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Combating corruption in the educational sphere: Ukrainian experience

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Abstract

Based on expert estimates, 17% of corrupt practices are committed in this area, and the authors identify the leading causes of corruption in the educational sphere. The objective is the non-recognition of teachers and lecturers as subjects of criminal corruption offenses, low level of the labor expense, inventory, and logistics management discrepancy in educational institutions of different groups with modern educational methods.

Subjective reasons include the mutual “benefit” of corrupt practices to all participants in the educational process; disenchantment with the profession due to burnout; certain aspects of mentality; the sense of impunity for blackmailing offenses and receiving gifts. Regarding scientific research methods, their branched complex and multilevel structure are proposed: philosophical, empirical research, methods of theoretical cognition: general logical methods, specific scientific methods. The principal means to combat corruption in the educational sphere is preventive increasing the level of labor expense in the academic sphere; improving the inventory and logistics management of the educational institutions at all levels and regions; avoiding the mutual “benefit” to all participants in the educational

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process and anti-corruption means (criminalization for all teaching and research-pedagogical staff for the commission of the criminal offense).

Keywords: corruption; education; right to education; corruption offences; anti-corruption management.

Lucha contra la corrupción en el ámbito educativo: experiencia ucraniana

Resumen

Se identifican las principales causas de la corrupción en el ámbito educativo. El objetivo es el reconocimiento de docentes y conferencistas como posibles sujetos de delitos de corrupción; bajo nivel de gasto laboral; una discrepancia de gestión de inventarios y logística en instituciones educativas de diferentes niveles con métodos educativos modernos. Las razones subjetivas incluyen el “beneficio” mutuo de las prácticas corruptas para todos los participantes en el proceso educativo; desencanto con la profesión debido al agotamiento; aspectos especiales de la mentalidad; la sensación de impunidad por los delitos de chantaje y la recepción de obsequios. En cuanto a los métodos de investigación empelados hay en la investigación una estructura ramificada compleja y multinivel: filosófica, empírica, métodos de cognición teórica: métodos lógicos generales y **métodos científicos específicos**. Se concluye que, el principal medio para combatir la corrupción en el ámbito educativo es el preventivo aumentando el nivel de gasto laboral en el ámbito educativo; mejorar el inventario y la gestión logística de las instituciones educativas en todos los niveles y regiones; evitando el “beneficio” mutuo a todos los participantes en el proceso educativo y los medios anticorrupción (penalización de todo el personal docente e investigador-pedagógico por la comisión del delito).

Palabras clave: corrupción; educación; derecho a la educación; delitos de corrupción; gestión anticorrupción.

Introduction

Education is the basis of any society’s development (Kulish *et al.*, 2016). Education is the pinnacle event of facts, experiences, and thoughts acquired throughout life. Education is the act or process of specific educational or skills attainment for a profession, degree, level, or type of education. The role and value of the right to education are so vital that it is enshrined at the national and the international level. So, following Art. 26 of the Universal

Declaration of Human Rights, adopted and proclaimed in General Assembly resolution 217 A (III) of 10 December 1948, everyone has the right to education. Education should be free, at least in terms of elementary and general education. Elementary education must be compulsory (Universal Declaration of Human Rights, 1948).

A logical continuation of the legalization of the right to education was its enshrinement in the International Covenant on Economic, Social, and Cultural Rights. This international document defines the content of everyone's right to education and outlines measures for its full implementation. The Covenant obliges States parties to take the following necessary steps: 1) phase-in of free general education; 2) promotion of general education by those who have not received elementary education; 3) franchise development of schools at all levels, creating a satisfactory system of scholarships and continuous improvement of the material conditions of the teaching staff. Such itemization at the level of the international legal document of obligatory measures has a positive value for ensuring access to education in each member state (Melnychuk, 2015: 182).

The inclusion of the right to education became a "cornerstone" during the adoption by the Council of Europe of the Convention for the Protection of Human Rights and Fundamental Freedoms. This right was enshrined in the Protocol to the Convention. The form of enshrining this right is quite distinctive, as it differs from that usually used in international United Nations instruments. The right to education is proclaimed negatively: "No one can be denied the right to education" (European Convention on Human Rights, 1950).

1. Methods

The selection of the correct methodology is one of the essential elements of success in implementing scientific research. Regarding the methods of scientific research, their branched complex and multilevel structure are proposed. First of all, we used philosophical methods: analytical, phenomenological, hermeneutic, and dialectical. There are three levels in the construction of general scientific methods. The first is the methods of empirical research (descriptive, historical, abstraction, comparison, generalization). The second level is represented by the forms of theoretical cognition: ascent from the abstract to the concrete and hypothetical deductive. The third level of general scientific methods is available logical methods (system analysis; analysis and generalization; modeling; system-structural method; abstract-logical and extrapolation). The last type of method that we have used is specific scientific methods. In particular, formal-legal, comparative, statistical, questionnaire).

2. Results and Discussion

The importance of the right to education is confirmed by the fact that in most countries it is enshrined not just at the legislative but at the constitutional level. Per Art. 53 of the Constitution of Ukraine, everyone has the right to education. The State ensures accessible and free pre-school, complete general secondary, vocational, and higher education in state and communal educational establishments; the development of pre-school, complete general secondary, extra-curricular, vocational, higher, and post-graduate education, various forms of instruction; the provision of state scholarships and privileges to pupils and students. Citizens have the right to obtain free higher education in state and communal educational establishments on a competitive basis (Constitution of Ukraine, 1996). The specified formulation of legislation of Art. 53 of the Basic Law qualified for ambiguous understanding and forced 50 people's deputies to apply for its interpretation to the Constitutional Court of Ukraine.

The latter in its decision in the case N^o 1-4 / 2004 of March 4, 2004, N^o 5-RP / 2004 gave guidance on that the availability of education as a constitutional guarantee of the right to education is based on the principles of equality specified in the article 24 of the Constitution of Ukraine. It means that no one can be denied the right to education, and the state must create opportunities for the implementation of this right; free education as a constitutional guarantee of the realization of the right to education means the possibility of obtaining education in state and municipal educational institutions without paying in any form for educational services defined by law level, content, scope and within those types of education, free of charge provided by Part 3 Art. 53 of the Constitution of Ukraine. Depending on Part 2, Article 3. 53 of the Constitution of Ukraine, according to which complete general secondary education is mandatory and free of charge, the costs of ensuring the educational process in state and municipal secondary schools are fully carried out on a legal framework out of corresponding budget resources.

Free higher education means that a citizen has the right to obtain it per the standards of higher education without paying in state and municipal educational institutions on a competitive basis within the scope of training for public needs (public order) (Judgment of the Constitutional Court of Ukraine in case N^o 1-4 / 2004 of 4 March 2004 N^o 5-RP / 2004, 2004).

Common to the Basic Law of Ukraine and the constitutions of most European countries is the establishment of a certain standard of education, mainly the obligation to obtain a certain level of education, as well as the prohibition of discrimination in the educational process on any of the grounds (Pushkina, 2007). For example, in Art. 38 of the Constitution of Armenia also enshrines the right of everyone to education, which in cases

established by law may be free (Constitution of the Republic of Armenia, 1995). According to Art. 27 of Georgia's Constitution, everyone has the right to receive education and choose its form. And elementary and primary education is compulsory (Constitution of Georgia, 1995).

The approach of the Polish legislator to the restatement of the right to education is quite interesting because of Part 2 of Art. 33 of the Polish Constitution stipulates that women and men have equal rights to education (Constitution of Poland, 1997). According to Art. 76 of the Danish Constitution, all school-aged children have the right to receive free elementary education. Parents or conservators who self-educate their children or conservatives per the standards of general elementary education may not be forced to send their children or conservatives to elementary schools (Constitution of the Kingdom of Denmark, 1953).

Meanwhile, corruption distorts access to and implementation of this right. According to experts, 17% of corrupt practices are committed in this area. In general, it is the second most corrupt sphere of public life (The state of corruption in Ukraine according to the population, business, and experts, 2020). We are convinced that such statistics are impressive. The damage is being caused to one of the most critical areas in which the nation's consciousness, culture, and education are taking place. Enforcement of the right to education is a supposition for a person's ability to enjoy many other rights. However, in societies where corruption is widespread, there is a high risk that the entire education system will be distorted. Children and young adults are often exposed to corruption in schools and universities, and classroom corruption is particularly harmful because it normalizes the acceptance of corruption at an early age. When this happens, the central role of the education sector - to teach ethical values and behavior - becomes impossible. Instead, education contributes to the fact that corruption is becoming the norm at all levels of society. Social trust is being destroyed, and the development of countries' stories is being sabotaged (Kirya, 2019).

In addition to acquiring corruption skills, the negative consequence of corruption in education is acquiring an illiterate specialist (doctor, teacher, engineer, lawyer, etc.) when it comes to higher education. Thus, the development of society and the state in the absence of competent, qualified, young professionals have somewhat illusory prospects (Damm, 2016). N. Bukharina proposes to term the corruption in the educational sphere a dangerous socio-legal phenomenon that occurs in public, municipal, and private educational organizations and consists in the direct or indirect appropriation of corporate or official opportunities, status in personal or group interests to obtain benefits, material, and intangible (Bukharina, 2016).

Corruption in the educational sphere is a type of corruption, but at the same time, it has particular aspects. We propose to differentiate such

manifestations by levels of education into corruption in preschool, school, and higher education. A detailed analysis of the expression of each group is essential. Thus, when educating children in preschool institutions, parents are often faced with the lack of vacancies in a particular preschool institution and the need to pay improper advantage for “movement” in the take-a-number system. Then corrupt practices are manifested throughout the child’s education in such an institution and mainly consist of the need to pay for constant repairs and the requirements of specific groups or the whole institution. Moreover, the situation is complicated by the need to “pay” for the child’s acceptance and constant gifts for nursery teachers and the preschool administration.

The next level of education is school one. The role of school education in the process of acculturation of the younger generation can hardly be overestimated. But, unfortunately, this to some extent applies to the education of young people in favor of corruption. Undoubtedly, in Ukraine, to overcome this corruption manifestation, there is a system of electronic submission of documents to a particular school or educative complex. Besides, children should be admitted to a specific institution by territorial affiliation and only based on a lottery and other potential students. At the same time, each technology can be bypassed if you bribe the director or make him a valuable gift.

In general, a gift to teachers or school administration is a separate manifestation of corruption. According to statistics, during the survey, 822 senior pupils and 314 parents, 32.1% of pupils (every third), and 22% of adults confirmed the facts of fundraising for gifts to teachers. There must be a big difference between a natural gift and a gift paid by parents to teachers. After all, the meaning of the gift is strained – a free-of-charge basis and self-forgetfulness. Instead, grantors have another goal – to ensure the teacher’s adherence to their child (Bubnov, 2014).

The gift to the teacher ceases to be symbolic, congratulatory, and becomes frankly selfish. After all, modern schoolchildren began to present household appliances and expensive utensils more often. In addition to the answer options provided in the questionnaire, respondents also mentioned paintings and jewelry, interior items, clothing and bedding, housework, and dachas. Unfortunately, the widespread practice of such gifts to secondary school teachers teaches each new generation of citizens to bribe. The lessons of refundable relationships received in secondary school; her pupils then carry into adulthood. According to an inquest of 684 people, more than half (53.9%) of young people aged 16 to 30 are morally ready to offer an improper advantage, and almost 45% – accept it. These results from the negative acculturation of the younger generation in the family and school (Bubnov, 2014).

Also, there is a tendency to donate funds for “school renovation”, “charitable contributions” for academic achievement. We want to note that charitable contributions are not prohibited, but there is a particular process of law for their payment. Firstly, the parents cannot demand them. After all, donating money to charitable foundations is a voluntary matter, and any request from the administration of the educational institution for such payment is illegal. To donate or not to donate is an individual decision of each parent.

Secondly, per the Procedure for receiving charitable (voluntary) contributions and donations from legal entities and individuals by budgetary institutions and establishments of education, health care, social protection, culture, science, sports, and physical education for the needs of their financing dated August 4, 2000, № 1222 (Procedure for receiving charitable (voluntary) contributions and donations from legal entities and individuals by budgetary institutions and establishments of education, health care, social protection, culture, science, sports and physical education for the needs of their financing, 2000) employees of educational institutions do not have the right to take money from parents personally. Thirdly, charitable funds are spent in areas designated by philanthropists, i.e., parents. If they do not specify the directions of spending, the head of the educational institution can do it by allocating charitable funds to the priority needs related to the main activity.

And most importantly: philanthropists have the right to receive a report on the application of their funds. Parents can even indicate in the receipt the purpose of the money transferred to the kindergarten – for example, “Funds for repairing the floor of a children’s preschool institution ...”. Such a receipt, if necessary, will allow you to complain about the inappropriate use of funds (Kostina, 2015).

School experience of corrupt practices, most commonly, is significantly supplemented during studying in the higher educational establishment. It should be constituted that the corruption risks during the admission to the higher educational establishment have decreased considerably with the implementation of the external independent evaluation system, which can be called an effective anti-corruption mechanism. At the same time, the emphasis on corruption shifted directly to the educative process today 74.6% of respondents at universities have experienced crime, of which 23.3% - during the defense of qualifying papers, 22.9 % - when agreeing on early delivery of the examination period or vice versa its withdrawal, 11.5% - when obtaining permission to retake a particular subject. Hazardous is the growing trend of corruption practices in the faculties where future legal professionals are prepared (66.3% of law students participated in corrupt practices) (Corruption in education: threats to the strategic development of Ukrainian society, 2019).

A student who receives an exam grade for money, not for knowledge, involuntarily concludes that knowledge has no value. It reduces the motivation to study and generates neglect of professional's activities, both one's own and others. If I bought a diploma, why not do it to others? If I'm not an expert, where are the guarantees that other people are? A sane person at the age of 17-20 is always an idealist – this is a feature of a youthful worldview – and lecturers who demand improper advantage cause student's contempt and cynical attitude, which often applies to the educational establishment, all lecturers, and even the whole education system. "Buying" grades and diplomas form the idea that money can buy anything (Erikenov, 2018). Thus, the atmosphere of corruption in the higher education system leads to a decrease in professional training, not most minor, to the devaluation of morality and ethics. Moreover, this, in turn, leads to the decomposition of society.

The current Law of Ukraine "On Higher Education" distinguishes three levels of higher education: the first (bachelor's), second (master's), and third (educational-scientific / educational-creative) (Law of Ukraine "On Higher Education, 2014). Considering this, corruption in the defense of a Ph.D. thesis should be attributed not to scientific but to educational corruption.

The academic degree is prestigious for the owner because traditionally, the owners of the academic degree were sought-after in universities and research institutes. Today the situation has changed. The new privileged class: politicians, government bureaucrats, and businesspersons, seeks to acquire all honorable distinctions, both verbal and documented. To supply a demand for academic degrees, dissertations are offered for sale. Our society pays a much higher price for the existence of fictitious degrees and not actual dissertations than those who buy these degrees. False degrees, directly and indirectly, reduce the efficiency of a socially-oriented economy and harm the educational sphere and society as a whole (Osipyan, 2010). At the same time, corruption at the third level of higher education is manifested not only by the purchase of dissertations but also by postgraduate studies.

After all, there are many cases when the extortion of improper advantage begins with admission to doctoral studies. Thus, some higher educational establishments require funds for the "development of postgraduate training program" or for the development of the department or appreciation for approving the topic of the future inaugural dissertation. When the inaugural thesis is ready, the candidate for a degree must "give a bribe" to many people on the eve of the defense. Submission of the inaugural dissertation to the specialized academic council requires the applicant to pay for the "development of the council", but for some reason not in domestic currency, but in dollars and not through the box office, but in envelopes. The council chairman – from 300 to 1000 dollars, and the secretary of the specialized scientific council – from 150 to 800 dollars. Reviewers and

opponents are not forgotten during the defense. If they are not paid, they are fed, accommodated in hotels, paid for taxi rides, and given small gifts. Almost 100% of higher educational establishments practice setting tables for candidates for members of one-time councils in cafes, restaurants, less often in canteens or departments of educational institutions (Hutsula, 2020).

One of the reasons for this approach to the conferment of scientific degrees is the insignificant role played by the personal responsibility of the dissertation advisor and opponents in deciding on the conferment of scientific degrees. The reputation and career of none of them have suffered at any time in the history of modern Ukrainian science. Therefore, the sense of impunity determines the continuation of youth education in such conditions (Corruption Risk Rating of Institutions Awarding Degrees in Economics, 2015). Of course, postgraduate degree seekers who have undergone such procedures will want to return the money spent, and secondly, will implement this model of work with their Ph.D. students. Both the first and the second factors will lead to a new circle of corrupt relations.

Also, corruption in the educational sphere is bribery during the accreditation process. An educational institution that has been accredited by providing an improver advantage to the representatives of the expert group will graduate specialists with a lack of knowledge. By committing such abuses, higher educational establishments dupe the public and commit a criminal offense within the same institution, which will select future students on a fair and objective basis (Harold *et al.*, 2001).

Having revealed the main manifestations of corruption in the educational sphere, we would like to analyze the causes of its occurrence. Scientific sources suggest different approaches to outlining the cause of corruption in this area. I. Goyuk considers them low salaries of teachers and lecturers, insufficient level of public control, low level of culture, insufficient punishment for corruption, mental peculiarities, underdevelopment of civil society, low economic level, etc. (Goyuk, 2016).

Instead, A. Kovtun provides a more extensive list of causes of corruption in the educational sphere. The scientist calls them the following: 1) equivocation of anti-corruption legislation, the emergence of a discussion on the possibility of applying the concept of “office holder” to pedagogical and scientific-pedagogical workers; 2) insufficient remuneration that does not correspond to the level of knowledge and competence of teachers and lecturers; 3) obsolescence of material and technical base, especially in rural areas; 4) reduction of the education value, when the purpose of obtaining a diploma does not involve obtaining the relevant knowledge; 5) lack of desire of students and pupils to study; 6) not the formation, but sometimes the deformation of the legal culture of the young generation and their parents; 7) lack of good faith of individual teachers and lecturers who directly or

vilely demand improper advantage; 8) lack of effective mechanisms to prevent corruption in educational institutions; 9) a sense of impunity for corrupt practices (Kovtun, 2015).

K. Babenko more systematically identifies the causes of corruption in education by identifying groups of such causes. The first group is represented by objective reasons: low wages, desire to enter a specific specialty or educational program, equivocation, and conflict of anti-corruption legislation. The second group is subjective reasons: professional burnout of teachers and lecturers; lack of respectful attitude on students and pupils; natural latency of corruption practices. The third group includes objective and subjective reasons: the person working out the corruption costs incurred in connection with the employment of a teacher; lack of proper social guarantees for education workers (Babenko, 2015).

After critically analyzing the positions of scientists, we believe that the causes of corruption in the educational sphere are as following: objective and subjective. To the objective, we propose to include: 1) non-recognition of teachers and lecturers as subjects of criminal corruption offenses; 2) low wages; 3) inconsistency of material and technical base in preschool education institutions, schools, and higher educational establishments with modern educational methods and technologies. Subjective reasons, in our opinion, are 1) the mutual “benefit: of corruption practices to both teachers, lecturers, and parents of kindergartens, pupils and students; 2) frustration in the profession due to burnout; 3) features of the mentality; 4) sense of impunity for extortion and receiving improper advantage and gifts.

Identifying the cause of corruption in the educational sphere consistently necessitates implementing specific countermeasures, which should be divided into measures to prevent and combat. As to prevention measures, the first of them should be increasing the salaries of educators, teachers, and lecturers. First, we would like to emphasize that education is designed to guide the study of culture, shape behavior in adulthood, and guide learners to the ultimate role in society. In the most primitive cultures, they are often not limited to formal learning. Still, the whole environment and all activities are often seen as schools and occupations, and many adults or even all adults act as teachers. However, as society becomes more complex, the amount of knowledge passed from one generation to the next becomes greater than anyone can know. Therefore more selective and effective means of transmitting culture must be developed. The result is formal education – a preschool, school, university, and a specialist who will present particular educational material in an accessible, objective, thorough and scientific way (Graham, 1999). Thus, given the importance of the social role of the specialist in the field of education, his level of remuneration should be equivalent.

At the same time, in Ukraine, the maximum salary for a teacher (teacher of the highest category) is about 230 Euros. The compensation depends on the position and surcharges for the degree and academic degree and status for a research and teaching staff. For example, a Ph.D. is also about 240 Euros (Salaries of Teachers in General Secondary Education Institutions Will Increase During 2021, 2020). Instead, a person working in education in Slovakia usually earns about 2,310 Euros a month. The salary ranges from 1110 Euros (lowest average) to 4220 Euros (highest standard, actual maximum salary higher). This is the average monthly salary, including housing, transportation, and other benefits. Wages depend on the field of teaching and education. A person working as a teacher in Germany usually earns about 2,830 Euros a month. The salary ranges from 1,300 Euros (lowest) to 4,500 Euros (highest). As for a teacher's salary in the higher educational establishment in Germany, it is approximately 4,500 Euros (Average Teacher Salary in Germany 2020, 2020). Thus, the level of remuneration of pedagogical and scientific-pedagogical workers in Ukraine is catastrophic, especially considering the importance of their work for the education of the new generation. That is why we are convinced of the importance of raising the level of wages of education workers to improve their living standards, and therefore, reduce the level of corruption.

To implement this precautionary measure, per paragraph 6 of Article 61 of the Final Provisions of the Law of Ukraine "On Education" and Art. 36 of the Law of Ukraine "On scientific and scientific-technical activities" the Cabinet of Ministers of Ukraine adopted a resolution of the Cabinet of Ministers of July 10, 2019, № 822 "On remuneration of pedagogical, scientific-pedagogical and scientific employees of the educational and scientific institution". It provides a gradual (until 2023) increase of the lowest salary of these categories of employees to the level of 4 subsistence minimums for non-disabled persons, as provided by the above legislation. However, due to a lack of funding to implement this resolution in the state and local budgets, it was suspended until January 1, 2022. The Ministry of Education and Science is exceptionally interested in implementing this resolution, as it complies with legislation and raises social standards and state guarantees of living standards of educators (Issue of Raising Social Standards For Education – One of The Priorities, 2020). At the same time, we would like to note that, as a rule, legislative attempts to record the level of wage growth in the legislation are unsuccessful, as was the case with the salaries of judges and prosecutors. The state budget deficit always postpones the increase in wages. At the same time, we are convinced that the described material improvement would reduce grassroots and situational corruption in the educational sphere.

The following precautionary measure to reduce corruption in the educational sphere is to improve the material and technical base. Undoubtedly, the development of education systems is impossible without

proper investment in the material and technical command of preschool, general and higher education establishments. After all, it is the financing of the improvement of material and technological conditions that directly determines the development of creative abilities, professionalism, and the increase of the social status of each individual. It also affects the reproduction of the intellectual and spiritual potential of society. Thus, there is a contradiction when, on the one hand, there is a need to increase the level of material and technical equipment of educational institutions. Still, it requires broad public support for educational policy, restoration of responsibility, and active role of the state in this area, deep and comprehensive modernization of education with the allocation of the necessary resources.

Development work on the material equipment should include: computing of educational establishments, regardless of location, and the implementation of information technology (multimedia equipment, smart boards, etc.); creation of a subject-development environment with the use of modern educational technologies and didactic materials; scientific organization of work of teachers and heads of structural divisions, new developments allowing to make work of the teacher and educational process more effective; reduction of firebricks, emergencies, injuries; improving the sanitary and epidemiological well-being of educational establishments; spending optimization for the creation of security systems (Improvement of Material and Technical Base, 2016).

Federal expenditure is the most critical source of funding for education. And the good news is that national expenditure on education, as a percentage ratio of total national expenditure, increased from 16.7% in 2018 to 17.3% in 2020. However, additional funding is still needed. Only 8 countries spend more than 20% of federal expenditure on education. Some countries, such as Pakistan, Guinea, the Central African Republic, and Georgia, generally spend less than 10% on education. Also, in Ukraine, there is a tendency to reduce the cost of financing preschool education and direct most of the costs of reforming general education and creating a new school (Domestic and External Financing for Education, 2014).

The current situation with the budgetary financing of the educational sphere does not allow to be limited exclusively to public or local funds to ensure the practical improvement of the material and technical base of educational establishments. Providing commercial services somewhat simplifies this process for higher educational establishments, and the rest of educational institutions are forced to apply for charitable contributions. Finding the balance between public and private funding for education has become a key challenge in reforming the education system in many countries. In some countries, the share of non-government sources in the financing of educational institutions is in Japan – 57%; in the USA – 52 %; in Canada – 39 %; in the UK – 38% (Hesse, 2013: 15).

To ensure transparency in the financing of educational establishments in different countries, new methods are being implemented. For example, in South Africa, a five-tier system has been developed to increase funding for schools for the poorest. Several measures have been taken to ensure that funding reaches the schools to which it is directly assigned, such as implementing objective, informative, and targeted scoreboards. This system plays an essential role in ensuring more significant equity in education by demonstrating lower school fees for children from the most impoverished families in South Africa, thus giving them access to education.

In Brazil, the establishment of school food councils has reduced the risk of food misappropriation and food fraud, which have been a severe problem in the past. This result has been achieved by establishing a process of continuous monitoring of programs and strict accountability on a regular legal basis.

In the Indian state of Rajasthan, 28% of schools have information boards available for public control. They are usually located on the school building and provide essential information related to its day-to-day operation: the panel displays all financial flows, the presence of teachers, and so on. These boards, available for public inspection, are now considered an essential element of general monitoring. It also hosts public hearings, during which people can report corruption practices or ask officials to take appropriate action (ETICO – Fighting Corruption in Education, 2020).

We believe that to improve the material and technical base in educational establishments, it is necessary to: reform the approach to the distribution of funds in education; develop new legislation that would effectively control the spending of funds received as charitable contributions.

The third precautionary measure involves eliminating the mutual benefit of the corruption component during the educational process. To this end, we believe it is essential to envisage a specific mechanism that educational establishments can use to reduce corruption and reform the perception that they are corrupt. This is a code of deportment for teachers and research and teaching staff, administrative staff, and students; declarations of integrity on publicly available websites, university “courts” hearing misconduct cases, and annual reports informing the public about changes in the number of detected cases of corruption practices. Conveyors of knowledge need to know clearly what actions can be interpreted as corrupt. For example, the Code of Deportment must decipher the legitimacy and set limits on accepting gifts. Implementing such mechanisms could be a prerequisite for educational establishments in countries that expect their diplomas to be declared equivalent to those of European educational institutions or rely on international partners’ support (Yukhachev, 2008: 112).

Also, to eliminate the declarative of the proposed measures, it is necessary to provide for the mandatory dismissal of an employee who has become the subject of a corruption offense, based on paragraph 3 of Part 1 of Art. 41 of the Labor Code of Ukraine, namely: the commission of an employee who performs educational functions, and immoral misdemeanor, incompatible with the continuation of this work (Labor Code of Ukraine, 1971). Thus, corruption will be perceived as a corrupt, anti-social phenomenon, and mutual interest in it will disappear.

We also believe that it is possible to overcome the mutual benefit of corruption through public control over educational activities, primarily by parents, public organizations, academic control bodies (Nikulina, 2017).

The fourth precautionary measure is the prevention of educators' burnout. In modern society, many socio-economic changes affect people's performance of their professional activities and attitude. The difference in a person's attitude to his professional activity is especially noticeable if his rating in society falls. As a result, mental and emotional stress increases, and disturbances related to workplace stress appear more often (Kharlanova, 2015: 95). Psychologists describe burnout as a state of chronic stress that leads to physical and emotional exhaustion, cynicism, alienation, and feelings of inefficiency and lack of achievement.

Pedagogical and scientific-pedagogical workers, as a rule, have high successes, like to work hard, and are always looking for ways to improve. These traits are commendable but can mean that teachers fall victim to perfectionism and do not leave enough time to rest and recuperate. K. Onstad argues that we live in a "cult of over fatigue", and being a go-getter is often noted as a virtue when it should not be. Quite often, lecturers forget that they are more than their job. Although learning becomes part of their personality, it is still essential to nurture other parts of the character that require attention and care (Tapp, 2012).

A significant part of teacher's burnout professionally in 5-10 years. This situation is due to high demands on work and lack of satisfaction with the results of their activities (Arvidsson *et al.*, 2019). The latter is because getting a job in preschool, general or secondary education, a person wants to share their knowledge, but often this knowledge is not needed by pupils and students who know that they can get good grades without them, through the same corruption component.

Prevention of burnout involves positive perception and self-perception; development of social intelligence; participation in various public organizations; search for friends of other professions; reading not only professional literature; attempts to think positively and rationally.

Regarding measures to combat corruption in the educational sphere, our priority is to implement administrative and criminal liability for all research

and teaching staff, not just officials. After all, the current situation does not provide for almost any, except for disciplinary liability, for example, for a teacher at school, which requires illegal benefits from parents to improve the child's performance. Also, the legislation does not contain any value restrictions on the value of gifts for educators, teachers, and lecturers. Implementing administrative and criminal liability for corruption and corruption-related offenses for specific categories of persons will overcome feelings of impunity and set an example for others. And, therefore, the preventive function of criminal law will be performed appropriately.

Conclusions

Summing up, we would like to note that corruption in the educational sphere is a dangerous socio-legal phenomenon that occurs in public, municipal, and private educational establishments and consists in the direct or indirect use of the position of official or official position, status in personal or group interests. to obtain benefits, advantages of tangible and intangible nature.

Corruption in education has specific manifestations in preschool, school, and higher education. It is determined that the causes of corruption in education are objective and subjective. Objectives include 1) non-recognition of teachers as subjects of criminal corruption offenses; 2) low wages; 3) inconsistency of material and technical base in preschool education institutions, schools, and higher educational establishments with modern educational methods and technologies. Subjective reasons should be recognized: 1) mutual "profitability" of corruption practices to both teachers and parents of kindergartens, pupils, and students; 2) frustration in the profession due to burnout; 3) features of the mentality; 4) sense of impunity for extortion and receiving improper advantage and gifts.

The main measures to combat corruption in education are prevention measures (increasing the level of payment of education workers; improving the material and technical base of educational establishments at all levels and in all areas; eliminating the mutual benefit of corruption for parents, students, and education workers); prevention of burnout of employees in the field of education) and measures to combat criminal liability for all pedagogical and scientific-pedagogical workers for criminal offenses in the area of official activities and professional activities related to the provision of public services and administrative offenses. Finally, we would like to emphasize that to eradicate corruption in a particular area, it is necessary to implement reforms at all levels, not in words but in deeds, to eliminate the causes of corruption, not its consequences.

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