

Features of the Study of Corruption In the Field of Education

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Abstract: The article discusses the theoretical generalization of the study of the issues of corruption in the education sector; experience in this area of research; factors, causes and negative effects of corruption in education; provides statistics of corruption.

Key words: corruption, the factors of corruption in education, corruption in education, causes and consequences of corruption in education

The relevance of studying corruption manifestations and risks in the education system and in individual educational organizations is related to the role of education in the life of society – the formation of personality and the human potential of the economy. The main negative consequence of corruption in the field of education is the perception by pupils and students of corruption as one of the most important behavioral norms, i.e. the embedding of corruption in public life. Corruption also contributes to the violation of equal access to quality education and a decrease in the level of professionalism of personnel [1].

Corruption is a complex phenomenon of social life that has penetrated into many spheres: economic, political, and spiritual.

In a report on the state of corruption presented by EU Commissioner for Internal Policy S. Maelstrom in 2014, it was noted that corruption costs the EU economy more than 120 billion euros per year. This amount is practically comparable to the annual budget of the EU.

According to official statistics, Uzbekistan has seen a decrease in the total number of registered crimes in recent years, including corruption-related crimes. So in 2014, 2190.6 thousand crimes were registered, including 32204 corruption-related crimes, the proportion of these crimes amounted to 1.5% [4]. For comparison, 59,283 corruption-related crimes were registered in 2010 (2.3%). However, a more detailed study of statistics indicates the presence of some inaccuracies in the measurement of corruption indicators. Thus, the decrease in some index indicators is accompanied by an increase in others (for example, against the background of a decline in the dynamics of receiving, bribery increased by 47% compared to 2011). Also, the decrease in the level of registered corruption crimes is carried out against the background of an increase in the amount of material damage caused and the amount of bribes (compared to 2012, it increased 2.1 times). And, finally, the lack of a stable trend of reducing corruption is indicated by the dissonance between the recorded crimes and the identified persons who gave and received a bribe [5]. The presence of corruption is a sign of a systemic crisis in the studied sphere of public life. These manifestations are also typical for the field of education [2].

Research in the field of corruption has been conducted for a long time. The topic of combating corruption is of constant interest to Russian specialists. Nevertheless, there are few scientific papers on the study of corruption in the field of education. Most of the works are a generalization of statistics

on corruption in higher education. Insufficient attention is paid to the analysis and identification of corruption risks and manifestations in secondary educational institutions.

The developers of the Concept of Modernization of Russian Education for the period 2013-2020 and the heads of Russian education assume that the principles and approaches laid down in the Concept will also counteract manifestations of corruption. However, this document does not provide for special measures to combat corruption.

With a high level of corruption, public financing of education becomes ineffective. Therefore, it must necessarily be accompanied by the creation, first of all, of preventive anti-corruption measures aimed at identifying and reducing corruption risks. To this end, the State has taken certain measures. The requirements for assessing corruption risks and compiling a corruption risk map are formulated in Article 13.3 of the Law of the Republic of Uzbekistan "On Combating Corruption" on assessing corruption risks arising from the implementation of functions.

However, there are practically no specific methods for mapping corruption risks, depending on the field of activity of the organization. The authors of the manual [2] proposed a methodology for compiling a corruption risk map, which can be used to form an effective anti-corruption policy in an educational organization.

According to the results of research on global trends, the education sector is among the top three most corrupt areas of activity, giving precedence to the judicial system and law enforcement agencies. In Uzbekistan, according to the General Prosecutor's Office of the Republic of Uzbekistan, education also occupies the third position in the list of areas where corruption is widespread – 15% of registered crimes (according to 2012 data), the first positions are occupied by law enforcement (law enforcement) sphere – 26%; – health and social security – 17.8%.

The results of surveys conducted by VTSIOM demonstrate that education in Uzbekistan from 2006 to 2021 is consistently included in the 10 areas of activity that are most susceptible to corruption.

According to a 2015 VTSIOM survey, citizens consider local authorities to be the most corrupt sphere (34%), the top five include the traffic police (25%) and the police (22%), the judicial system (18%), the medical sector (14%) and the education system (9%) of respondents [3].

Nevertheless, according to I.V. Bocharnikov [3], the Corruption Perception Rating published by Transparency International (TI) does not reflect the real state of affairs in this area. Since the very word "perception" means that the rating does not measure corruption, but public opinion about the level of corruption in countries and therefore is biased. In addition, this Rating is formed in the interests of certain political forces and therefore is corrupt in itself and cannot be the basis for assessing corruption in any countries.

However, despite the bias of the corruption perception indices formed by Western (mainly American experts), it is useful to state the fact that corruption is an international problem. Thus, the results of assessing the perception of corruption in education by the population on 01.10.2013 in accordance with the corruption perception rating are as follows: EU countries – 4%; Kenya – 37%; Pakistan – 43%; Turkey – 47%; Vietnam – 49%; Cameroon – 72%; Russia – 75%. For comparison, the global corruption perception index in education is 17%.

Thus, education is the first thing that needs to be paid attention to when developing an anti-corruption policy, since it is education that acts as a way to form a professional elite. Also, the

perception of corruption as a norm of behavior allows students and students to transfer these norms into professional activities and build a corrupt state.

Preventing corruption involves studying the factors that give rise to it. Foreign scientists identify several of the most common causes of corruption in education:

- 1) education is an attractive area for manipulating public opinion;
- 2) decisions made in the field of education have significant long-term consequences for people and society;
- 3) A significant part of the funds allocated to education are spent in small amounts in different places, most of which have weak reporting and monitoring systems.

Researchers [2] summarized the forms of corruption that are independent of the national education system and characteristic, including for Russian education: bribery or deception; payment for access to school education; tuition fees; fake data on the number of schoolchildren in countries where per capita financing exists; the need for tutoring; embezzlement of funds allocated to schools; promotion teachers on the basis of bribery, not talent.

Ghost schools, ghost teachers, collecting money from parents for the formation of textbook funds, for the repair of schools have a corrupt nature. In some countries, the practice has become widespread when the project manager pays a bonus as an incentive to an official who needs to work more/longer to check. In some cultures, gifts are accepted even in exchange for small services.

Thus, in Russia, as in other countries, global trends in the manifestation of corruption in the field of education persist. At the same time, corruption practices are equally developed both in the interaction of educational organizations with various bodies and legal entities to ensure educational activities, and in the course of direct provision of educational services. Such implicit manifestations of corruption are also gaining strength, such as, for example, the need for tutoring in order to enter an educational institution, get higher grades and successfully pass exams.

Due to the high latency of corruption offenses, as well as the complexity and ambiguity of their structuring, it is very difficult to identify and prevent all manifestations of corruption. Therefore, it is necessary to choose the most effective points of influence on corruption offenses, while focusing on possible corruption risks. To do this, it is advisable to expand the practice of mapping corruption risks of an educational organization, which can become the basis for the formation of an anti-corruption policy.

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