

PROJECT COMPLETION REPORT

CSO:

Community Association “Fate” / Asociatia Obsteasca “Soarta”

PROJECT TITLE:

"EDUCATION AGAINST CORRUPTION"

PROJECT LOCATION:

Soroca County, Rep. Moldova

BUDGET:

\$46,500

The requested budget: \$ 38,500

Our contribution: \$8,000

PERIOD OF IMPLEMENTATION:

12 months

GOAL:

Reduce the corrupt behavior of students, teachers, parents, school administrators, and government officials involved in the high school academic system in Soroca in order to improve the quality of the educational system.

OBJECTIVES:

1. Building upon the results of the first Soarta/PTF education project, solidify institutional and behavioral changes in the high school education system in Soroca District that will result in measurable reductions in corrupt activities within the system and improvements in the quality of the Soroca educational system.
2. Begin the design of a third education project to expand Soarta’s anti-corruption education work to (an) additional district(s) in Moldova.

Outcomes/Objectives	Indicators/Measures	Data Sources
1.0 Reductions in corrupt practices in the Soroca high school system and improvements in the quality of education	1.0 An agreed list of measureable indicators (set forth in Annex) and perception surveys with key Informants	1.0 Survey results establishing baseline data and end-of-project data
1.1 a. Analysis of existing situation: ethical codes and community practices in 12 high school areas and Soroca District Council 1.1.b. Recommendations to Council, communities, and schools : activities to solidify gains of first project	1.1. Analysis carried out by Soarta, and report provided to all stakeholders, with recommendations concerning future activities.	1.1.a. Report , including recommendations. 1.1.b. Minutes of meetings with stakeholders
1.2 Establishment of baseline data and perceptions	1.2 Surveys’ data and perceptions are analyzed	1.2 Reports of surveys.

for corruption and quality of education	and reports are drawn up.	
1.3 Implementation and sustainability plan produced and agreed by all Soroca stakeholders. Plan includes targets for 8 months activities.	1.3.a. Confirmation of results by appropriate municipal committees as accurate, 1.3.b. Approval of implementation plans by communities and schools..	1.3.a. Letter of approval from Education Directorate. 1.3.b. Schools and community organizations communications to Soarta.
1.4.a. Stakeholders strengthened in their efforts to reduce corruption. 1.4.b. Corruption is diminished and quality of education improves.	1.4. Implementation results are measured against plan targets.	1.4 Reports submitted to Soarta through communications from all stakeholders.
1.5 Data and perceptions surveys are carried out. Results confirm validity of activities undertaken.	1.5 .a Reports of analyses and surveys. 1.5.b. Roundtable to discuss results and sustainability	1.5.a. Reports. 1.5.b. Minutes and reports of roundtable.
Outcomes/Objectives	Indicators/Measures	Data Sources
2.0 Begin the design of a third education project to expand Soarta's anti-corruption education work to additional district(s) in Moldova	2.0 Project documents are drafted and necessary approvals are obtained.	2.0 Soarta draft proposal, including letters of commitment from participating organizations.
2.1 Reach agreement with stakeholders, including Ministry of Education, on process to expand Soarta approach to other districts	2.1 Confirmation from Ministry of Education and other organizing parties.	2.1 Letter of agreement from stakeholders.
2.2 Basic materials and information concerning Soarta approach will demonstrate the Soarta approach to improving education and reducing corruption.	2,2 Materials are prepared and workshops organized to present Soarta approach.	2.2 Soarta confirmation

An account of the activities the CSO has undertaken with the PTF grant and the outputs produced, recommendations developed on how to make system changes to reduce the types of corruption addressed by the project, discussions held with relevant public officials and a description of the follow-up actions envisaged:

Project Activities	
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<p>1.0 Support changes in educational practices in Soroca District (Months 1-12)</p>	<p>The project “Education Against Corruption” represents a continuation of the project implemented in the period of 2009-2010 with the support of PTF. That time our organization monitored the examinations held in the high schools of the Soroca County, preventing teachers, students and their parents of corruptive situations by elaborating the ethical codes of conduct, encouraging them to apply to the Appeal Board and to phone the green line of the Ministry of Education.</p> <p>Analyzing the results obtained by the students in the Soroca County it is possible to conclude that the activities provided within the anticorruption project the last year and the current year made some changes in the examination sphere in our region. Students were limited in the possibilities to cheat the examination tests; they were not helped by the teachers during the examinations, and were supervised severely not to use the mobile phones. That is why, possible, the marks are lower.</p> <p>The experts concluded that all the 12 high schools implemented the ethical codes in their schools. The codes and measures to prevent corruption were discussed at the meetings of students, teachers and parents. The school administrators organized meetings with the parents, talking about the interdiction of money collection and cheating during the examinations.</p>
<p>1.1 Conduct review of current status of results of first PTF/Soarta project. (Months 1-2)</p>	<p>The second year project began in the month of April - the period of written tests. The 1st quarter of the project coincided with the period of the end-school examinations - that is why it was difficult to monitor the implementation of the statute of the codes of conduct in the schools.</p> <p>“Soarta” Community Association had a series of discussions with the Educational Department Soroca, in order to involve them in the activities aiming to improve the quality of education. “Soarta” recommended to the Educational staff to organize meetings with the school directors and administrators and to encourage them to involve in the project activities together with “Soarta” Association and Ministry of Education to fight academic corruption and to improve the ethical behavior of students, teachers and parents and the quality of education.</p> <ul style="list-style-type: none"> • Observations - Week control and monitoring systems. - The illegal fundraising organized by the teachers or form masters from the students in order to insure

	<p>correctors' accommodations and get their benevolence.</p> <ul style="list-style-type: none"> - The BAC (graduation) Centers were organized on the following principles: the high schools where there were from up to 40 students and more, both from the rural and urban areas, would pass the exams in their own institutions; where there are less than 40 students will pass the graduation exams (BAC) in the nearest locality of their own that provides the specific conditions. - The lack of a document that contains what is allowed and what is forbidden during the graduation exams (BAC) - Bribe for a facile examination (the possibility to cheat) and for a fake examination. - The fiscal evasive practice of private meditations that is very that is widely spread but it is kept blurry. - The lack of the opportunities for students and their parents to directly and anonymously communicate with the Educative Directions in regard with illegal fundraising during graduation exams (BAC). - The lack of a data base regarding the incidents registered during the organization of the graduation exams (BAC) and the transparency of the punitive measures taken by the Educative Directions and / or the Education Ministry. - The low level of interest and public information: only those facing the graduation exams start de preoccupy. - The students and the parents have never been informed in regard with what it is allowed and what it is forbidden. <ul style="list-style-type: none"> • Recommendations - The organization of the unannounced visits to the examination centers in order to prevent fraud development. - The banning of the unauthorized and invoiced free fundraising that is developed by teachers and form masters from students and their parents for the "smoothening" of the graduation exams. - The supplementary classes developed in schools with the purpose to prepare the examination subjects are free of charge and it should be punished the perception of illegal taxes for these services. - We suggest that exams to be attended in each high school though there are only fewer graduates in order to insure those students equal chances for the exams' graduation. - The intensification of Education Direction / Office's
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	<p>control and monitoring of the Codes implementation.</p> <ul style="list-style-type: none"> - The elaboration of a document presenting the meaning of corruption and the cases of corruption during graduation exams that should be posted in visible places in schools. - The establishment of sanctions for the teachers and the form masters who collect illegal taxes from graduating students and parents. - The interdiction to raise money in cash for the taxes representing Parents Association membership, by an order issued by the Ministry of Education. - The promotion of the Ethical Conduct Codes for students and parents during the form master classes and parents' meetings. - The check of teachers supplementary classes activities. - Make public teachers accreditations of practicing private tutoring. - The development and number's dissemination of a hot line to tell off about graduation exams corruption acts. - The elaboration of a data base regarding the incidence of breaking the Ethical Conducts Codes and the measures taken to fix the situation. - An information campaign for teachers, students and parents about the hot line's number and the reminding of the fact that corruption acts are criminal acts and they are punished accordingly. - The elaboration of a public policy that would clearly stipulate what is permitted and what is forbidden during graduation exams (BAC). - The development of sanctions' standards / frame given for inappropriate conduct in regard with educational system. - The publication of the inappropriate behavior and the measures that were applied. - The dissemination of the corruption status, favors, and bribe on high schools' boards and within the class rooms.
<p>1.2 Conduct baseline perceptions and data studies (Months 1-2)</p>	<p>A baseline perceptions and data study was conducted. "Soarta" run <i>the survey</i> in 12 high schools of Soroca County, questioning 511 pupils, 202 parents and 204 teachers.</p> <p>511 students with ages between 15 and 19 years old, with a high weight of those represented on the urban level in comparison with the rural level, coming from families with different incomes.</p> <p>205 parents with ages between 33 and 60 years old with</p>

	<p>very different incomes (the discrepancies come from the comparison between rural and urban, where the population from the rural areas has very low incomes). 204 teachers with ages between 28 and 76 years old. As a conclusion of the study, both students and parents were able to point out corruption acts, but believed that the situation will never change. They also pointed out that the financial potential of certain families favor the corruption acts and that corruption is so widely and highly spread that cannot be vanquished.</p>
<p>1.3 Consult with Soroca District and schools, and develop detailed proposals and implementation plan for schools, communities, and Council, including proposals for sustainability (Month 3-4)</p>	<p>Organizing <i>one meeting by the chief of the Educational Department Soroca</i> with the school directors, to sensibly them, to increase their awareness and to encourage them to involve actively in the project activities.</p> <p><i>Sending one letter</i> to the head of the educational Directorate, asking to involve in the monitoring process of the project implementing activities and to provide statistics regarding the complaints against teachers, implementation of the ethical codes in the high school, cases of corruption happened in the district schools etc.</p>
<p>1.4 Implement agreed 8 month plan in Soroca District, including preparation of teaching and media materials, and community activities (Months 5-12)</p>	<p>YES, the stakeholders strengthen in their efforts to reduce corruption in the academic domain, especially during the examinations. The Ministry of Education decided this year to install video cameras in the examination room. The pupils were verified not to have mobile phones, slips of paper with examination information. At the baccalaureate session there were registered many cases of collecting money in group to give them to the teachers, in order to help the students during the exams or to influence the members of the commission for increasing the marks. The speaker of CCCEC, Mrs. Angela Starinschi mentioned in an interview that there “were registered 58 petitions about the cases of corruption and bribery. 48 of these cases are anonymous and 13 are signed¹”. The Centre for Combating the Economic and Corruption Crimes (CCCEC) launched a hot-line for citizens.</p> <p>In September 2011, survey’s results reception was made and the survey was summarized along with a Power Point presentation in order to be presented to the managers of the 12 high schools, teachers, students and parents,</p>

¹ Article “BAC 2011: traffic of influence for money”, June 28, 2011
<http://social.moldova.org/news/bac-2011-traffic-de-influen-contra-unor-sume-mari-de-bani-222422-rom.html>

	<p>Educational General Office of the Soroca County (DGI). The contents of the 4 workshops were elaborated and structured and were about to be organized for: (a) the managers of the 12 high schools from the Soroca County; b) with the teachers; c) with the students; d) with students' parents. Once this activity established it followed the elaboration of the necessary materials to promote these activities, as well as the training of the workshop's moderators in order to develop these workshops efficiently. The results came and the activities reached their purpose in regard with each workshop organized.</p> <p>There was developed a thorough analyses of the Ethical Conduct Codes and suffered adjustments in respect with recommendations received from the target groups; and then the Ethical Conduct Code was implemented in the educational institutions.</p> <p>In order to raise the awareness of the students from the 12 high schools in Sorroca County, Community Association „Soarta” initiated a campaign to familiarize the students with the issue of corruption in the educational system and the means to fight against it. There were developed essay and drawing contests with the theme “Education against Corruption”. There were printed and disseminated participation motivating announcements in all Soroca's high schools, and in order to show the huge impact of corruption for an educational system there was organized a particular Day on which to celebrate the fight against it. The Day was declared as the Day against Corruption.</p> <p>During September to December 2011 project team and specialists worked to the elaboration of the Best Practices Guide to Fight Corruption in the Educational System.</p> <p>In order to make sure that the message to oppose corruption in the educational system penetrated the target group “Soarta” NGO visited each high school in the county and debated the issue with students, teachers, and students' parents.</p>
<p>1.5 Conduct and report second set of data and perceptions surveys in same locations as first surveys (Month 12)</p>	<p>The second study was developed on 496 students with ages between 15 and 19 years old from the same high schools as the first study. 215 parents with ages between 33 and 60 years old 197 teachers with ages between 28 and 76 years old. As a conclusion of the second study, both students and parents were able to point out corruption acts, but this time they noticed changes ere made in the system and their chronic pessimism started to fade. They were happy</p>

	to notice that the financial discrepancies between families can be overcome once the Ministry installed cameras to supervise the development of the graduation exams (BAC); but they also pointed out that the lack of money to widely implement the Ethical Conduct Codes and the lack of know-how might negatively affect the strength of the education anti-corruption program and policies.
Project Activities	
2.0 Explore, assess, and carry out planning to expand Soarta approach in other parts of Moldova (Months 10-12)	Informative letters were sent to the Ministry of Education, to all the 33 Education General Offices from the Republic of Moldova: : D.G. Dubăsari, D.G. Dondușeni, D.G. Drochia, D.G. Orhei, D.G. Edineț, D.G. Anenii Noi, D.G. Cimișlia, D.G. Căușeni, D.G. Cantemir, Călărași, Fălești, Florești, Glodeni, Briceni, Basarabasca, Hîncești, Leova, Ocnita, UTA Găgăuzia, Ungheni, Taraclia, Nisporeni, Criuleni, Telenești, Strășeni, Ștefan Vodă, Șoldănești, Soroca, Rîșcani, Rezina, Sîngereni, Ialoveni, Cahul; and to all parents association. From 35 associations, 7 presented their availability to enter the program. The Informative Letters comprised information about the project, the 3 Ethical Codes, the Guides for the parents' involvement and the general public in the process of fighting corruption in education.
2.1 Discuss possibility of expanding Soarta approach to other districts, subject to finding of progress in Soroca (Months 11-12)	
2.2. Prepare basic materials and information concerning Soarta approach. (Months 11-12)	

Potential Indicators: Quality of Education and Levels of Corrupt Practices

1) Measurements of School/Community relationships

Involvement of parents in school matters – Good

Though, based on the survey's data, at the beginning the parents were very pessimistic about the possibility of making any changes in the educational system and about the possibility to fight corruption, the second survey pointed out that parents were happy to notice that the financial discrepancies between families can be overcome once the Ministry installed cameras to supervise the development of the graduation exams (BAC); but they also pointed out that the lack of money to widely implement the Ethical Conduct Codes and the lack of know-how might negatively affect the strength of the education anti-corruption program and policies. Parents participated to NGO Soarta's activities, like workshops, meetings, and contests and brought an important contribution to the elaboration of the Ethical Conduct Codes.

Planning for school made in collaboration with community – Good

We were mainly interested in the participation of the parents, parent's associations, and the Ministry of Education. We welcomed the participation of any other NGOs, but in Soroca County most of the NGOs are specialized in social work activities. We also invited mass-media to all our public activities and we get an average participation. Parents involved in the elaboration of the Ethical Conduct Codes and supported NGO Soarta's activity with a constant participation, input and feedback. During project's development their pessimistic attitude changed and the second survey demonstrated their

trust in the educational system change; though the lack of money to widely implement the Ethical Conduct Codes and the lack of know-how in implementing them might negatively affect the strength of the education anti-corruption program and of the results achieved up to now.

Monetary support for school from parent organization – Average

Parents are willing up to a certain point to support educational activities that are not financed by the Educational Ministry and to strengthen school's endowment; yet, in the rural areas such support is hard to get since families' income is very low. That is why we noticed that parents are more willing to give money for an immediate result, though it might register in the category of the corrupt acts. We recommended to be made a clear and fiscal registered separation between the donations with educational character and those registered as favor and bribe that were collected by the parents to smoothen the graduation exams development.

2) Measurements of Educational Quality

Educational level of teaching staff – between Average and Poor

Due to the very poor salaries and the non-differentiation payment concordantly to teachers' value and results, teachers preferred to emigrate or to perform low in school and better during the private tutoring.

Graduation rate of students

During the implementation of the first project, the local mass-media concluded the results of the 2011 examinations in Soroca District were poorer in comparison with the previous year, after having a discussion with the Head of the Educational Directorate Soroca and writing an article in the local independent newspaper "Observatorul de Nord". The correspondent wrote the following: "Fewer grades of "10" and "9", much more negative marks - these are the preliminary results of the school-end examinations for high school students in Soroca County. Also the graduation rate got lower since students had to reckon on their knowledge and not on favors, bribes, cheating etc.

Unfortunately we cannot provide the graduation rate and the results after the implementation of the second project because the graduation exam process is in train. We will provide the results as soon as they are made public,

Results on standardized examinations by students

Unfortunately we cannot provide the graduation rate and the results after the implementation of the second project because the graduation exam process is in train. We will provide the results as soon as they are made public,

Admission rate of graduates to further education institutions

Unfortunately these data cannot be provided at this point because the acceptance process within universities has not concluded yet.

Employment rate of graduates - Poor

The employment rate of graduates is very poor, next to 1% to 5%, based on the 2011 data, because of the lack of work opportunities and students very poor professional and life qualifications and abilities. The issue of the lack of concordance between the educational curricula and the labor market remains.

Students (class size) per teacher: urban 25-30 students in a classroom; rural: 16-20 students in a class room.

Number of teaching shifts per school (measure of crowding): all the students learn during the morning; there is no issue of crowding. This is not the case in all the republic of Moldova

Quality of school infrastructure – Average

In the urban area (4 high schools) there are average conditions to good. The heating system is good. There are appropriate toilets. The school equipment is good. There are computer rooms, internet, libraries etc. The number of the students from the urban area is higher then the one in the rural high schools and the pedagogical equipment is directed to the first, while the students from the urban areas are often over passed.

In the rural area (8 high schools) there are very poor conditions. There are high schools with no heating system or their heating system is on charcoal or wood. There are no toilets and there is a lack of elementary hygiene conditions. The school equipment is poor. There are a maximum 1 to 2 computers, and no connection to internet. There is no teaching staff specialized in IT.

Results of surveys indicating satisfaction level with educational quality

The perception regarding the quality of the educational system remained unchanged and contradictory on both initial and final study. The results are as follows:

I believe the educational system has good qualities:

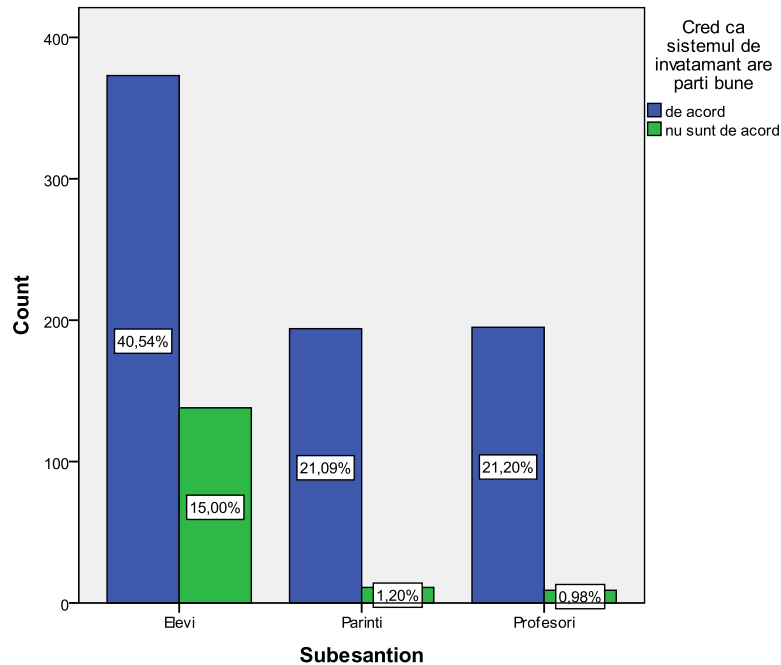


Fig. 53 Reprezentarea grafica a calitații sistemului de învățământ

We should notice that the questioned subjects believe the educational system has good features. The one with 15% high doubts are the students who contradicted Questioner’s allegation.

Sometimes I believe the educational system is worthless

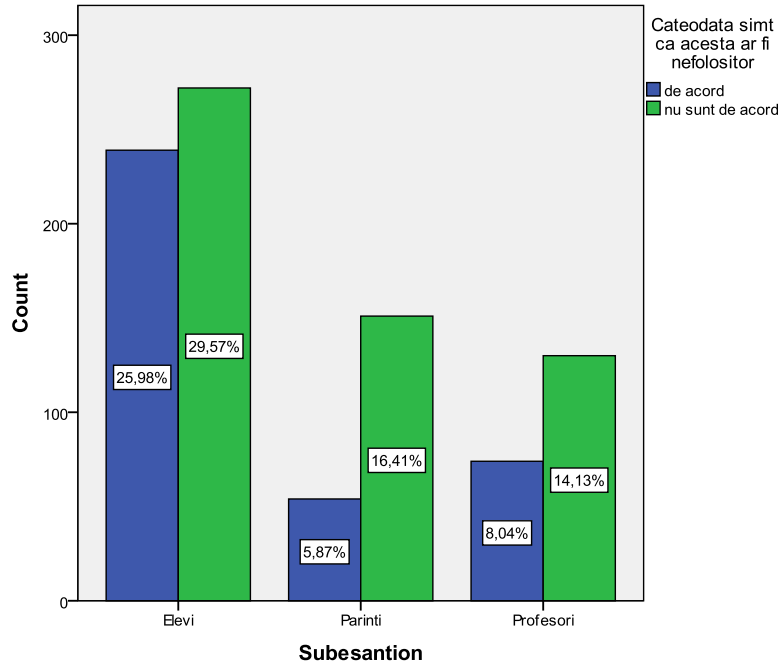


Fig. 54 Reprezentarea grafică a variabilei "nefolositor"

The highest percentage of mistrust appeared at the students from the rural areas – 29.57%.

Parents and teachers share almost the same levels of mistrust being either from the rural or urban areas.

I don not believe other systems are better

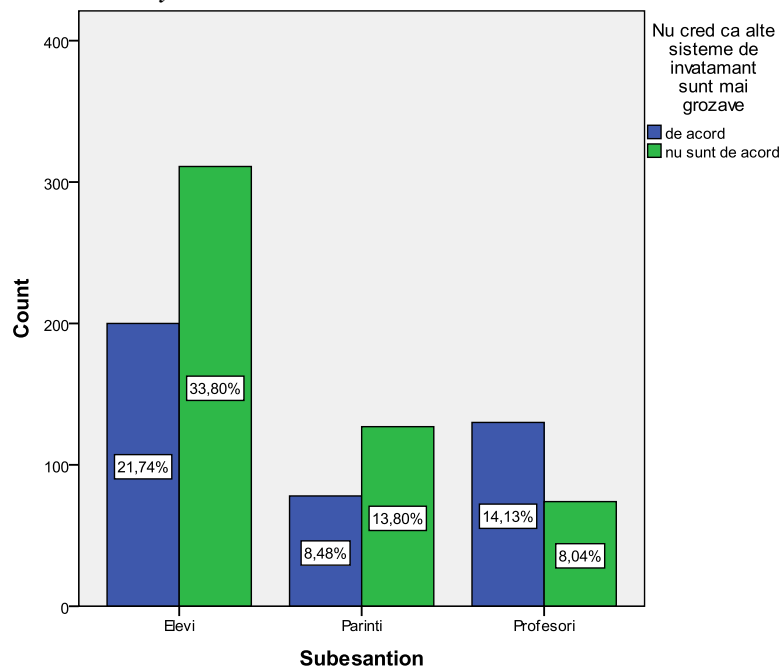


Fig. 55 Reprezentarea grafică pentru variabila "alte sisteme"

We should notice the opinions regarding this variable are divided on the same structure. Students contrary to their parents and teachers registered a high score in expressing their mistrust in the quality of their system and the quality of other systems.

I would like to be different then it is now

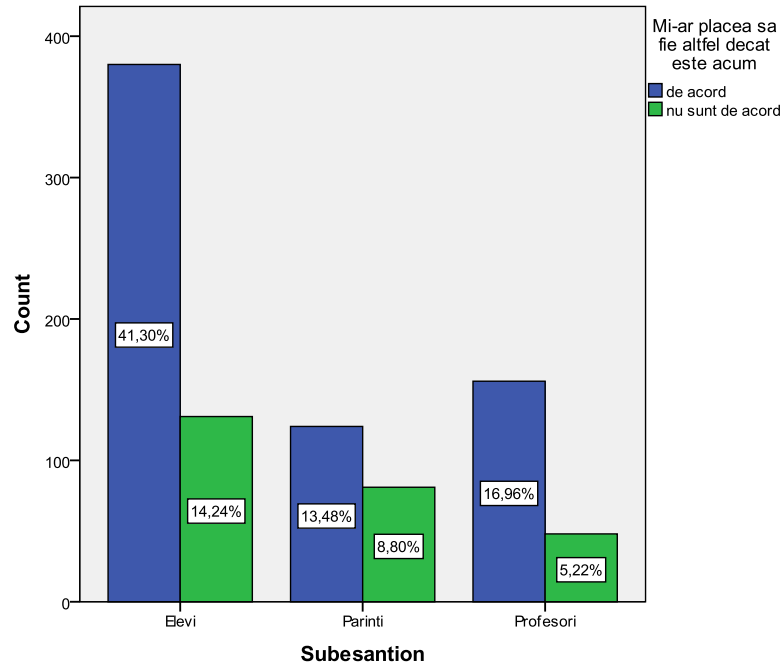


Fig. 56 Reprezentarea grafică a variabilei "să fie altfel"

In the urban areas, students believe in a 41,30% that the system should be different. Even parents and teachers contradict themselves and believe that the system should be changed.

I trust highly the educational system

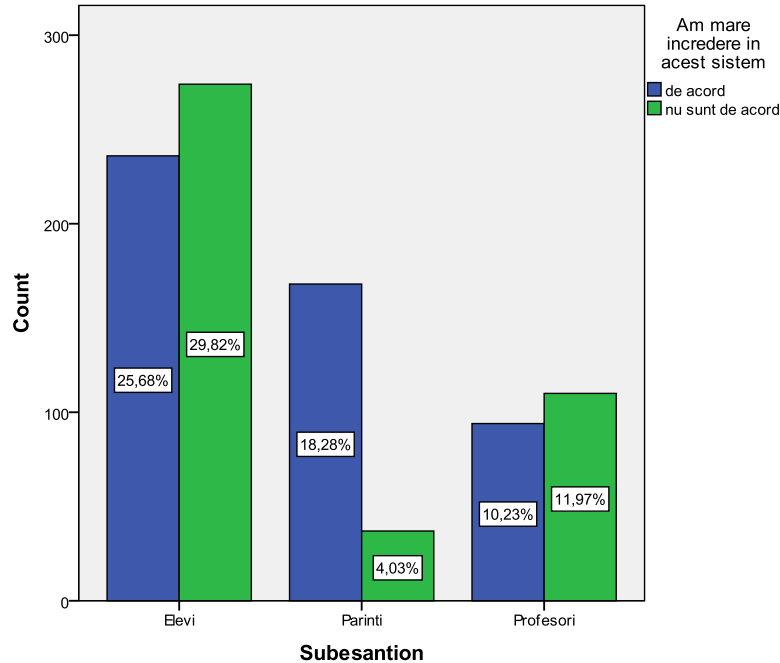


Fig. 57 Reprezentarea grafică a încrederii în sistem

We notice that the image presents the high level of mistrust in the education system from the Republic of Moldova, in regard with the students and also with the parents from the urban areas. The average is $m_1 = 29,825\%$ from the questioned students do not trust the system same as the parents, and teachers, where the average is $m_3 = 11,97\%$.

3) Measurements of Corruption

Adoption of ethical codes by school **YES**

Additional measures in schools to improve ethical conduct **YES** (The Education Ministry started a program of educational system optimization)

Number of complaints against school administrators: none

Number of complaints against teachers: 21 complaints received on the hotline regarding the obligation to participate to private tutoring or the discrimination between students based on this private tutoring classes.

Number of disciplinary proceedings concerning ethical conduct: at this point cannot be provided data because the graduation examination process has not ended.

Cases involving diversion of school funds: none. The members of the parents' senate have now the obligation to put the money on the organization's account and to spend them by bank transfer. After project's implementation, parents' association has to deliver 2 reports regarding the money expenditures in front of Parents' senate.

Cases involving diversion of community funds: no cash funds are allowed, only donations received in a bank account and which are spent by bank transfer.

Cases involving "ghost" teachers on staffing rolls: none. We are not familiar with such a practice in Soroca and generally in Republic of Moldova.

Cases involving favoritism by school head: 5 cases. There are such cases regarding the hours and the classes' distribution and teachers program. Some teachers have about 40 hours and receive a better payment and others only 18 hours (minimum) and are lower

paid. Discrimination is justified by the head masters based on teachers' results though often it is not true. Favoritism regards students' placement in better or poorer classes, though students should be placed based on an exam. This kind of dissatisfaction shows often at the beginning of the school year.

Cases involving corrupt practices of procurement: none. Parents' dissatisfaction is rarely expressed as an explicit complaint at the specific authorities. This happens on 2 reasons: the fear of students' persecution; the second is that parents know that are punished both parties the giving and the receiving bribes. The methodologies of the flagrant are not so well developed in Republic of Moldova.

Cases involving sale of grades by teachers: 56 cases on the hot line. We discussed with the head masters about them Parents' dissatisfaction is rarely expressed as an explicit complaint at the specific authorities. This happens on 2 reasons: the fear of students' persecution; the second is that parents know that are punished both parties the giving and the receiving bribes. The methodologies of the flagrant are not so well developed in Republic of Moldova. On the same time, the cases coming to the Ministry of Education or the Education Direction / Office because such data are not of public interest.

Cases involving sale of grade promotions: none. Teachers' promotion is made by an Education Commission or by the Education Ministry and it is a transparent public process so it is not the case of grade promotion selling. The favoritism or discrimination show when teachers' desire to pass the grades is refused by the head masters.

Cases involving obligatory tutoring by teachers: 87 cases on the hotline.

Cases involving absenteeism by teachers to do other business: 23 cases on the hotline

Results of surveys of community indicating level of perceived corruption at school

At the question regarding whether the 3 categories of subjects have any knowledge about corruption facts in relation with their high school we notice that a large number of the questioned subjects could not indicate or clearly state such facts.

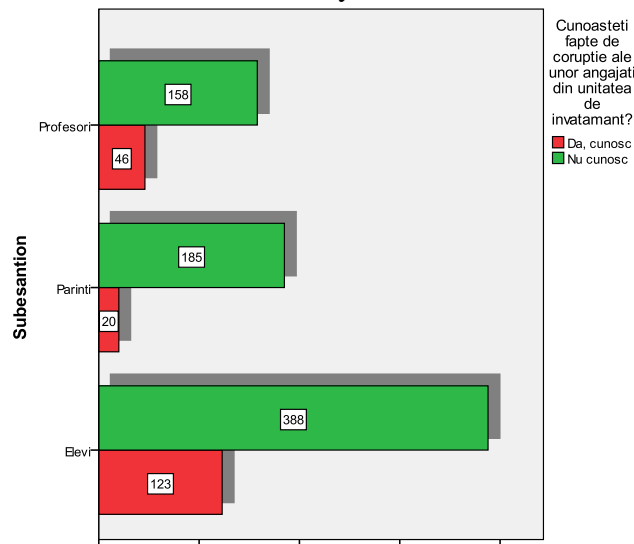


Fig. 47 Prezentarea grafică a subiecților care au cunoștința despre existența unor fapte de corupție

Even more, we notice quite a highly reduced number of subjects that can clearly state they confronted with such cases. That is from the general total of persons questioned N =

511 students who participated in the survey, only 123 were aware of such corruption facts.

In regard with the parents, from the general total of N = 205 parents questioned, only 20 mentioned they have knowledge about corruption acts in the school where their children study. As far as the teachers questioned are concerned, the number is almost equal with that of the students, though teachers presented a high level of reticence when questioned about it, and also felt very offended in regard with these questions during the first survey. From the general total of teachers N = 204 only 46 were specific about corruption attempts or situations they noticed. As far as the second survey is concerned the situation modified: the percentage of knowledge rose with 33% for the students, 36% for the parents and 35% for the teachers. Not because they could indicate corruption facts, but because they knew better now what is allowed and what is forbidden during graduation exams.

As it was expected many of the questioned persons were afraid to point out such corruption situations from reasons independent of their will. The causes that stopped them from exposing corruption were diverse, as follows: 35,77% did not it was possible; 26,83% did not know to whom should address; 13,01% did not find it as important; 9,7% mistrust the authorities to whom they address; 6,50% were afraid of consequences; 4,88% said it is to complicated to make a complaint; 1,63% said they were ashamed to do it; and 1,63% had other reasons.

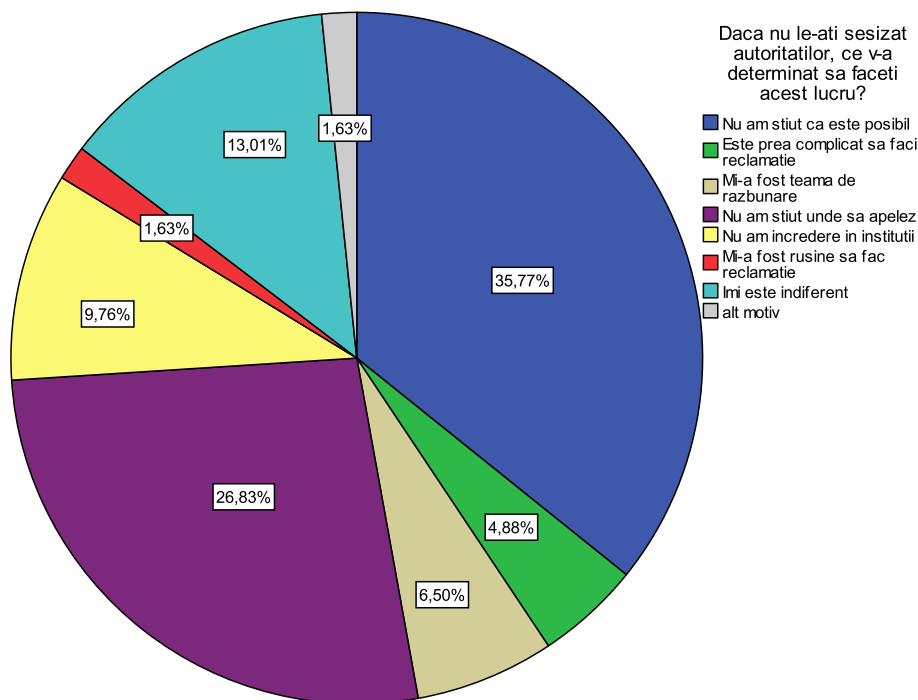


Fig. 48 Reprezentarea grafică a cauzelor care au dus la lipsa inițiativei în declararea faptelor de corupție - eșantion elevi

We notice the high percentage 35,77% of the students who did not know that they are entitled to do that. And it can also be noticed the high percentage 26,83% of those who did not know to whom they should address.

As far as the second survey, all the questioned subjects were able to mention the Ethical Conduct Codes and related their capacity to make complaints to the information they shared.

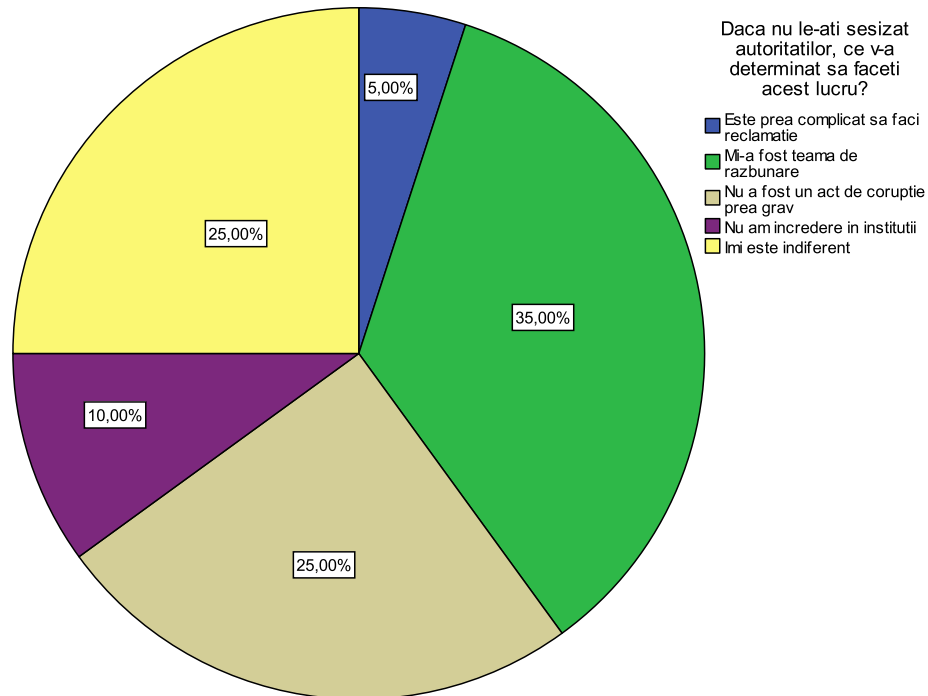


Fig. 49 Reprezentarea grafică a cauzelor care au dus la lipsa inițiativei în declararea faptelor de corupție - subșanțion părinți

The highest fear of parents 35,00% in exposing corruption facts is that of revenge and students' further persecution. This percentage was similar even in the second survey (34,5%) because they declared though they have the knowledge about the anti-corruption instruments, yet the instruments are made viable by the authorities who still kept a non transparent attitude.

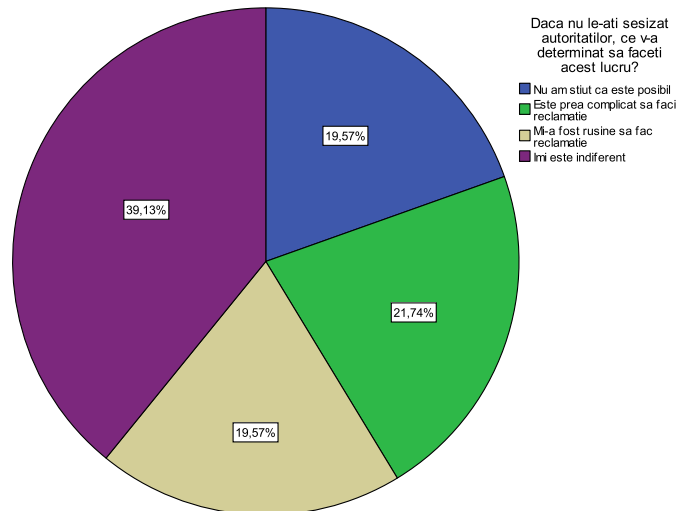


Fig. 50 Reprezentarea grafică a cauzelor care a dus la lipsa inițiativei în declararea faptelor de corupție - subeșantion profesori

The main cause in teachers indifferent attitude regarding corruption seems to be the indifference 39,13% . Yet, on the second survey, they changed their answers and said that though teachers’ promotion is made by an Education Commission or by the Education Ministry and it develops during a transparent public process, the favoritism or discrimination show when teachers’ desire to pass the grades is refused by the head masters. So, with a 46%, teachers declared that they are afraid to denounce corruption facts because they jeopardize their career.

An assessment of the project's impact on reducing corruption and sustainability

Project impact:

- Reductions in corrupt practices in the Soroca high school system and improvements in the quality of education.

We believe this objective has been reached since the graduation exams procedures changed in order to prevent:

- exams cheating solved with monitoring cameras as part of NGO Soarta’s lobby at the Educational Ministry
- bribery given to the examinations since people know now from the Ethical Conduct Codes what is allowed and what is forbidden during the examinations. Though it still persists the fear of having students persecuted since the organization of a flagrant is not known as a method very well; and Educational Direction / Office together with the Educational Ministry are not willing to make transparent the process of disciplinary actions taken against the guilty teachers.
- Private tutoring should now be regulated as a private activity and taxes paid for it. Due to the Ethical Conduct Codes students and parents highly understand that it is an abuse to force students to take paid private classes and also to raise money for the free classes dedicate to the recapitulation of the subjects.
- Based on the Ethical Conduct Codes, Parents’ Associations and Senate are now raising money only through the banking accounts and not in cash and all the expenditures are made from the banking account. The same thing happens to the donations that are given to the

high schools in order to transparently justify the use of money and to discourage the misuse of the funds.

- Based on NGO Soarta's activity to fight corruption, the Educational Ministry started an education reform. Yet, such attempts are not singular, but their lack of success holds in Ministry's capacity to allocate funds for the measures' implementation, monitoring and evaluation, as it was the case of the present project.

- Other districts over Moldova becoming partners of "Soarta" undertaking similar approaches to reduce corrupt practices in their districts.

Other districts, like Cahul, Florești, Șoldănești, Orhei have already presented their interest to undertake a similar approach to reduce corrupt practices in their districts. In order to reach the envisaged impact NGO Soarta sent Informative letters were sent to the Ministry of Education, to all the 33 Education General Offices from the Republic of Moldova: D.G. Dubăsari, D.G. Dondușeni, D.G. Drochia, D.G. Orhei, D.G. Edineț, D.G. Anenii Noi, D.G. Cimișlia, D.G. Căușeni, D.G. Cantemir, Călărași, Fălești, Florești, Glodeni, Briceni, Basarabasca, Hîncești, Leova, Ocnița, UTA Găgăuzia, Ungheni, Taraclia, Nisporeni, Criuleni, Telenești, Strășeni, Ștefan Vodă, Șoldănești, Soroca, Rîșcani, Rezina, Sîngereni, Ialoveni, Cahul; and to all parents association. From 35 associations, 7 presented their availability to enter the program. The Informative Letters comprised information about the project, the 3 Ethical Codes, the Guides for the parents' involvement and the general public in the process of fighting corruption in education.

- Parents Association collecting and using the parents' money under the strategy to collect money officially with accounting in the schools

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A discussion of the lessons learnt and their replication

We believe that the first 2 projects produced a very important change in targeted groups mentality and also created the premise for the development of the educational system in Moldova that is suffocated by corruption practices and encourages mediocrity.

Though all the (Soroca Educational Direction / Office, The Ministry of Education, Mass-Media) organizations we involved in the project apparently seemed ready to fully commit, we noticed they changed their attitude when it came to the implementation of the Ethical Conduct Codes since such regulations could jeopardize their direct financial benefits. Our greatest fear is that in the absence of funds and know-how for the implementation of the Ethical Conduct Codes the previous situation might return.

Though the project can make a huge difference in the entire Republic of Moldova, we still believe we should focus one more year on Soroca District in order to completely strengthen the anti-corruption measures.

Yet we fully capable to work on a national level, though there are both resemblances and differences between Moldova's counties, like:

Resemblances: poor infrastructure and equipments in the rural areas; teachers' poorly motivated; a high percentage of unemployment for the graduates, Head masters' discriminatory prerogatives etc.

Differences: crowded schools, a high percentage of students infected with tuberculosis (TBC), more or less cooperative Educational Directions / Offices.