

***7<sup>th</sup> Prague Forum: Towards a Pan-European  
Platform on Ethics, Transparency and  
Integrity in Education***

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# General Report

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# Main Purpose of the Forum

- Launch ETINED
  - Mandate from Helsinki (2013)
- Fight against corruption and fraud
  - in education and research
- Exchange information and best practices

## Focus of the Forum

- Implications for actions in national educational context
- Proposing initiatives for capacity building
- Encouraging anti-corruption initiatives
- Strengthening global action

## ETINED Aims

- Framework instrument on ethical principles
- Establishment of national and regional pilot projects on the topic
- Dissemination of policy options, sharing best practices
- Developing expertise for all actors
- Helsinki Agenda for Quality Education

# Initial sub-themes

- Ethical behavior of all actors of education
  - Overall approach
  - Positive ethical principles (beliefs, norms, values)
- Academic integrity and plagiarism
  - Risks to higher education
  - Growing number of students
  - Increased pressure
- Recognition of qualifications
  - Problem of accreditation and diploma mills

# Opening & Plenary Session

- Welcoming speeches by
  - Kateřina Valachová, Minister of Education
  - Radka Wildová, Dean of the Faculty of Education
  - Tomáš Zima, Rector of the Charles University
  - Snežana Samardžić-Marković, Director General, DGII – Democracy, Council of Europe
    - Launched the platform
- Setting the framework
  - Christian Manquet, Vice-President of GRECO
    - How GRECO works
  - Ian Smith and Tom Hamilton
    - An introduction to the work on Ethics, Transparency and Integrity in Education done by the Council of Europe

# Fourteen Ethical Principles

- Integrity
- Honesty
- Truth
- Transparency
- Respect for Others
- Trust
- Accountability
- Fairness
- Equity, Justice and Social Justice
- Democratic and Ethical Governance and Management of the Education System and Educational Institutions
- Quality Education
- Personal and Systems Improvement
- Institutional Autonomy/Institutional Independence
- International Co-operation

# Eight Actors of Education

- Pupils in schools
- Students in HEIs
- Teachers in schools
- Academic staff
- Parents / Carers of pupils
- Parents / Carers of students
- Employers / Managers
- Relevant public officials / Political leaders



# Panel Discussion

- Cross views on perspectives and practices
  - Boris Divjak, U4 Anti-corruption Resource Centre
  - Muriel Poisson, International Institute for Educational Planning (UNESCO)
  - Elena Panfilova, Transparency International
  - Haldis Holst, Education International
- Questions:
  - What are the main challenges?
  - What works?
  - What can you share?

# Panel Discussion: Answers

- Q1: What are the main challenges?
  - Poor educational system  $\leftrightarrow$  Corrupt society
  - Corruption
  - Migrants, disadvantaged groups
  - Scope. Can we do it all?
- Q2: What works?
  - Setting standards for budget
  - Ownership, involvement of students
  - P2P teaching
  - Get topics into people's agenda
- Q3: What can you share?
  - Online platform – resources, databases, courses
  - Involvement of people from industry
  - Disseminations, strategies knowledge sharing
- We have platform, resources,...  $\rightarrow$  Change???

# Group A: Ethical Behavior of All Actors of Education

- Case studies
  - Ethical behavior in professional codes and standards
  - Advocating for honesty and transparency
  - Ethical principles
- Small groups
  - Where to go to report cases of unethical behaviour?
  - How to assess impact?
  - How to raise the interest of countries?
- Do teachers, students, parents share the same values?
  - If not, what do we do?

## Group B:

# Plagiarism and Academic Integrity

- Promoting maturity in Policies for Plagiarism across Europe and beyond
  - Lack of data
  - Inconsistency in what is acceptable
  - Inconsistent approach, lack of policies
  - Need for international benchmark of good practice
  - Change “shoot the whistleblower” mentality
- Plagiarism in German medical dissertations
  - Digital tools are not sufficient
  - Many journals are rather cash machines
  - Lots of cases across countries, areas
  - Publications are public
    - → cheating whole society

# Plagiarism and Academic Integrity Discussion

- Start early
  - Talk about ethical aspects, behavior
- Involve students
  - In creating honor codes etc.
- Create standards
  - Include professional development of supervisors
  - Funding based on number of publications → problems
- Holistic approach
  - Changing the mindset
  - Education is not just an instrument to employability
    - personal development

# Group C:

## Recognition of Qualifications

- Case studies
  - Decision on the automatic generic recognition of Bachelor and Master qualifications across the BENELUX countries
    - Positive approach
  - The experience of the Swedish ENIC-NARIC office in dealing with fraudulent credentials and diploma mills
    - Highlighted seriousness of educational fraud
- Group discussions
  - Good practices relevant to ETINED platform
  - Challenges to recognition of qualifications
    - Measures: detection-centered or safeguarding
    - Lack of common approaches, scope for coordination
  - Do fraudulent credentials constitute a problem?
    - Educational fraud links to more complex security problem, crime, etc.
    - Coordinated effort needed
  - What could CoE do with fraudulent credentials?
    - Eg. Black list

# Future work

- Ownership, involvement
  - Involve students
- Positive approach
  - Change the mindset
- Start early
  - PhD is too late
- Focus on process, not only results
  - Quantitative measures often counter-productive
- Set priorities

# Thank you for your attention



Source: [research-office.epfl.ch](http://research-office.epfl.ch)