7th Prague Forum, 1-2 October 2015
Plenary session 1

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An introduction to the work on Ethics, Transparency and Integrity in Education done by the Council of Europe

# Overview

- the development of the Council of Europe's Pan-European Platform on Ethics, Transparency and Integrity in Education (ETINED)
- a positive principles-based approach
- progresses the Council's commitment to quality education following from the Helsinki Declaration of April 2013
- summary of the work which has been detailed to the Council's Steering Committee for Educational Policy and Practice (CDPPE) on developing approaches to 'Ethical Principles for Education' and 'Ethical Behaviour of All Actors in Education'
- particular emphasis on 'implementation scenarios' for progressing these approaches
- mention also of plans to address 'Academic integrity and plagiarism' and 'Recognition of qualifications'.

# References

'*Ethical Principles*' document for the Pan-European Platform on Ethics, Transparency and Integrity in Education (ETINED), to Informal session of CDPPE, December 2014

'*The Ethical Behaviour of All Actors in Education*' document for the Pan-European Platform on Ethics, Transparency and Integrity in Education (ETINED), to Plenary session of CDPPE, March 2015

Both documents are on the Prague Forum SharePoint

Also earlier '*Full Feasibility Study on Establishing a Pan-European Platform on Ethics and Integrity in Education*' produced for the CDPPE, February 2014

Role of ETINED Working Group, five meetings September 2014 to June 2015

# A Positive, Principles-based Approach for the Council of Europe

- ethics, transparency and integrity in education ultimately achieved only by all relevant sections of society committing fully to positive ethical principles for public and professional life
- moving beyond anti-corruption 'mechanistic' regulatory measures
- progresses the commitment to quality education
- Final Declaration from the Council of Europe Standing Conference of Ministers of Education on 'Governance and Quality Education', Helsinki, April 2013
- The Prague Forum, October 2012, and Meeting of Ministers' Deputies, December 2012
- - Directorate General II – Democracy; Directorate of Democratic Citizenship and Participation
- - Education Department; Education for Democratic Citizenship and Human Rights

(*Ethical Principles*, par.1.1.1, 1.1.2, 3.4-3.7)

# The Broader Context for All Member States of the Council of Europe

- worldwide concern with corruption in education, and need for positive responses to this (e.g. Transparency International's 2013 Report; September 2014 Poznan Declaration, Compostela Group of Universities)

- issues affect not only 'developing' and 'transition' societies, but also 'mature' societies (e.g., The Boston College Centre for International Higher Education [CIHE] – Higher Education Corruption Monitor)

(*Ethical Principles*, par.1.1.3)

# Links with Existing Work by Other Organisations

- Council of Europe should recognise the valuable work already undertaken by other organisations, and should build on this in producing its own documents
- existing 'overview' sources from the International Institute for Educational Planning (IIEP); Transparency International; the U4 Anti-Corruption Resource Centre
- existing 'statement' documents from Education International; The International Association of Universities – Magna Charta Observatory (IAU-MCO); UNESCO's European Centre for Higher Education (UNESCO-CEPES); UNESCO; The European Commission; **e.g.**, The General Teaching Council for Scotland (GTCS)
- Council of Europe should generate its own new text, with a distinctive emphasis on 'public responsibility' of actors in education

(*Ethical* Principles, par.2.2.1-2.3.3, 4.2.1-4.2.5, 4.3.1-4.3.8)

# 'Ethical Principles' and 'Ethical Behaviour of All Actors in Education'

- basis for distinguishing between

- - <u>Ethical Principles'</u> ('beliefs', 'norms', 'values' - high level, 'headline summary')

  and

- -<u>Ethical behaviour of actors'</u> (much more specific guidance on the conduct and practices expected of actors – 'ethical rules', 'principles of professional practice', 'rules of professional practice', 'codes of conduct', 'standards of professional conduct')

- however, there is a close connection between 'high level' Ethical Principles statements and subsequent development of Ethical Behaviour statements- indeed both can be included in one document - but two have been produced for the Platform

(*Ethical Principles*, par.4.1-4.2.5)

# Ethical Principles

All actors involved in education should show an unswerving personal commitment to the following 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*

(*Ethical Principles*, par.5.2.1-5.2.14; also *Ethical Behaviour*, par.3.3)

# Groups of Actors in Education

The eight groups of Actors in Education currently covered in the *Ethical Behaviour* document are:

- **Teachers in schools**
- **Academic staff in Higher Education (HE)**
- **School pupils**
- **HE students**
- **Parents/guardians/care givers/carers of school pupils**
- **Parents/guardians/care givers/carers of HE students**
- **Employers and managers within the education system**
- **Relevant public officials, and the political leaders and representatives of broader civil society more generally**

(*Ethical Principles*, par.5.3.1-5.3.2; *Ethical Behaviour*, par.4.1.1-4.3)

# The Current 'Ethical Behaviour of All Actors in Education' Document and Future Developments of this within Implementation Scenarios

- the Detailed Statements on 'The Ethical Behaviour of All Actors in Education' are presented under the overall headings of the 14 Ethical Principles for Education, with the 8 groups of Actors in Education as sub-headings within each overall heading. This gives 112 separate statements

- future <u>Implementation Scenarios</u> include:-

  - developing further 'Detailed Statements' for other Actors, especially: the wider workforce of administrative and technical support staff in education; employers and managers in the wider private business sector; the media

  - producing briefer extracts/summaries of key relevant aspects of the full documents for particular groups of Actors, especially from the 'Detailed Statements' ('practical, concise and user-friendly guidelines and tools')

(*Ethical Behaviour*, Sections 3, 6 and especially 7; also par.4.2.3)

# Wider Implementation Scenarios for the ETINED Platform on Ethical Principles/Ethical Behaviour of All Actors in Education

- the '*Ethical Principles*' and '*Ethical Behaviour*' documents as 'background source documents', or as the basis for 'guidelines on ethical principles'

- a 'Human' and 'Real world' Platform, at least initially (see 'Terms of Reference' document on SharePoint); but also website developments, linked to raising awareness, disseminating information, sharing best practice and developing expertise

- Memoranda of Understanding with other organisations working in the same field (such as the IIEP, Transparency International, the U4 Anti-Corruption Resource Centre), thus strengthening global action through partnership

- 'Council of Europe Recommendation to Member states...with a distinctive emphasis on the public responsibility of actors in education to achieve ethics, transparency and integrity in education'

- 'Council of Europe Charter of Ethics...which institutions/organisations could commit to and sign', or which could be 'non-binding'

**Wider Implementation Scenarios for the ETINED Platform on Ethical Principles/Ethical Behaviour of All Actors in Education (continued)**

- a Pan- European study reviewing existing codes of conduct for schoolteachers, and making recommendations arising from this review (to include concrete national examples of best practice, guidelines for producing codes, and areas requiring further development) - this to include 4-5 'regional roundtables' as a way of obtaining feedback from the relevant actors

- subsequent similar studies on approaches to ethical behaviour statements, including codes of conduct, for other Actors

- the establishment of national or regional pilot projects on ethics, transparency and integrity in education

## Additional Areas for Development beyond the Ethical Principles/Ethical Behaviour Aspects

- Academic Integrity and Plagiarism (move beyond the EU and the IPPHEAE EU-funded project)

- Recognition of Qualifications/Accreditation and Diploma Mills (ENIC-NARIC network)