



***Why Study More when You Can Bribe: Corruption
as a Challenge to Participation in Adult Formal
Education***

*Alexander Gerganov, Petya Ilieva-Trichkova & Pepka Boyadjieva
Institute of Philosophy and Sociology, Bulgarian Academy of Sciences*

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Introduction (1)

Background

- ❑ Corruption is an important phenomenon which can influence societies in various ways ranging from the economic macro factors to individual drivers like trust in government and others (e.g. Jain, 2001; Rothstein & Varraich, 2017).
- ❑ A large body of research on corruption has addressed its different aspects: from theories, through drivers (e.g. Dimant & Tosato, 2018; Søreide, 2014) to effects (e.g. Dimant & Tosato, 2018).
- ❑ Yet, while its negative influence in sectors like for example healthcare has been studied extensively (Gupta, Davoodi & Tiongson, 2000; Vian, 2008), the exact effects of corruption on access to adult education has not be studied in depth.
- ❑ At the same time, different determinants of participation in adult formal education have been explored in the literature both at the individual level and at the country level, but to the best of our knowledge the influence of corruption, however, has been never discussed at micro level.





Introduction (2)

Aim

to explore the influence of tolerance to corruption and perception of corruption in the education sector as individual-level variables on participation in adult education.



Theoretical considerations and previous research (1)

Determinants of participation in adult formal education

Individual level

(e.g. OECD, 2003; Daehlen & Ure, 2009; Roosmaa & Saar, 2012)

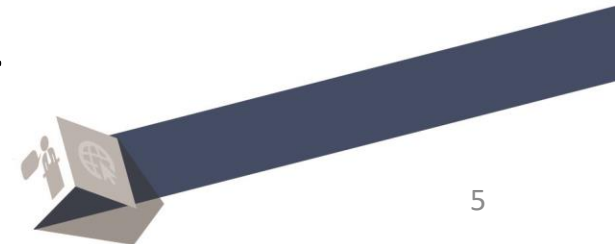
- age,
- educational level,
- labor market status,
- occupation,
- citizenship and others.

Determinants of participation in adult formal education

Macro-level

(e.g. Brunello, 2001; Wolbers, 2005; Groenez et al., 2007)

- educational system,
- economy,
- labor market and labor market policy
- social security,
- demography,
- culture/values,
- welfare, etc.



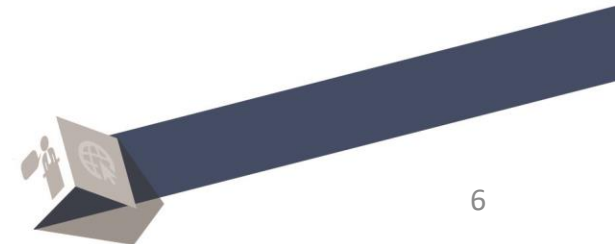


Theoretical considerations and previous research (2)

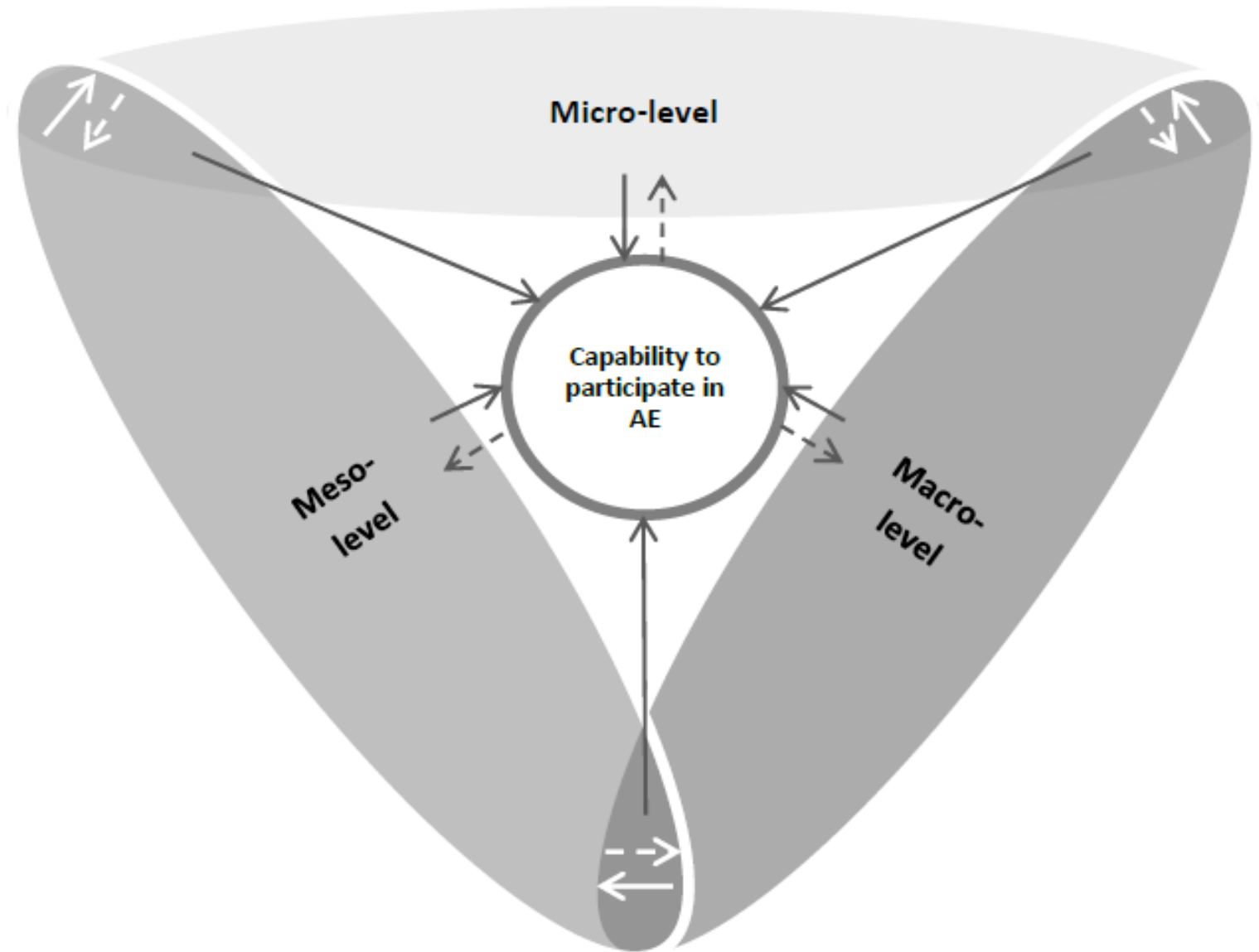
Integrative Lifelong Learning Participation Model

Boeren (2016, 2017): factors at three layers: micro (individuals), meso (learning providers), and macro (countries).

- ❑ **individual level:** participation is influenced by social characteristics (e.g. age, gender and income) and behavioral characteristics (e.g. motivation, expected benefits, and self-confidence).
- ❑ **meso level:** the characteristics of major providers of adult lifelong learning activities (educational institutions, workplaces)
- ❑ **macro level:** education & training and labor market & economy (levels of innovation, active labor market policies, social protections, support given to the unemployed and disadvantaged groups, etc.).



Multiple interacting levels model of participation in adult education

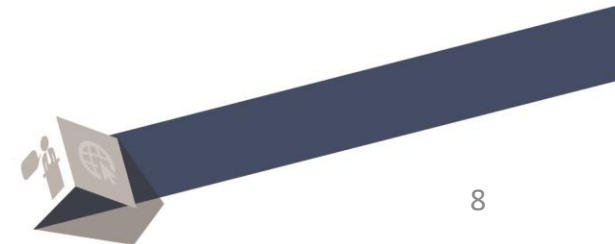




Corruption measurement

Corruption is usually measured through proxy indicators. Possible strategies to measure corruption at the three levels can be categorized in 3 large groups: **perceptions, attitudes, and experiences.**

- ❑ **individual level:** experienced corruption pressure or not (**experiences**), positive/neutral/negative attitudes to corruption (**attitudes**), personal view on how widespread corruption is (**perceptions**).
- ❑ **meso level:** prevalence of corruption experiences at the meso level (**experiences**), population perceptions of how widespread corruption is in education (**perception**)
- ❑ **macro level:** prevalence of corruption experiences at the country level (**experiences**), prevalence of positive/neutral/negative attitudes to corruption at country level (**attitudes**), **perceptions** at country level.





Main hypothesis

Corruption as a determinant of participation in adult formal education

- ❑ Rarely studied empirically as both macro and meso-level factor
- ❑ Macro effects: negative correlations between perceived corruption levels in education in a country and mean reading scores in PISA 2009; correlation between *Corruption Perception Index* and *European Lifelong Learning Index* (Federighi, 2013)
- ❑ Meso effects: student test scores in Brazil are significantly lower, and dropout rates are significantly higher in municipalities with high corruption levels (Ferraz et al., 2012)
- ❑ Indirect links through income and inequality, level of innovation and entrepreneurship, GDP and economic growth, etc.
- ❑ Micro effects: not tested empirically

Hypothesis: *We expect a negative link between micro-level corruption related variables and participation in adult education.*





Data and methodology (1)

Data

- Micro data from Eurobarometer 88.2 (2017)

Limitations

- EU27 and the UK
- 25 years +
- Analytical sample n=25,153

Dependent variable

- Participation in adult education* (0=studied full-time formal education up to 25 years; 1 =having continued full-time formal education after 25 years)



Data and methodology (2)

Independent variables

- Tolerance index to corruption** (ranges from 1-3, where 1 means high; 2 means medium and 3 low tolerance) QB4 *“Talking more generally, if you wanted to get something from the public administration or a public service, to what extent do you think that it is acceptable to do any of the following”: ... To give money; To give a gift; & To do a favour.* (Always acceptable; Sometimes acceptable; Never acceptable, DK)
- Perception of corruption in the education sector:** QB7. *“In (OUR COUNTRY), do you think that the giving and taking of bribes and the abuse of power for personal gain are widespread among any of the following?... 12. The education sector (1 mentioned; 0 not mentioned)*

Control variables

- Gender, age, urbanicity, social class (a 5 category self-assessment scale)

Method

- Binary logistic regression



Results

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	19280,774	,094	,158

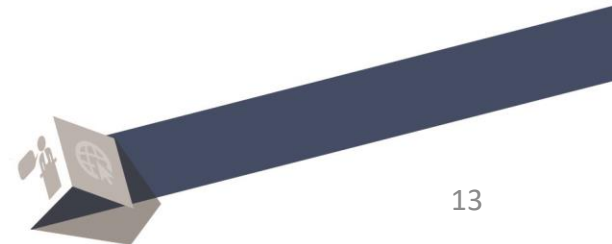
Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1						
Control variables...						
...						
LOW TOLERANCE TO CORRUPTION	,287	,035	65,967	1	,000	1,333
HIGH PERCEIVED CORRUPTION IN EDUCATION SECTOR IN COUNTRY	-,210	,052	16,546	1	,000	,810
Constant	-4,550	,138	1080,550	1	,000	,011



Discussion of the results

- ❑ Results confirm the hypothesis
- ❑ A negative link between tolerance to corruption and participation in adult education: respondents who are more tolerant to corruption practices are less likely to continue their full-time education beyond the age of 25.
- ❑ Respondents who believe that corruption is widespread in the education sector are less likely to participate in adult education.
- ❑ Both tolerance towards corruption and the belief that the educational system is corrupted undermine the value of education.





Conclusions and future research

- ❑ Not only corruption at the macro level could be an important factor linked to participation in adult education, but at the individual level as well.
- ❑ Corruption at the micro-level could be shaping people's expectations and potentially even influencing their choices of whether to continue their full-time education or not.
- ❑ Further studies are needed to understand the exact mechanism and the interplay between different micro, meso and macro factors, including between corruption as a micro factor and as a macro factor and the interactions between corruption and other factors such as gender, sector of the economy, occupation.





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THANK YOU FOR YOUR ATTENTION!

Contact details:

agerganov@gmail.com

petya.ilievat@gmail.com

pepka7@gmail.com

