Key features

- Targeted at policy-makers, educational managers and planners, researchers, members of donor agencies as well as representatives from civil society working with education
- Centred on the education sector, but with references to other sectors
- Based on experiences in over 60 countries (both developed and developing)
- 12 recommendations aimed at policy-makers, planners and managers
- A companion volume to 11 titles in the IIEP’s series on ‘Ethics and corruption in education’

Contents

Chapter 1. Setting the stage: what is corruption and why is it harmful?
Chapter 2. Corruption in education: a conceptual framework
Chapter 3. Diagnosis of corruption in the education sector
Chapter 4. Decentralized financing
Chapter 5. Teacher management and behaviour
Chapter 6. Contracting of non-wage expenditures
Chapter 7. Exams, credentials and accreditation
Chapter 8. Private tutoring: How to avoid the corruption of mainstream education?
Chapter 9. Memo to policy-makers, planners and managers
The book

Rigged calls for tender, embezzlement of funds, illegal registration fees, academic fraud – there is no lack of empirical data illustrating the diverse forms that corruption can take in the education sector. Surveys suggest that fund leakage from education ministries to schools can be huge, bribes and payoffs in teacher recruitment and promotion lower the quality of the pool of teachers; and illegal payments for school entrance help explain low enrolment and high drop-out rates. The diagnosis is relatively clear, but ways of addressing the problem are less so.

This book draws conclusions from six years of research conducted by IIEP in the area of ethics and corruption in education. It aims at sensitizing decision-makers and educational managers to the importance of combating corruption in education; at providing them with key tools to detect and assess corruption problems; and at guiding them in formulating strategies to curb malpractices. It refers to the experiences of over 60 countries, on the basis of information collected in partnership with ministries, development agencies and national research institutions.

The book first defines the key concepts of corruption, transparency, accountability and ethics. It then identifies major opportunities for corruption within the education sector. It describes tools for assessing corruption problems – from perception to tracking surveys – and draws lessons from strategies experimented worldwide to improve transparency and accountability. Finally, it lists 12 recommendations aimed at policy-makers and educational managers. It argues that creating and maintaining transparent regulatory systems, strengthening management capacities for greater accountability and enhancing ownership of the management process, can help build a virtuous circle, favourable to corruption-free educational systems.

The authors

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