the fact that the majority of teachers, especially in rural areas, do not actually know how to use them.

According to the Code of Ethics of teachers in pre-university education, the teacher should *"consistently develop the teaching process, systematically engage in professional self-development and actively participate in the process of scientific research in the service of preserving and improving teaching practice"*. Also, *"the teacher supports and participates in the preparation and training of new teachers and professional development of all staff"*.

Teachers are not provided necessary training by central or local level institutions. Taking into consideration that all these problems are present in schools located in city areas, it is assumed that the situation in rural areas is somehow a bit worse. Surveys conducted by various studies show that there are teachers who have not participated in training activities up to three or four years despite the continuous changes of the curriculum and other aspects of studying, which require continuous training of the teachers as well.

As mentioned above, public schools do not have the budget to meet all their needs and improve their infrastructure, sufficiency of equipment etc. Needs for blackboards, desks or chairs are covered by central tendering. Although various official reports that schools are supplied as needed, investigative media reveals a different reality. There is no fair allocation of financial resources, and it seems allocation of material support depends upon the ability of the schools' leaders to convince the state institutions.

The budget is a highly sensitive issue of school leaders as it is very limited and for public schools is virtually non-existent.

It is very difficult for public schools have to provide additional financial resources which in many cases come from the contributions of parents who are in good economic condition. This "fundraised" budget is generally granted to provide instructional material resources and donors often give their donations in the form of material objects. However the budget is never used for the training of teaching staff, according to their needs.

Private schools have a budget which is used mainly for improving the material conditions of school and cultural activities and sometimes even the qualification of the teaching staff. It would appear that representatives of private schools limit their budget sufficiency to meeting everyday needs of teaching tools.

These situations, we believe that reflect the responses of school directors, of whom only 16% assessed that their school budget is suitable or sufficient (they can be directors of private schools), while approximately 84% (that comes from public schools) assessed that their school budget is insufficient. The logic behind this explanation stands in that teachers in these schools often complain that they could not take advantage of various training which was offered to their colleagues in public schools organized by education state institutions, as well as by different donors. This shows that high school leaders do not seem to allocate teachers' training in the budget, even when the latter is sufficient. Instead, the budget is used for everyday operations and equipment, or further improving the infrastructure of the school.

III. CONCLUSIONS AND RECOMMENDATIONS

Based on the literature review and on the survey results conducted with five main education actors, we have concluded in the following findings:

For high school education

- There do exist a legal framework and a Code of Ethic for teachers, to avoid the unethical behavior and corruption practices. They have been prepared based on the best examples of European Schools but the problems stands, in the context of Albania, in their effective implementation.
- The major part of the interviewed groups in the high school, assess positively the relationships teacher-pupil (according to teachers-78.9 %) and teacher-parent (according to parents-81.1 %), but when these groups have been asked related to the types of ethical violations, they confirmed their presence, particularly related to the corruption phenomenon. This indicator helps us to conclude that the respondents consider ethic as a set of principles of communication between persons and different groups, more than a set of principles, attitudes and practices related with the professional responsibility, with respect and the mutual trust, with honesty and integrity, with the fulfillment of professional standards, meanwhile they consider corruption more as a phenomenon with economic and social profile. Of course, this view is biased and limited. The corruption perception is quite extensive among the education actors.
- According to the survey, it results a wide scale of corruption prevalence in the high school education- the majority of the interviewed groups stated that *"corruption is a widespread phenomenon in the high school education"*.
- Based on the survey, it results that the interviewed groups in the contest of their personal experiences with violation of ethical behavior or corruption cases, have "little" or "not at all". Based on the data analysis of the interviewed groups in the high school, it results that teachers have never had personal experiences concerning unethical behavior and corruption cases, 2.5 % of parents have had personal experiences and 11.7 % of pupils have had personal experiences. But if we refer their declarations related to the cases where their acquaintances may have been part of these ethical violations or corruption cases, their stated in higher ratio that they are aware of.
- Based on the data gathered from the third groups of the high school education system (pupil, teacher, parent), it is concluded that the main reasons of the corruption prevalence are as follow:
 - Lack of some students' capability to study. It means that they could not achieve the required level of learning in accordance with the curricula;
 - The low salaries of teachers work;
 - The economic and social status of some children's parents, and the political influence as well. This means that corruption appears in the overestimation of pupils (fictitious results) in return for unofficial payments in cash (cash) or / and in the form of gifts (in kind), offered by those parents who have a better social and economic status (businessmen, etc.), and through political influence of those parents that hold high positions in public administration and political positions as well.
- Based on the survey, the unethical behaviors and the occurrence of corruption cases, are present *"during the years of study"* in the high school and are related to the finalization of

the school with the best possible results (grades) - leaving exams (State Matura). This has been confirmed from the majority of the interviewed pupils and teachers.

Tackling of Unethical behavior and corruption cases

- The interviewed groups in the high school have been asked related to their knowledge on the violations of ethical behavior and corruption cases. According to the survey, it result that about 33 % of interviewed pupils, have personal acquaintance of these cases, meanwhile only 5.3 % of interviewed teachers stated that they have personal acquaintance of these cases, and 9 % of interviewed parents accepted that they have personal acquaintance.
- According to the survey, it results that the two main types of unethical behavior in high education are:
 - *Offering teachers a gift for better results or other facilities/favors;*
 - *Offering teachers money (cash) to ensure other favors in the assessment of pupils (fictitious assessment/grades).*
- One aspect of unethical behavior and corruption, are the private courses that teachers develop with their pupils from their school or with pupils from other schools, during or out the official hours, in the school environment but mainly out of it (e.g. at home, offices or licensed/not licensed centers for similar services, etc.). According the survey, it results that these private courses continue to be held regularly, even the Ministry of Education and Sport has legally prohibited them. This has been stated by $\frac{3}{4}$ of pupils and teachers (respectively 74.6% and 70.2%).
- One of the questions of the questionnaire was aimed at gathering data on the role of related institutions with ethical and anti-corruption issues. From the survey, it results that the majority of interviewed pupils (91 %) declare that the role of the state authorities in the fight against corruption, has been "weak", mentioning that: nothing has changed, we do not see any results, they have been small artificial changes, for the same question.

Perceptions about the professional quality of teachers

- According to the hiring procedures for teachers and high school directors, about 2/3 of the latter (63.9 %) claimed that the hiring process of teachers in the high school, "is not based in the professional criteria" but it happens under the influence of two main factors: "the informal illegal payments to win the position, and under the political influence of the government party / parties".
- A similar perception comes from 4/5 of interviewed pupils (39.2 %) who declare that "the appointment of a teacher in the high school education, is not based on professional criteria but in political influence and corruption ways (paying "under hand")".
- The high school interviewers have been asked about the specific amount to get a position in the high school education. According to the results, the majority of teachers "refuse to answer this question" 14.3 % answer that "they do not know" and the other part has stated that the amount that is generally paid for these positions, start from 300,000 LEK to 400,000 LEK.
- Regarding the effectiveness of training programs, about 2/3 of teachers (66%) claim that trainings in which they have been part of, have helped them in a small level "so-so, little, not at all" and 71

% of teachers that have been part of these trainings, have accepted that the quality of these trainings have been in medium and low levels "somehow good, not good, bad".

The selection of textbook or other helpful materials

- Based on the survey, it results that for most part of the three interviewed groups (pupils, teachers and parents (respectively by 65.5%, 73%, and 57%), "the selection of textbooks, is not based on professional criteria, but it happens based on specific interests such as: preference of school director or specific teachers, the selection is done "from above" from the Regional Education Directorate, informal preliminary agreement between the high school director / teachers and author / authors of textbooks".
- More than half of the three interviewed groups in the high school education (51% of pupils, 78.4% of teachers, and 71.9% of parents) claim that "textbooks and other supplementary materials, impact in the growth of the pupils' performance in school."

The attitude of various actors in the fight against unethical behavior and corruption

- One of the questions of the questionnaire was aimed at gathering data on the role of related institutions with ethical and anti-corruption issues. From the survey, it results that the majority of interviewed pupils (68 %), declare that "Student Council does nothing to educate the principles of ethical behavior and to punish unethical behavior and corruption cases in the high school".
- A larger number of interviewed teachers - about 71%, claim that "teachers unions do nothing to educate the principles of ethical behavior and to punish unethical behavior and corruption cases in high school."
- A similar perception comes from around half of interviewed parents (50.8 %) who declare that "the parents council does not play any role in the education of principles of ethical behavior and the punishment of unethical behavior and corruption cases in the high school".

For higher education

- According to the survey results in higher education (selected faculty), results that unethical behavior and corruption cases are generally widespread. This is accepted by the majority of students (87%) and slightly more than half of the academic and administrative staff (53%).
- In the opinion of the respondents, results that in higher education, the two main reasons of the presence of unethical behavior and the wide scale prevalence of corruption cases, are respectively as follows:

According to students

- Fear of students from the revenge of academic and administrative staff toward the report of corruption cases, abuse with the position of work, unethical behavior, etc.;
- Lack of trust of students in the justice institutions for the acceptance for review of suspected cases of corruption, fair trial of these cases and overall the punishment of these cases according to law, in cases it is judicially approved.

According to academic and administrative staff

- Lack of trust in the justice institutions to proceed according to law in the fair trial an impartial way of corruption cases in education;
 - Lack of knowledge / legal and ethical education, concerning the reporting procedures of unethical behaviors and corruption cases, within an out the education system.
- In the context of the extent of unethical behavior and corruption cases in various stages of university education cycle, about half of the interviewed students and academic and administrative staff (respectively 42.5% and 41.9%), quoted that unethical behavior and cases of corruption are most prevalent in the first stage of university studies, means in "bachelor".
 - Meanwhile, within the bachelor studies, the students declare that the unethical behavior and corruption cases, are more prevalent in the period of graduating (61.4 %) and in the staff recruitment process.
 - With regard to the unethical behavior and the corruption cases in the financial and human resources management of the faculty/university, the results from the interviewed students and academic/administrative staff, prove that corruption is more prevalent in the administration process of financial resources available for the faculty/university (procurement) and in the staff recruitment process.
 - An increasingly problem in the process of university education seems to be the steal of dissertation (master) or doctoral dissertation. According to the survey results, half of the students (50%) confirm the presence of plagiarism among students' work.
 - According to the most prevalent form of unethical behavior and the corruption cases, the majority of students (88.6 %) claim that the most serious ethical and legal violations, "appear in the annual evaluation process of different subjects according to curricula (exams)". As stated by them, subjective evaluations (overestimate), even in the absence of the physical presence of students in exchange of different monetary and material favors, seems to be present in a wide scale in the semestrial exams. Thus, about 65.5% of the interviewed students, confirm the presence of favors in the students' evaluation in exams, by their pedagogues. Approximately, the same number of respondents from the academic and administrative staff (67.9%), also confirm that the students directly or through the third parties, give money to pedagogues, to pass the academic year in a specific subject, or they give money to pedagogues to get higher results in the exams. In some cases, certain students with the closest social connection or direct personal contacts with different professors, play the intermediaries role in collecting financial contributions to several other students mostly that have problems with the attendance at lectures and / or seminars, by enabling fictitious results and passing scores for the latter.
 - Another type of unethical behavior that is present in a wide scale in the universities environments, is "the obliged buying from students of university textbook", provided by different pedagogues. About/ of the interviewed students (40.5 %) confirm "the presence of this phenomenon (obliged buying of the textbooks offered by the pedagogue of the subject). Furthermore, a part of them oblige students to buy these textbooks a day before the exam takes place. This means that the pedagogues oblige students to buy their textbooks at the time that this latter would not have the proactive possibility to use these textbooks to be prepared for the specific subject).

- In addition of interviewed students, the wide scale of corruption prevalence, has been confirmed by the academic and administrative staff as well. Thus, 2/3 of them confirm the presence of the direct monetary benefits from the academic staff.
- The survey provides a panorama dominated by the collective passivity and not at all optimistic, concerning to the "spirit" of participating in protests/reaction toward unethical behaviors and corruption cases from the students part. Thus, only 1/6 of interviewed students (17.4 %) declare that they are willing to report such cases.
- Regarding to the experience of complaint / denunciation of unethical behavior or corruption cases, survey data show a high degree of apathy and passivity among students toward these manifestations.
- According to their previous experience, most of the interviewed students - about 94% of them, said that they have never done a complaint/denunciation of the ethical violations or corruption cases in their faculty.
- These kinds of findings listed as above regarding to the trust of students toward the management institutions of the faculty or public institutions, which are responsible for the punishment of the unethical behavior and corruption cases, provide evidence of the lack of trust of students toward this institutions. But looking for any institution that enjoys the confidence of students, it is evident that according to the survey results, about half of the students (45.6%) claim that in case of any denunciation from their part of any corruption cases in the faculty, they would trust their denunciation to audiovisual mass media and printed media. Unlike the students, the institution that enjoys the trust of the half of academic and administrative staff (50 %) of the faculty in denouncing unethical behavior and corruption cases, results to be the dean's office of the faculty. Meanwhile the majority of this staff - more than 93% of respondents - declare that they have never denounced violations of ethical behavior or corruption cases in the faculty where they have been working for many years.
- Referring to the data of the survey, it can be concluded that the Albanian education system (the high school and university) have an insufficient commitment of students and the academic and administrative staff as well, in identifying, reporting and legal punishment of unethical behavior and the corruption cases, in this system.

RECOMMENDATIONS

For the high school education

- Further improvements of the legal framework for ethical standards of education, particularly the Code of Ethics for Teachers, enriching this act with generally accepted principles and rules of global best practices and Albanian ones, related to professional responsibility, accountability, honesty, integrity; an effective determination of functions, roles and responsibilities of the education directors at the educational institution, local and central level (Ministry of Education and Sport).
- To be simultaneously focused on the reviewing process, completion and improvement of educational policies, not only in terms of the regulatory framework, but especially in the

implementation of this framework and in the creation of mechanisms for monitoring and controlling the observance of ethical behavior and support of anti-corruption action. To achieve this goal, it is important to prepare in the near future a package of professional standards for teachers, to develop the management capacities, to build a modern monitoring system for the an effective usage of the monetary and human resources available to the sector.

- Review the school curriculum in order to effectively expand it, with the purpose of a wider involvement of ethical values in teaching process, and the scheduled undertaking of extra-curricular activities, and organizing broad permanent campaigns on anti-corruption. This will further enrich the level of recognition of the ethics issues and anti-corruption by students and teachers, as well as make them more aware and interactive with other actors in the field of education and outside it.
- Review the selection procedures of the high school textbooks and other teaching materials with regard to the education with ethical norms and standards that creates the possibility to strengthen and reclaim of youth moral in general, its involvement in efforts to strict adherence of ethical behavior and promoting anti-corruption actions, in collaboration with the institutions of high schools.
- Promoting the increased transparency, prevalence of professional criteria and competition out of political influences and the conflict of interest of the individuals (teachers) for managerial and administrative positions in the education system.
- Finding ways and forms to work with pupils outside the school in order to foster the collaboration between pupils and teachers, and to develop furthermore the community values, the team spirit and the concept of competition between pupils as well, as the basic premise for a healthy society and wider civic participation in community life when the latter (students) will be grown up.
- Incentive and promotion of the Student Council as a democratic body that plays an important role in promoting interaction between pupils, especially in terms of education with the rules of solidarity and coexistence in school, respecting the norms and ethical standards and to punish the corruption occurrences.
- Increase the role and responsibilities of teachers in the selection of textbooks, that they want to work with, by eliminating the pressure, conflict of interests and clientelism.
- Promoting unions network to separate from the parties' policies and to serve teachers in their work and concerns;
- A wider involvement and organized of the parents community, and a continuous awareness of parents in civic education efforts, to promote the norms, principles and contemporary standards of ethical behavior and the means, methods and usefulness of permanent fight against corruption cases.
- Undertake organized activities and promote the civic awareness with the purpose of increasing the role of advisory bodies of parents in the extraction of relevant experiences in cases of unethical behavior and in the strict punishment of various forms of corruption cases in high schools.

For the higher education

- Despite the existence of a number of acts on ethic, moral and norms that regulate the relationships between academic staff and students, between superiors and subordinates in the university system, there is still a lot to do especially in terms of implementation of these acts. It is recommended that the Ministry of Education and Sport to provide an institutional framework "Ethics for the university" for the entire university system in the country. This would contribute to build internal and external mechanisms, with regard to the institutional ethics and anticorruption.
- Increasing transparency and building institutional mechanisms for ensuring it, with regard to the university curriculum issues, recruitment procedures of academic and administrative staff, criteria and procedures for granting scholarships to students, educational opportunities abroad, research, and promotion of standards of career and vocational training, and publications.
- Improving Internal Regulations and the Code of Ethics in universities, in order to strengthen and strict adherence of academic freedom and the university autonomy based on the widely known contemporary standards.
- Review, further additions and improvements of salaries and remunerations policies of academic and administrative staff in universities.
- Inclusion in the universities curricula issues of moral, ethical behavior, the institutional mechanisms do denunciation, reviewing and punishing unethical behavior and corruption cases in the university system.
- Providing informative special publications for students, academic and administrative staff at universities that create the possibility of a solid and contemporary ethical learning, the development of human values and civic responsibility, as well as making them available in all informative Albanian legal possible ways on ethic in the public institutions, the denouncing institutions and the civil society organizations with focus on anticorruption initiatives.
- Involvement of students, academic and administrative staff in the continuously reviewing process of Internal Regulations and Code of Ethics, thus building an inclusive process in the context of an effective implementation of these acts.
- Identification and promotion of contemporary "best practices" for the decision-making processes that affect the university institution and students operation, in particular the decisions for university financial recourses, for staff recruitment and for the award of degrees and titles.
- Encouraging professional debates and promoting the "success cases" within universities, academic staff participation in public and publicity life, and promotion through them of institutional ethical behavior and increasing public confidence in the whole university system.

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