Education Specific Corruption in Western Balkan

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South East European Center for Economic Development, Albania

American University in Kosovo, Kosovo

South East European University, FYROM

Bono Modo Center, Montenegro

Presents: Alba Jasini

* Research Goal and Relevance

Abuse of entrusted (public) power for private interest in higher education institutions has a great impact on:

The development of the student

The bureaucracy and efficiency of the institution

The relations between **members of a society**

The current research focuses on **Specific Aspects related to Corruption in Education**

The research is conducted in four Balkan countries: Albania, Montenegro, Kosovo and FYROM

* *Previous Research*

* TI Corruption Index and UNODC (2011):
  **MNE, FYROM: High Bribes and low Perception of Corruption
  AL and KS: Low Bribes and high Perception**

* Barr & Serra (2010) ➔ **A relation between Corruption & Culture**

* Literature on *Blat* and *Guanxi* (Ledeneva, 2008; LI, 2010) ➔
  **Deeply-rooted value of Personal Networking type of corruption
  in some cultures**

* Literature on wider corruption correlates and factors (Getz &
  Volkema, 2011; Basabe & Ross, 2005) ➔ **Relation between
  corruption & work-related culture dimensions** (power distance,
  uncertainty avoidance, individualism/collectivism, and
  masculinity/femininity)

* Frank & Schulze (2000) ➔ **Economic students are more corrupt
  than others**

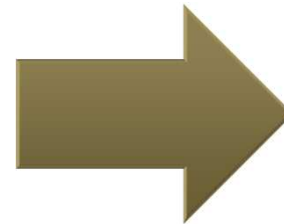* There is no scientific study up to now on ESCoWeB

* *Research Questions*

* Underlying mechanisms of corrupt behavior among students in universities?

* Perceptions on the prevalence of two types of corrupt behavior (bribing vs. favoritism)?

* Role of culture on corrupt behavior condoned and exercised in universities?

* Role of the country's economic past on corrupt behavior in universities.

* How does the corrupt behavior take place? As a one-to-one negotiation process or through mediators. In the latter case, who are the mediators?

Socio - Political Factors
Economic situation
Law and Enforcement
Overall level of corruption

Cultural Factors
National history
Ethnic homogeneity
Cultural values

Individual Background
Social status
Religion
Previous schooling
experience

Institutional Factors
Regulations
Transparency
Codes of ethics
Power Structure

* Theoretical Model

Corruption

Bribing

Favoritism

* *Hypotheses*

* Hypothesis 1: There are stronger corruption tendencies in the countries characterized by:
  * Higher extent of endorsement of collectivistic values
  * Harsher previous economic shortage history (Lack or unfair distribution of goods)

* Hypothesis 2: There is higher favoritism in smaller academic communities defined by population size or ethnicity

* Hypothesis 3: Corruption tendencies are higher among students of Finance, Business, Law compared to students of Informatics.

* Research Methodology

* Secondary Data and Literature Review

* Semi-structured interviews with alumni & teaching assistants – focused on the personal experience or of that of their peers.

* Quasi-experimental questionnaires –Two vignettes describing a favoritism situation and a bribing situation. We measured the students' imagined emotion or action tendencies after having read the vignettes, as well as their willingness to engage in corruption.

* Focus groups with students and faculty staff

* Experiments (next year)

* Policy Relevance

* The results of this study contribute to the literature on corruption in higher education and in comparisons of behavior toward corruption.

* The outcome of the study can lead to new insight how to fight education specific corruption and to achieve to higher equity.

* The findings will be made available to the policymakers, experts, actors of interest and the general public in order to promote change in the regulations.

* For this purpose a roundtable in each country is foreseen to disseminate the results of the project. Furthermore, a common brochure of all partners will be prepared, presenting results and main recommendations in a non-technical way.