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ETINED
Council of Europe
Platform on Ethics,
Transparency and
Integrity in Education



Ian Smith
University of the West of Scotland
Tom Hamilton
General Teaching Council for Scotland

Volume 3
Ethical behaviour of
all actors in education

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Council of Europe Platform
on Ethics, Transparency
and Integrity
in Education

Volume 3 – Ethical
behaviour of all actors
in education

Ian Smith, University of the West of Scotland
Tom Hamilton, General Teaching Council for Scotland

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Introduction

The current document is the second of two on the initial development of the Pan-European Platform on Ethics, Transparency and Integrity in Education (ETINED). This second document focuses on “the ethical behaviour of all actors in education”, following on from the previous document on “ethical principles” for education (ETINED Volume 2).

Chapter 1 outlines the process of discussion on the document through the ETINED Working Group, including the decision to broaden the document’s scope from the “ethical behaviour of teachers at all levels” to the “ethical behaviour of all actors in education”.

Chapter 2 then re-emphasises the view presented in the earlier “Ethical principles” document that separate documents can be written on “ethical behaviour” and “ethical principles”, although these will necessarily be closely connected, and some organisations merge “ethical behaviour” and “ethical principles” in a single document.

Chapter 3 explains that, given the close connection between “ethical principles” and “ethical behaviour”, the current document’s presentation of “ethical behaviours” will be organised around the previously identified “principles” as “general headings”, with each set of actors being used as “sub-headings” within these.

The previously presented 14 ethical principles (ETINED Volume 2) are listed again at this point. They are:

- ▶ 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.

Chapter 4 then discusses the actors whose “ethical behaviours” will be covered in detail in the current document. The following eight groups of actors in education are identified:

- ▶ 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.

In discussing these eight groups of actors, the following are some of the important points that were highlighted from ETINED Working Group discussions.

The term “pupils” is used to distinguish young people in schools from those who are “students” in HE, but this is not intended to diminish the status of school pupils inappropriately.

While HE students are listed separately from HE academic staff, the close connection between HE students and staff as members of the same HE academic community should be emphasised.

For future work, the “ethical behaviour statements” could be expanded to include separate treatment of the wider workforce of administrative and technical support staff in education (beyond only employers and managers in these areas), and separate treatment of private employers and managers in the wider economy beyond the education sector. Consideration could also be given to the separate treatment of the media as actors in education.

Chapter 5 reviews sources produced by other organisations for possible ethical behaviour statements on the current eight groups of actors. As previously discussed in the “Ethical principles” document, considerable use can be made of documents produced by other organisations for “teachers in schools” and “academic staff in HE”. However, it is generally concluded that similar sources which give comprehensive statements on ethical behaviours are not available for the other actors, meaning less use can be made of other sources in producing statements relating to these actors for the current document.

Chapter 6 is simply a brief link summary confirming that the detailed ethical behaviour statements will be presented using the 14 ethical principles for education as overall headings, and within each of these the eight groups of actors will be used as sub-headings.

Chapter 7 (the main section in the document) then presents the detailed statements on “the ethical behaviour of all actors in education” in the way outlined in Chapter 6.

Chapter 8 concludes the current document. As such a document, it may be possible both to add further content to the document (for example on other groups of actors), and to produce various shorter documents based on extracts from the full document, for example as brief summaries of key relevant aspects for particular groups of actors.



1. Ethical behaviour of all actors in education

The consultants presented a full document on “Ethical principles” for the Pan-European Platform on Ethics, Transparency and Integrity in Education (ETINED) to the informal meeting of the Steering Committee for Educational Policy and Practice (CDPPE) in Brussels on 18 December 2014 (Smith and Hamilton 2014).

The consultants also produced an outline document on the “Ethical behaviour of all actors in education”. The current version of this document was presented to the plenary CDPPE meeting on 17 to 19 March 2015.

At the meeting of the ETINED Working Group on 6 and 7 November 2014, it was agreed that this ethical behaviour document would now be titled the “Ethical behaviour of all actors in education”, not the original proposed title of the “Ethical behaviour of teachers at all levels”. This change in title was to reflect a broadening of the “Ethical behaviour” document to include not only schoolteachers and lecturers in higher education, but also other actors, such as education administrators, pupils and students, parents, and elected representatives of civil society (see Chapter 4).



2. The general relationship between documents on “ethical principles for education” and on “ethical behaviour of all actors in education”

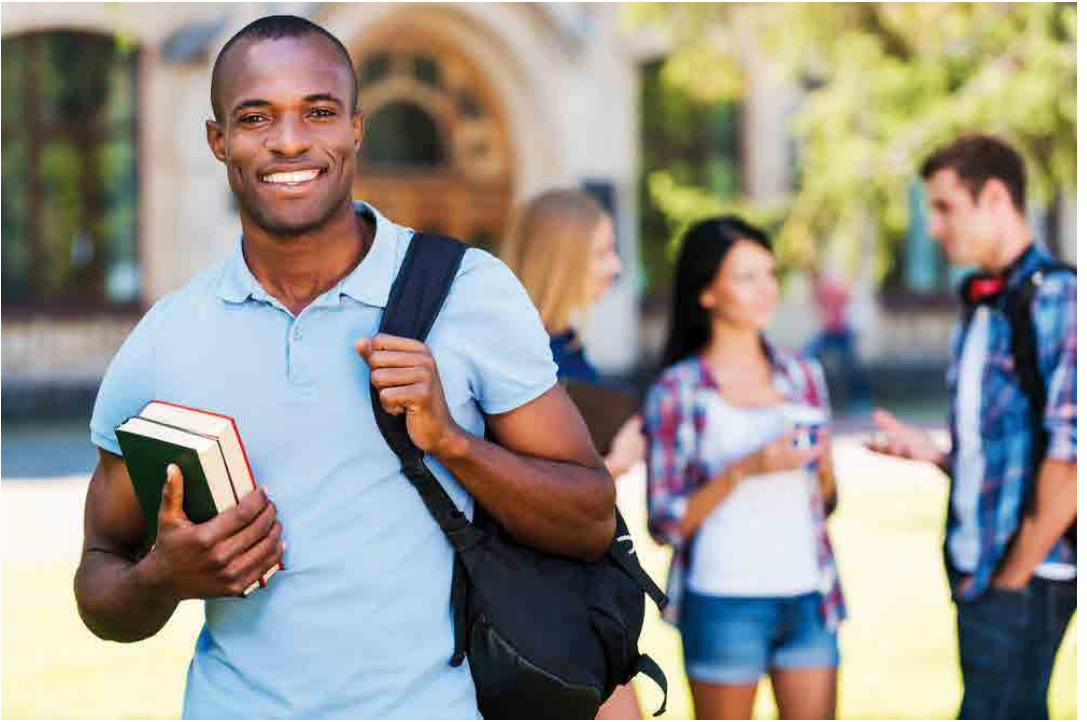
The earlier full paper on “ethical principles” recognised there may be some complexities in defining what should be included in documents on “ethical principles for education” and “ethical behaviour of all actors in education” respectively, and in the potential relationship between such documents. Indeed, the earlier paper reviewed a number of documents which combined material relevant to both “ethical principles” and “ethical behaviour” in a single document. These included:

- ▶ Education International (2004), “EI Declaration on Professional Ethics”, Education International;
- ▶ The International Association of Universities and Magna Charta Observatory (IAU-MCO) (2012), “IAU-MCO guidelines for an Institutional Code of Ethics in Higher Education”;
- ▶ UNESCO-CEPES (2004), “The Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region”, adopted at the International Conference on Ethical and Moral Dimensions for Higher Education and Science in Europe;
- ▶ UNESCO (1997), “Recommendation concerning the status of higher-education teaching personnel”;
- ▶ European Commission (2005), “The European Charter for Researchers” and “The Code of Conduct for the Recruitment of Researchers”;
- ▶ The General Teaching Council for Scotland (GTCS) (2012a), “Code of Professionalism and Conduct”, GTCS;
- ▶ The General Teaching Council for Scotland (GTCS) (2012b), “The standards for registration: mandatory requirements for registration with the General Teaching Council for Scotland”, GTCS.

As will be discussed subsequently (see Chapter 5 below), detailed material on “ethical behaviour” can be taken from such documents. However, drawing particularly on three publications of the IIEP (International Institute for Educational Planning – UNESCO), the earlier full “Ethical principles” paper argued that a distinction can be maintained between “ethical principles” materials and “ethical behaviour” materials. The relevant three IIEP publications are:

- ▶ Shirley van Nuland (2009), *Teacher codes: learning from experience*, International Institute for Educational Planning (IIEP), UNESCO;
- ▶ Muriel Poisson (2009), *Guidelines for the design and effective use of teacher codes of conduct*, International Institute for Educational Planning (IIEP), UNESCO;
- ▶ Pippa McKelvie-Sebileau (2011) *Patterns of development and use of codes of conduct for teachers in 24 countries*, International Institute for Educational Planning (IIEP), UNESCO.

Again, as will be discussed subsequently in Chapter below, Poisson (2009) can also be used for details on ethical behaviour.



3. The use of the “ethical principles” described in Volume 2

Presenting ethical principles separately, the following 14 ethical principles for education were identified and described in ETINED Volume 2:

- ▶ 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.

As will be emphasised again subsequently (see Chapter 5), the fully developed document on “Ethical behaviour of all actors in education” must ensure that the behaviours of all relevant actors are related appropriately to all of the above ethical principles.

There were two possibilities for how the current document could relate “ethical principles” and “ethical behaviour” material in presentation. Either the overall presentation of the document could be based on the principles being used as “general headings”, with each set of actors being used as “sub-headings” within these, or the sets of actors could be the “general headings”, with the principles referred to as “sub-headings” within these. As will be emphasised again in Chapter 5 below, the decision has been made to use the principles as general headings, with each set of actors as sub-headings within these.

The 14 ethical principles are presented in the same order as in the earlier “Ethical principles” document (ETINED Volume 2). This order was accepted by the informal CDPPE meeting in Brussels on 18 December 2014. There was some further discussion on the order of the Principles at the ETINED Working Group on 5 and 6 February 2015.

The original intention behind the sequence for the presentation of the principles had been to move from more “general” principles (such as “integrity”, “honesty”, “truth”, etc.), which, with different details, could also be applied to areas of activity beyond education, to more “education-focused” principles, such as “democratic and ethical governance and management of the education system and educational institutions” and similar.

Discussion at the ETINED Working Group emphasised that there was, therefore, something of a difference in kind between the first nine of the principles (up to and including “equity, justice and social justice”) and the remaining five. For example, one suggestion was that the last five principles were, in a sense, about the “commitment of actors” to meeting the “preconditions” necessary for the earlier nine principles to be followed fully and flourish. However, all 14 principles are being retained at present because the final five principles, while perhaps more “focused” and less “general” than the first nine, still address areas of behaviour for education which have important ethical dimensions.

At the ETINED Working Group, it was also recognised that, in the current presentation, the principle of “quality education” appeared quite far into the list of 14 principles, indeed as the 11th principle in the list. The “quality education” principle is in this place because it is a more specifically “education” principle (see above). This is not intended to diminish the overarching importance of the commitment to quality education which underpins all the work for the ETINED Platform (for example, see the earlier statement of this in ETINED Volume 2, Chapter 1).



4. The actors to be covered

The earlier full document on “Ethical principles” (ETINED Volume 2) indicated that the “Ethical behaviour of all actors in education” will certainly have to include “teachers at all levels” (namely, including higher education [HE] lecturers). In that earlier document, the sources already quoted above were used to describe the “ethical behaviour of teachers at all levels” as involving “relationships with” (the term used by van Nuland (2009)), or “commitment to” (the term used by Education International (2004)), the following:

- ▶ pupils/students (e.g. Education International 2004; Poisson 2009; GTCS 2012a refers to school pupils; GTCS 2012b refers to learners; UNESCO-CEPES 2004 refers to students);
- ▶ colleagues/the profession (e.g. both terms are used by Education International 2004; Poisson 2009; and GTCS 2012a and b);
- ▶ employers (e.g. term used by Poisson 2009)/management personnel (e.g. term used by Education International 2004), managers (e.g. term used by UNESCO-CEPES 2004) (NB these terms are referring here to employers, managers and management personnel within the education system);
- ▶ parents (guardians, care givers, carers) (e.g. related terms used by Education International 2004; GTCS 2012a; and van Nuland 2009)/the community (e.g. term used by Poisson 2009).

The above indicates the actors who teachers/lecturers must relate to. Detailed consideration was given to whether the current fully developed document on “Ethical behaviour of all actors in education” should treat schoolteachers and HE lecturers separately, or present them together under the integrated term “teachers at all levels”. Particularly given some of the more HE-specific issues relating to research, it was decided that schoolteachers and HE lecturers would be presented separately.

It was also decided to use the term “academic staff in HE” rather than “HE lecturers”. Using this term will allow inclusion of HE academic staff who may be largely employed in leadership and management promoted posts, or in essentially research roles, as well as those who are more predominantly deployed in lecturer “teaching” activities.

The above identification of the actors who teachers/lecturers must relate to effectively also provides the basis for the list of the other actors whose own ethical behaviour must be detailed in an “Ethical behaviour of all actors in education” document. This list includes the following.

School pupils and HE students

As with schoolteachers and academic staff in HE, it was decided that school pupils and HE students would be presented separately. This reflects the essential overall difference that all HE students should be regarded as full adult members of their HE communities, independent of parental involvement, whereas the vast majority of school pupils will not yet be legally adults, and still subject to direct parental involvement in their school education.

On the other hand, it should be emphasised that the term “school pupils” (rather than the term “school students”) has been used simply to differentiate more explicitly between “students” in the school and HE sectors respectively. The use of the term “pupils” is certainly not intended to diminish the status of young people in the school sector, particularly those in the upper secondary stages, as important actors in education whose voices must be heard.

It should also be highlighted that the terms “school pupils” and “HE students” are being used rather than the term “learners”. This is to emphasise that school pupils and HE students have formal status within organised educational institutions, whereas the term “learners” may well be used within many less formal and informal “learning” settings.

At the ETINED Working Group on 5 and 6 February 2015, a suggestion was made that HE students should appear in the same group of actors as “academic staff in HE”, and not as a separate group. Alternatively, the suggestion was then made that, at a minimum, HE students should appear immediately after “academic staff in HE”. These suggestions were being made to emphasise that, in a very real sense, HE students should be seen as the “younger colleagues” of HE academic staff.

At least in the meantime, HE students have remained as a separate group and in the same place within the sequence of presentation. This is partly to ensure that the sequence of presentation sustains an appropriate development from the school to HE sectors for both staff and students in each sector respectively. However, the current document certainly wishes to argue strongly that students are joint members of the HE academic community with academic staff. Indeed this is stressed repeatedly in the detailed ethical behaviour statements by the emphasis on HE students being “full members of their HE academic community”.

The parents/guardians/care givers/carers of school pupils and HE students

Again, it was decided that the parents/guardians/care givers/carers of school pupils and those of HE students will be presented separately. This is particularly to reflect the crucial difference between the position of parents/guardians/care givers/carers in relation to the respective school and HE experiences of their children.

Parents/guardians/care givers/carers of school pupils have a range of entitlements and responsibilities to be closely involved in the school education of their children, who generally at school will not yet have reached full adult maturity and legal status.

In contrast, students in HE are full adult members of their HE communities, and their HE institution's relationship is with the student, not with their parents/guardians/care givers/carers.

Yet, it is still important to include "ethical behaviour" statements for the parents/guardians/care givers/carers of HE students because there can be a significant need to address possible inappropriate interventions by such parents/guardians/care givers/carers in HE institutions. Of course, as will be developed subsequently, the reference here is to inappropriate parental interventions. It is recognised that parents/guardians/care givers/carers will maintain a natural interest in their child's HE education, but they should not interfere in it inappropriately.

A further initial point can be made on how material on parents/guardians/care givers/carers is presented in this document. The full phrase "parents/guardians/care givers/carers" is used each initial time this group of actors is discussed within a "principal" section. This is to emphasise the complex sensitivities which can be involved with the range of adults who may be involved with children and young people, that is, beyond simply biological/legal parents. However, to avoid the constant repetition of the full phrase, it is abbreviated subsequently within each "principal" section to the shorter "parents, etc." after the initial use of the full phrase.

Employers and managers within the education system

A range of types of staff may be involved as employers and managers within the education system. These can include relevant public officials from local or central government, depending on whether education teaching staff are employed by local authorities or are regarded as civil servants. In HE, employers will more normally be the HE institutions, which will have their own senior managers. The senior education leaders in schools and HE institutions can also be seen as managers in this context.

It is important to emphasise that the wider range of managers within the education system may be responsible for key aspects of the system, for example the organisation of national examination systems, the administration of institutional departments and national bodies dealing with the recognition of qualifications, the establishment and maintenance of ICT support systems, and so forth. It is also important to emphasise that these managers can be responsible for activities relating to the education system which may carry a particular potential for "corrupt" practices breaching ethical behaviour, for instance all aspects of contracting, such as for catering services.

As was discussed at the ETINED Working Group on 5 and 6 February 2015, there will be a large workforce of administrative and technical support staff involved in these types of activities, in addition to the employers and managers of this workforce. In the longer term, the current ethical behaviours document could be expanded to include the "non-managerial" wider administrative and technical support workforce as a separate group of actors.

In the short term, it was decided not to go this far. However, in the meantime, where appropriate, the ethical behaviour statements outlined for employers and managers

should be regarded as generally translatable to the wider administrative and technical support workforce, adjusted for the level and context of their employment. At a minimum, even if specific ethical behaviour statements do not translate across particularly easily for some of the wider administrative and technical support staff workforce, it will be important to see all the overarching ethical principles as worth applying in an appropriate fashion to this wider workforce.

In relation to employers and managers, another important point was raised at the ETINED Working Group on 5 and 6 February 2015. It was suggested that employers and managers in the private sector could be added as a separate group of actors. The reference here is not to employers and managers within private education as such, but to employers and managers within the wider private business sector of the economy. In the longer term, the current ethical behaviours document could certainly be expanded to include such employers and managers as a separate group of actors.

In the short term, it was decided that timeframes did not allow for this. On the other hand, in the meantime, where appropriate, some aspects of the ethical behaviour statements outlined for employers and managers in education could probably be translated to the context of private employers and managers in other sectors of the economy. At a minimum, even if specific ethical behaviour statements do not translate across particularly easily for employers and managers in other sectors of the economy, it will be important to see all the overarching ethical principles as worth applying in an appropriate fashion to these employers and managers.

At the ETINED Working Group, it was also suggested that similar consideration could be given to identifying the media (seen as key “opinion makers” on education) as a separate group of actors. Again, this can be considered in the longer term in the same way as has been suggested for the wider administrative and technical workforce in education, and for private employers and managers in the general economy.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

Consistent with the Council of Europe’s particular emphasis on public responsibility within education, it is important that any reference to employers and managers should be widened to include relevant public officials, and the political leaders and representatives of broader civil society more generally.

As mentioned above, public officials may already be involved in the education system directly as employers. More widely, public officials may have other specific roles in relation to the education system, such as involvement in inspection of schools, or quality assurance of HE. There will also be public officials whose main role may be in policy formulation and advice to elected politicians in relation to education.

Elected politicians will be involved in the education system in a range of ways. This can include policy formation and executive responsibility for actual provision. Involvement can be at the level of central or local government.

There may be other representatives of broader civil society, with responsibilities relating to aspects of the education system, who are not party politicians. For example, these can include the representative leaders of national parents' associations, the representative leaders of national charities working in the field of child welfare, and similar.

In summary, this gives eight groups of actors in education to be covered in the current document:

- ▶ teachers in schools;
- ▶ academic staff in 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.

5. Sources and approaches for the detailed coverage of the “Ethical behaviour of all actors in education”

As discussed in Chapter 3, the fully developed document on “Ethical behaviour of all actors in education” must ensure that the detailed behaviours of all relevant actors are related appropriately to all of the “ethical principles” described in the earlier full “Ethical principles” paper and listed again in Chapter 3. This means that detailed statements on the “ethical behaviour” of each of the eight groups of actors listed in Chapter 4 above must be presented under each of the 14 “ethical principles”.

Detailed material on “ethical behaviour” can be taken from the documents of various organisations listed in Chapter 2 and from Poisson (2009). For example:

“EI Declaration on Professional Ethics”

The actual EI declaration (Education International 2004) contains six articles (“Commitment to the profession”; “Commitment to students”; “Commitment to colleagues”; “Commitment to management personnel”; “Commitment to parents”; “Commitment to the teacher”). The detail within these articles could be seen as approaching a full “Ethical behaviour of all actors in education” document.

“IAU-MCO guidelines for an Institutional Code of Ethics in Higher Education”

The guidelines (IAU-MCO 2012) detail 11 aspects which the institutional code should give specific focus to (“promoting academic integrity”, etc. – the full list can be found at *ibid.*: paragraph 3.2). The guidelines then go on to list the personal responsibilities which follow for “all members of the academic community, including institutional leadership, faculty members, administrative staff and students”. There are 13 personal responsibilities detailed (and they can be found at *ibid.*: paragraph 3.3).

These developments of aspects for “specific focus” and personal responsibilities are very relevant to treatment of HE staff and related managers and officials, and similar, within an “Ethical behaviour of all actors in education” document.

“The Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region”

In this document (UNESCO-CEPES 2004), separate numbered points are presented under four main headings. The specifics within those separate numbered points which express “responsibilities” of particular individuals and groups are also sufficiently detailed to relate usefully to HE staff, associated managers and officials and similar, within an “Ethical behaviour of all actors in education” document.

“Recommendation concerning the status of higher-education teaching personnel”

Section VII (UNESCO 1997) is on “Duties and responsibilities of higher education teaching personnel”, and this section clearly moves into detail relevant to HE staff within a document on “Ethical behaviour of all actors in education”.

“The European Charter for Researchers” and “The Code of Conduct for the Recruitment of Researchers”

The “researchers” aspects of the charter (European Commission 2005) are certainly relevant to the research activities within the detailed treatment of the “ethical behaviour of actors” who teach and research in the HE sector.

“The General Teaching Council for Scotland (GTCS) Code of Professionalism and Conduct”

This document (GTCS 2012a) provides a well-developed example from one national jurisdiction of a code which includes full statements on the standard of ethical conduct expected from schoolteachers. Therefore, it offers considerable detail for what may be included on schoolteachers in an “Ethical behaviour of all actors in education” document.

“The General Teaching Council for Scotland (GTCS) standards for registration: mandatory requirements for registration with the General Teaching Council for Scotland”

Again, this document (GTCS 2012b) is a well-developed example from one national jurisdiction. Within an overall presentation of the benchmarks of teacher competence

for all teachers in that country, it covers the professional values which are at the core of professional standards. Therefore, again it offers considerable detail for what may be included on schoolteachers in an “Ethical behaviour of all actors in education” document.

Guidelines for the design and effective use of teacher codes of conduct

Poisson (2009) produces a comprehensive set of examples of what can be included in “standards of professional conduct” within a code of conduct for teachers. This also offers considerable detail for what may be included on schoolteachers in an “Ethical behaviour of all actors in education” document.

The documents discussed above were used extensively as sources for the “Ethical principles” document, and many detailed references to these sources underpin the description of the “principles” developed in the “Ethical principles” document. These sources can also inform the detailed statements on “ethical behaviours” for teachers in schools and academic staff in HE in the current document, although the proportion of these statements directly referenced to the sources will be less than for the earlier “ethical principles” statements.

However, clearly these sources essentially focus on teachers in schools and academic staff in HE when describing specific “ethical behaviours”. For the current full document on “Ethical behaviour of all actors in education”, it was judged essential to research for further sources on the detailed behaviours of actors beyond schoolteachers and HE academic staff. These other actors have been listed in Chapter 4 above and, taking each in turn:

School pupils

For school pupils, there are major international statements dealing with the rights of school pupils, and the obligations on public authorities to respect and promote those rights, for example see the Council of Europe’s “Strategy for the Rights of the Child 2012-2015” (Council of Europe 2012), its “Charter on Education for Democratic Citizenship and Human Rights Education” (Council of Europe 2010), and “The school: a democratic learning community” (Dürr 2005).

Of course, this emphasis on pupils’ rights is entirely appropriate. However, the responsibilities of school pupils also need to be considered.

No significant international sources were found giving detailed and extensive statements focusing on the responsibilities of school pupils in relation to their own ethical behaviours (although there is some brief reference to children respecting each other in the Council of Europe’s “Strategy for the Rights of the Child 2012-2015” (Council of Europe 2012)).

Similarly, when exemplar national sources were considered, such as the “learners” (school pupils) statements in the “Statements on roles and responsibilities

within assessment”, produced for the national school system in Scotland (Education Scotland 2015), statements on “ethical behaviour” responsibilities were found to be really quite limited.

In conclusion, on sources for school pupil “ethical behaviours” statements, while some references can be found in international and national sources, these are very limited and there is a need for more extensive statements, such as can be provided in the current document.

HE students

For HE students, considerable international literature exists emphasising the importance of HE student entitlements and rights.

For example, the Council of Europe has produced a body of work and initiatives advocating and supporting student participation in HE governance (e.g. see Bergan 2003; Council of Europe 2013a and b; Popović 2011). Significant academic analysis also focuses very much on student participation (e.g. see Klemencic 2012).

The European Students Union (ESU) has produced a “Students Rights Charter” (ESU 2011), and there is also considerable emphasis on students’ rights in other ESU documents such as its “Policy paper on public responsibility, governance and financing of higher education” (ESU 2013). Within national student representative organisations, the same emphasis can be found on student entitlements, and the obligations of HE institutions to meet these, rather than on student responsibilities. For example, the National Union of Students (NUS) UK, and NUS Wales specifically, currently emphasise the “WISE Statement” as an example of best practice (the Welsh Initiative for Student Engagement, which centres on the importance of HE institutions providing mechanisms for student engagement, rather than on student responsibilities) (NUS UK 2015).

When international HE quality assurance documentation is considered, the emphasis is very much on the obligations of HE systems and institutions to meet student entitlements and rights through their provision, rather than on student responsibilities (e.g. see ENQA 2009). This emphasis can also be seen in national quality assurance approaches, such as those of the Quality Assurance Agency for Higher Education in the UK (QAA) (e.g. see QAA 2012a and b; 2013; 2014).

Again, of course, this emphasis on students’ entitlements and rights is entirely appropriate. However, the responsibilities of HE students also need to be considered.

There are some references to student responsibilities in the documents mentioned. For example, the responsibilities of student representatives to be “well-read, active participants in the governance” and maintain a “dialogue with the rest of the student body” is mentioned in the ESU “Policy paper on public responsibility, governance and financing of higher education” (ESU 2013: 3). QAA documentation makes some reference to the responsibility of students for their own learning, (e.g. QAA 2012a: 8, 21, 24-5; QAA 2013: 3). However, these references are not extensive, and such

documents certainly do not present comprehensive statements of the responsibilities of HE students as the basis of statements of their “ethical behaviours”.

Similarly, individual institutional documentation can generally also be limited in this respect. For example, taking one UK HE institution as an example, students at this particular university are given a relatively brief university “terms and conditions” document on enrolment (University of the West of Scotland 2014a). This contains 10 short bullet points on “student responsibilities”. These certainly cover some important responsibilities, such as “to contribute to quality assurance activities”, but these more fundamental points are mixed with more “routine” points such as “to provide the University Registry with up to date contact and emergency contact details”. The formal University Regulatory Framework certainly then includes a fuller “Code of Discipline for Students” (University of the West of Scotland 2014b). However, while this is much more detailed on matters such as the nature of cheating and plagiarism, it is more a “negative” reactive document detailing how “misconduct” will be dealt with, rather than a “positive” detailing of “ethical behaviours”.

In conclusion on sources for HE student “ethical behaviours” statements, while some references can be found in international, national and institutional sources, these tend to be much stronger on HE student entitlements and rights than on HE student responsibilities. Statements on HE student responsibilities are very limited and there is a need for more extensive statements, such as can be provided in the current document.

Parents/guardians/care givers/carers of school pupils

For parents/guardians/care givers/carers of school pupils, there are some sources which make statements at an international level about the position of parents.

For example, the Council of Europe has produced “Recommendation 1501 (2001) of the Parliamentary Assembly on parents’ and teachers’ responsibilities in children’s education” (Council of Europe 2001) and “Recommendation Rec(2006)19 of the Committee of Ministers to member states on policy to support positive parenting” (Council of Europe 2006). The European Parents Association (EPA) has a “Parents Rights Charter” (European Parents Association 2014).

At national level, taking one jurisdiction as an example, the Scottish Government (and its predecessor the Scottish Executive) has produced a range of literature on the role of parent representatives within the governance of Scottish schools, as members of parent councils following the Scottish Schools (Parental Involvement) Act of 2006 (see Scottish Executive 2006; and Scottish Government 2011a and b). The Scottish Parent Teacher Council (SPTC), the national body representing Scottish school parents, has also produced guidance on parent councils (Scottish Parent Teacher Council 2014).

There are certainly some references to parents’ responsibilities in such literature, for example in the Council of Europe’s 2001 recommendation on parents’ and teachers’ responsibilities in children’s education (Council of Europe 2001), and most particularly

in the parental “duties” mentioned in the EPA’s “Parents Rights Charter” (European Parents Association 2014). However, these documents generally focus on the entitlements and rights of parents, etc. to be involved in the school education of their children, especially through formal representation within school governance systems.

Of course, this emphasis on parental entitlements and rights is entirely appropriate. However, the sources reviewed from Europe (at both European-wide and exemplar national level) do not appear to offer full statements on parental responsibilities as a basis for detailed “ethical behaviours” statements, although parts of the EPA’s “Parents Rights Charter” (ibid.) come closest. For example, it was necessary to go beyond Europe to find a separate version of such statements (the Government of Ontario’s “School councils: a guide for members”, which includes a specific Ethical Code for parents who are involved in school councils – see Ministry of Education, Government of Ontario 2002: especially Section 5.5).

In conclusion on sources for “ethical behaviours” statements for the parents etc. of school pupils, while some references can be found in European-wide and exemplar European national sources, these tend to be much stronger on the entitlements and rights of parents, etc. of school pupils, especially to be involved in school governance systems. Statements on parental responsibilities are much more limited and there is a need for more extensive statements, such as can be provided in the current document.

Parents/guardians/care givers/carers of HE students

For parents/guardians/care givers/carers of HE students, no sources were identified of the type found for parents/guardians/care givers/carers of school pupils. Of course, it is appropriate that there is no literature detailing the rights of parents, etc. in HE, given the underlying point already made that the essential relationship in HE is between the adult student and the HE institution, and parents should not interfere inappropriately in this relationship. However, since there can be clear risks that parents, etc. may attempt inappropriate interference in the HE education of their children, it remains important to detail in the current document the ethical behaviours parents, etc. should follow to ensure this inappropriate interference does not take place – especially since no examples have been found of existing equivalent documents providing this type of guidance.

Employers and managers within the education system

For employers and managers within the education system, the European Federation of Education Employers (EFEE) was considered as an exemplar source, given that it is a relevant international body representing education employers and managers across Europe. A range of documents can be found on the EFEE website, and these were reviewed for any evidence of statements on the ethical behaviours of employers and managers. Examples of major documents on the website include: “Investing in the future – A joint declaration on education, training and research” involving EFEE

with the European Trade Union Committee for Education (ETUCE), the European Federation of Public Service Unions (EPSU) and the European Confederation of Independent Trade Unions (CESI) (EFEE, ETUCE, EPSU and CESI 2011); a “Statement on Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions – Opening up education: innovative teaching and learning for all through technologies and open educational resources” (EFEE 2013); “EFEE position on future focus of ET2020 strategy” (EFEE 2014); “Matching education with the needs of the public services of the future” (EFEE and CEEP 2014).

However, while these are the closest to general documents on the EFEE website, they really remain only specific policy documents, even if concerning quite wide-ranging and important policies. None of these documents include formal statements of the overall responsibilities of education employers which could be the basis for “ethical behaviours” statements, and there is nothing else on the EFEE website which “steps back” from specific policy statements to more general statements of this sort.

Therefore, in conclusion on sources for “ethical behaviours” statements for employers and managers within the education system, there appears to be a lack of any such general sources, and there is a need for extensive detailed statements, such as can be provided in the current document.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

For relevant public officials, and the political leaders and representatives of broader civil society more generally, the Council of Europe has produced a number of relevant general documents on public responsibility.

For example, there has been the Committee of Ministers “Resolution (97) 24 on the twenty guiding principles for the fight against corruption” (Council of Europe 1997); “Recommendation No. R (2000) 10 of the Committee of Ministers to member states on codes of conduct for public officials” (Council of Europe 2000); the 2004 “Final report of the Conference on Public Responsibility for Higher Education and Research” (Egron-Polak 2004); and “Recommendation CM/Rec(2007)6 of the Committee of Ministers to member states on public responsibility for higher education and research” (Council of Europe 2007).

Clearly, there is important detail in such documents. However, they were produced several years ago. Some relate to public responsibility generally and not to responsibility for education specifically. Others relate to responsibility for education, but only to HE specifically. These documents also tend to focus on public officials and elected political representatives, in central and local government. They may not give the same consideration to representatives of broader civil society more generally whose activities may be relevant to the education system, for example the representative leaders of national parents’ associations, the representative leaders of national charities working in the field of child welfare or similar.

Therefore, in conclusion on sources for relevant public officials, and the political leaders and representatives of broader civil society more generally, there would seem to be added value in a new document dealing fully with the public responsibilities of officials and elected political representatives across all aspects of the education system, and also considering other relevant representative leaders.

Summarising from the paragraphs above, there appear to be no sources for the other actors in education (namely, those beyond schoolteachers and HE academic staff) which give any detailed basis for the comprehensive statements on “ethical behaviours” required for the current document. It will be necessary to produce these statements in the current document, making some use of specific references from certain sources discussed above, but much less than for the sources used for schoolteachers and HE staff.

As a final comment on sources used for the current document, during feedback comments on the “Ethical principles” document from CDPPE members at the informal CDPPE meeting in Brussels on 18 December 2014, two other sources were suggested as important for work in this area.

Firstly, in addition to reference which had already been made to the UNESCO 1997 “Recommendation concerning the status of higher-education teaching personnel” (UNESCO 1997), it was suggested as important that reference should also be made to the 1966 ILO/UNESCO “Recommendation concerning the status of teachers” (ILO/UNESCO 2008). The decision was made not only to make use of the core 1966 document, but also to make use of the subsequent 2008 “User’s guide” (ILO/UNESCO 2008), and the publications of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) (ILO/UNESCO 2011; 2012; 2014).

Secondly, it was suggested that reference should also be made to the 2005 UNESCO “Guidelines for quality provision in cross-border higher education” (UNESCO 2005).

Therefore, in working on the current “ethical behaviours” paper, these additional ILO/UNESCO and UNESCO documents have been considered fully, and specific references to them have been included in the text which follows. In addition, certain other points made in feedback on the earlier “Ethical principles” paper at the informal CDPPE meeting on 18 December have been incorporated in the current “ethical behaviours” paper, for instance giving a greater emphasis to the potential “threats” to education, especially HE, from the growing marketisation and commodification of education (see, for example, Chapter 7). It was not judged necessary to actually amend the earlier “Ethical principles” document for such feedback.

In conclusion on sources used for the following section giving detailed statements on the “Ethical behaviour of all actors in education”, use is made of various documents produced by other organisations and already summarised in the previous “Ethical principles” paper, especially for schoolteachers and HE academic staff, and some use will be made of new documents for certain other groups of actors not previously referred to in the earlier “Ethical principles” document (see Chapter 2 and paragraphs above.)

6. Summary structure of the detailed statements on the “Ethical behaviour of all actors in education”

As indicated above, the detailed statements on the “Ethical behaviour of all actors in education” will be presented under the overall headings of the 14 ethical principles for education, in the following sequence:

- ▶ 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.

Within each of the “principles” overall headings, detailed statements will be presented under the sub-headings of the eight groups of actors in education, in each case in the following sequence:

- ▶ teachers in schools;
- ▶ academic staff in 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.



7. The ethical behaviour of all actors in education: the detailed statements

Integrity

All actors in education should ensure the “integrity” of their behaviour, in other words that their behaviour is consistent with a set of positive moral and ethical principles and standards, based on core values. Integrity will provide the connection between positive ethical principles and quality in education, and create a barrier to corruption.

Teachers in schools

For teachers in schools, integrity is likely to be linked to specific ethical principles and standards, as detailed in national codes or standards of professionalism and professional conduct. These may deepen the specific professional interpretation of integrity to include such features as “demonstrating openness ... courage and wisdom” and “critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice” (GTCS 2012b: 6).

Teachers in schools should demonstrate integrity in their interactions with: pupils; colleagues; leaders and managers in schools and education authorities (local and national); parents/guardians/care givers/carers; and the wider community.

Academic staff in HE

For academic staff in HE, the more specific term “academic integrity” can be used to highlight the particular applications of the principle of “integrity” in the context of HE. These relate to the high-level mission of HE to pursue “the honest and open search for and dissemination of knowledge” (IAU-MCO 2012: paragraph 3.3.i).

Academic staff in HE should demonstrate the behaviours appropriate to this mission in all their interactions with: students; colleagues within institutions and the wider international community of scholarship and research; administrative and managerial staff in institutions and relevant public authorities; parents/guardians/care givers/carers of students; and the wider community.

School pupils

The expectations on school pupils to demonstrate full adult levels of integrity will need to be adjusted appropriately for the age and level of maturity of the pupils.

Full adult levels of integrity should generally be expected of pupils who are beyond compulsory school leaving age, and who may well be regarded legally as adults in other respects within their national legal systems.

On the other hand, expectations can be moderated for younger pupils. However, all school systems should be committed to developing younger pupils towards full adult levels of integrity, for example through “education for democratic citizenship” programmes.

HE students

HE students should see their membership of an HE academic community as requiring them to demonstrate their full commitment to the “honest and open search for ... knowledge”, as associated with the concept of “academic integrity” already identified for academic staff in HE.

HE students should demonstrate the behaviours appropriate to this mission in all their interactions with HE staff (academic and non-academic) and with fellow students.

Parents/guardians/care givers/carers of school pupils

Parents/guardians/care givers/carers of school pupils should commit to a close, supportive role in their children’s education, with a consequently strong, collaborative relationship with the children’s schools. Therefore, it will be particularly important that integrity is shown in all behaviours associated with this role and relationship.

For those parents, etc. who are formal representatives of the wider parental body of a school (for example as members of a school council), integrity particularly involves pursuing the interests of all pupils in the school, not just those of their own children.

Parents/guardians/care givers/carers of HE students

HE students should be regarded as adult independent learners and full independent members of their academic communities. Their parents, any other individuals retaining guardian/care giver/carer roles, and any other family members must recognise this. Therefore, the key aspect of integrity for the behaviours of parents, and any other adults with a relationship with HE students, should be to avoid all inappropriate attempts at interference in the HE experiences of the student.

Employers and managers within the education system

A range of types of staff may be involved as employers and managers within the education system. These can include relevant public officials from local or central

government, depending on whether education teaching staff are employed by local authorities or are regarded as civil servants. In HE, employers will more normally be the HE institutions, which will have their own senior managers. The senior education leaders in schools and HE institutions can also be seen as managers in this context.

These various categories of staff should demonstrate integrity in all their behaviours, including, as appropriate, interactions with less senior colleagues, pupils and students, parents/guardians/care givers/carers, and the wider community.

For leaders in schools who are qualified schoolteachers, integrity is likely to be linked to specific ethical principles and standards as detailed in national codes or standards of professionalism and professional conduct.

All managers in HE, whether they are specifically senior academic leaders or senior managers of some other aspect of a higher education institution (for example its finances), should see their behaviours as furthering “academic integrity”, that is, the particular applications of the principle of “integrity” in the context of HE.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

As mentioned above, public officials may already be involved in the education system directly as employers. More widely, public officials may have other specific roles in relation to the education system, such as involvement in inspection of schools, or quality assurance of HE. There will also be public officials whose main role may be in policy formulation and advice to elected politicians in relation to education.

Such public officials should demonstrate integrity in all aspects of their work. In some countries, this will involve adhering specifically to a general code of ethical conduct covering all public officials, including those involved in the education system.

Elected politicians will be involved in the education system in a range of ways. This can include policy formation and executive responsibility for actual provision. Involvement can be at the level of central or local government. Such politicians should show integrity in all their behaviours. In some countries, this will involve adhering specifically to a general code of ethical conduct covering all elected political representatives, including those involved in the education system.

There may be other representatives of broader civil society with responsibilities for aspects of the education system, for example parents’ representatives, who are not party politicians. These other representatives should also demonstrate integrity in all their behaviours.

Honesty

All actors in education should ensure their behaviour is “honest and trustworthy” (GTCS 2012a: 8), in other words that it avoids systematically any form of cheating, lying, fraud, theft, extortion or other dishonest behaviours. This includes not engaging in behaviour of an actual criminal nature.

Teachers in schools

For teachers in schools, national codes or standards of professionalism and professional conduct may include specific comments on teachers not engaging in behaviour of an actual criminal nature, for example “especially related to sex, dishonesty, firearms, misuse of drugs and violence against a person or property or serious public order offences, which would be of particular concern to a teacher’s professional status and fitness to teach” (GTCS 2012a: 8).

More generally, other examples of the importance of honesty for teachers in schools include ensuring that there is honesty in all assessment of pupils’ work, for example avoiding any collusion with pupils in cheating over examinations, including any acceptance of bribes for doing so.

Honesty also requires that teachers should ensure all teaching, learning and assessment experiences necessary for the highest pupil success are provided through teachers’ contracted work. This means state school teachers should not engage in any inappropriate private tutoring of their own pupils, for example involving dishonest pressure to require pupils and their parents to pay for such tutoring as the only way to cover syllabus content for public examinations, or as a way of ensuring inflated grading of internally assessed work contributing to subsequent public qualification awards.

Academic staff in HE

Academic staff involved in teaching HE students should also ensure that they maintain the above type of honesty in their work with students in teaching, learning and assessment. All student work should be assessed objectively on its intrinsic merits, with no favouritism shown, for instance in return for financial bribes, sexual favours or similar. All examples of student plagiarism should be dealt with equitably. Examination invigilation should ensure cheating does not take place.

HE students should be able to cover the syllabus and assessments with the highest level of success without being dishonestly pressurised into purchasing textbooks authored by teaching staff or attending additional classes for private payment.

Honesty in such respects avoids behaviours which “affect negatively the quality status of academic degrees” (UNESCO-CEPES 2004: paragraph 2.3).

Academic staff holding specific positions, for example senior researchers responsible for major research budgets, may have particular financial responsibilities, and it is especially important for these staff to adhere to “honest and open accounting” (UNESCO 1997: paragraph 22.i).

Honesty in research, for example avoiding cheating, lying and fraud in arriving at, and reporting, research results, is particularly important for HE academic staff, but this will be dealt with more extensively under “Truth” below.

School pupils

As discussed earlier, school pupils will be of different ages and levels of maturity. However, to the maximum degree possible consistent with their age and level of maturity, school pupils should demonstrate honesty in all their behaviours.

This will cover their academic work, for example honestly submitting only their own work and not cheating through various forms of plagiarism (including presenting work as their own which has essentially been completed by their parents, etc. or using web-based “essay mills” or similar).

It will also cover their more general communications with teaching staff, in other words being truthful in these and their more general behaviour in school, for example not stealing school property.

It will also cover their interpersonal behaviour with other pupils, for example not extorting money from other pupils.

HE students

As full members of their HE academic community, students are under as strong an obligation as academic staff to show honesty in teaching, learning and assessment situations.

This means students should only submit their own work for assessment, avoiding all forms of plagiarism and other cheating (including web-based forms such as the use of “essay mills” or similar).

Students should not offer financial bribes, sexual favours or similar to obtain inflated assessment grades (it is recognised that, on occasions, students may be pressurised by academic staff to make such offers, but this emphasises the importance of students having recourse to appropriate avenues to complain about such pressure).

Students should not attempt to obtain from “degree mills” qualifications for which they have not completed appropriate coursework and passed appropriate assessments.

As with school pupils, honesty for HE students should include being truthful in all their communications with academic and other staff in their institution, avoiding theft within the institution and not extorting money from other students.

Parents/guardians/care givers/carers of school pupils

Parents/ guardians/care givers/carers of school pupils will have a natural and strong desire to seek the best possible outcomes for their children. However, honesty must be maintained by parents, etc. in supporting the progress of pupils. For example, parents, etc. should not collude with pupils in presenting work as the child’s, when in fact it has essentially been completed by the parents, etc. Parents, etc. should always give accurate information to the school (for example on reasons for a pupil’s absence).

Bribes should not be offered to teachers to inflate assessment grading, or to enable other unfair advantage, such as admission to a particular school, or a particular course or class.

Parents, etc. who are formal representatives of the wider parental body should not accept bribes from other parents, etc. for example to pursue outcomes which will unfairly advantage the children of those parents, etc.

Parents, etc. should not participate willingly in inappropriate private tutoring arrangements with the state school teachers of their own children (it is recognised that parents, etc. may be pressurised by teachers to make such arrangements, but this emphasises the importance of parents, etc. having recourse to appropriate avenues to complain to the authorities about such pressure).

Parents/guardians/care givers/carers of HE students

Parents/guardians/care givers/carers of HE students are likely to have some understanding that HE students are adult members of an HE community, and therefore that parents, etc. cannot be involved in their children's HE experiences in the same way as when they were school pupils.

However, it is particularly important that parents, etc. base their approach to HE on complete honesty. Parents, etc. should not offer bribes to HE staff, academic or non-academic, to achieve any inappropriate advantage for students in HE. This includes misrepresenting as "donations" what are effectively bribes. This may be especially relevant over admission to particular institutions and courses, as well as over assessment grading and awarding of degrees (again, it is recognised that, on occasions, parents, etc. may be pressurised by HE staff to make such arrangements, but this once more emphasises the importance of parents, etc. having recourse to appropriate avenues to complain to the relevant authorities about such pressure).

Employers and managers within the education system

Employers and managers should commit to honesty in all their general behaviours within the parts of the education system where they work. This will include being truthful in all interpersonal communications with colleagues, both senior and junior, and any other actors with whom they are in contact (for example HE students).

More specifically, in various ways, employers and managers are likely to have financial responsibilities within the education system. It is particularly important for these staff to adhere to "honest and open accounting", and avoid any form of financial theft or fraud, for example in the allocation of contracts and in procurement processes.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

The importance of honesty in general behaviours, and in financial areas specifically, applies to relevant public officials in the same way as it does to employers and managers within the education system generally.

Similarly, political leaders and representatives of civil society more generally must demonstrate this overall honesty. Additionally, they also have a particular obligation to be truthful in their public communications about educational policy and its implementation.

Truth

In a general sense, as has already been highlighted several times within Honesty above, all actors in education must adhere to the principle of “truth”, in other words they must tell the truth, and not lie, in all their communications within education.

However, there is a more specific sense in which the behaviour of actors in education must show a commitment to truth. This relates to the overall aim of education as being about the “unfettered pursuit of truth” (IAU-MCO 2012: paragraph 2.1) and, associated with this, the “free and open dissemination of knowledge” (IAU-MCO 2012: paragraphs 2.1 and 2.2) and “knowledge advancement” (UNESCO-CEPES 2004: paragraph 1.1).

Teachers in schools

In the general sense, the GTCS, for example, emphasises for schoolteachers that “you must be truthful, honest and fair in relation to information you provide about pupils” (GTCS 2012a: 9). More particularly, while the “knowledge advanced” at school level may not be as “leading edge” in terms of research as at HE level (see below), all teachers in schools should be committed to their pupils acquiring well-based knowledge at an appropriate level.

Academic staff in HE

In the context of HE, the principle of “truth” also relates to research specifically, involving the ethical conduct of research (IAU-MCO 2012: paragraph 2.2) with clear ethical principles and responsibilities for research, including research rights for HE teaching staff (UNESCO 1997: paragraphs 34 and 29). Research should be based on academic integrity and social responsiveness (UNESCO-CEPES 2004: paragraph 4), and involve an obligation to disseminate research (European Commission 2005: 13).

As well as the principle of “truth” governing the research undertaken by academic staff in HE, these staff should be committed to the delivery of teaching and learning experiences for students which enable students to acquire knowledge based on the findings of such research.

School pupils

As appropriate to their age and level of maturity, pupils should seek to develop knowledge based on a respect for the principle of “truth” in their school work.

HE students

HE students should commit to advancing their knowledge based on the principle of “truth” as an overall aim of their work as students within an HE academic community. At a level appropriate to their stage of study, HE students should also engage in the type of research processes governed by the principle of “truth”.

Parents/guardians/care givers/carers of school pupils

While the parents/guardians/care givers/carers of school pupils do not necessarily have the particular professional obligations of schoolteachers to structure pupils’ learning experiences based on the principle of “truth”, parents, etc. should avoid any behaviours which may impede the pursuit of truth by pupils, for example by dismissing because of ill-informed prejudice the knowledge gained by pupils through their learning experiences.

Parents/guardians/care givers/carers of HE students

The parents/guardians/care givers/carers of HE students may be less likely to seek to directly influence the views of their HE student children, compared to when their children were school pupils, and certainly they may be less likely to be successful in this.

However, it also remains important that these parents, etc. should avoid any behaviours which may impede the pursuit of truth by HE students, for example by dismissing because of ill-informed prejudice the knowledge gained by students through their studies.

Employers and managers within the education system

In leading and managing education systems, employers and managers should ensure that they establish organisational and financial structures which support the pursuit of knowledge based on the principle of “truth”.

This goes beyond ensuring adequate resources are provided, for instance for research. It also includes recognising that the principle of “truth” involves “critical analysis and respect for reasoned opinions” (IAU-MCO 2012: paragraph 2.2) and respect for “free exchange of ideas and ... freedom of expression” (UNESCO-CEPES 2004: paragraph 2.6). Employers and managers must ensure they respect the opinions of the staff they are responsible for in this way, and guarantee their freedom of ideas and expression.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

The above comments on employers and managers in the education system also apply to relevant public officials, and the political leaders and representatives of broader civil society more generally.

For political leaders specifically, the comments on “respect for reasoned opinions” and respect for “free exchange of ideas and ... freedom of expression” can be linked to the obligation of political leaders to observe the European Convention on Human Rights, Article 9 on freedom of thought, conscience and religion, and Article 10 on freedom of expression (Council of Europe 1950).

Political leaders should also have a particular responsibility to ensure that adequate funds are made available for publicly funded research to underpin the pursuit of truth in its broadest sense.

Transparency

The principle of “transparency” can be defined as the “[c]haracteristic of governments, companies, organisations, and individuals of being open in the clear disclosure of information, rules, plans, processes, and actions. As a principle, public officials, civil servants, the managers and directors of companies, and board trustees have a duty to act visibly, predictably and understandably to promote participation and accountability” (Transparency International 2009: 44).

While the above definition seems to apply to the principle of “transparency” more specifically in an institutional context, it is important to emphasise that this principle places a requirement for the open disclosure of information on all actors within the education system as individuals, not just on organisations.

Of course, the extent of this obligation will vary depending on the category of actor involved, and the principle of “transparency” must be moderated by parallel needs to respect confidentiality of personal information, as appropriate.

Teachers in schools

All teachers in schools should contribute to their schools having publicly available and clear policies on all the main aspects of teaching, learning, assessment, behaviour management, discipline and so forth.

Teachers in promoted leadership and management posts may have particular responsibilities regarding the transparent communication of information. They may also have responsibilities for appointments and promotions of other staff, and they must ensure the procedures for these are transparent.

Transparent communication with parents/guardians/care givers/carers should be a particular priority.

While communication with parents, etc. about their own children should be open and full, appropriate confidentiality should be carefully observed when discussing individual pupils with anyone else.

Academic staff in HE

At institutional level, there should be a stress on the free and open dissemination of information in the running of HE institutions (IAU-MCO 2012: paragraph 2.2).

For example, national quality assurance systems may require institutions to provide accurate and full information on such aspects as student numbers, graduation statistics, staff qualifications, course content, assessment regulations and similar.

As appropriate to their specific roles, all HE academic staff should contribute to compiling and presenting accurate information of this sort. However, HE academic staff in promoted leadership and management posts will have particular responsibilities for compiling and presenting this information. Senior HE staff with leadership and management responsibilities for appointments and promotions should also ensure the procedures for these are transparent.

School pupils

Clearly, school pupils will not have specific responsibilities in relation to their school's obligations regarding the transparent communication of information. However, school pupils should engage positively with any learning experiences, for example in "education for democratic citizenship" courses, which address the importance of institutional transparency for wider society.

HE students

Similarly, HE students will not have specific responsibilities in relation to their institution's obligations for the transparent communication of information. However, HE students should show a positive commitment to any specific transparency requirements involved in their academic work, for example on the dissemination of the findings from research activities.

Those HE students who are representatives of student bodies should demonstrate an appropriately transparent approach to providing information on the activities of those student bodies, especially to the wider student community.

Parents/guardians/care givers/carers of school pupils

Parents/guardians/care givers/carers of school pupils will not have specific responsibilities in relation to the obligations of the staff of their children's school regarding the transparent communication of information. However, parents, etc. should provide strong general support for creating and sustaining a transparent institutional approach to the communication of information.

In addition, those parents, etc. who are the formal representatives of other parents, etc. (for example as members of a school council) should demonstrate an appropriately transparent approach to providing information about their activities as representatives to the wider parental community. Of course, as appropriate, parents' representatives should also respect that some information they obtain as representatives should remain confidential.

Parents/guardians/care givers/carers of HE students

Parents/guardians/care givers/carers of HE students will not have specific roles in relation to the obligations of the HE institutions regarding the transparent communication of information. For example, the core overall obligation of the HE institutions is to provide transparent information directly to students and prospective students, rather than their parents, etc.

However, as members of wider civil society, it is important for parents, etc. to support the general significance of HE institutions making information available to the public in a transparent way.

In particular, parents, etc. should not seek confidential status for any inappropriate communications they may make with HE institutions (for instance those designed to influence admissions decisions inappropriately).

Employers and managers within the education system

Employers and managers within the education system should be committed to providing the fullest transparent information to all staff for whom they are responsible, and to all other actors relevant to the aspect of the system they are responsible for, for example parents in the school sector, students in the HE sector. Of course, this provision of information should be consistent with fully respecting appropriate confidentiality regarding the personal details of individuals.

Employers and managers within the education system with responsibilities for appointment and promotion procedures should also ensure these procedures are transparent.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

Relevant public officials and political leaders have a particular responsibility for setting and sustaining an overall public policy emphasis on the importance of providing the fullest transparent information within the education system, again consistent with such public policy stressing the need to respect fully appropriate confidentiality regarding the personal details of individuals. These officials and political leaders should also ensure such policies are implemented fully in the public administration of the aspects of the education system they are responsible for.

Representatives of broader civil society should also observe such principles and practice in their areas of activity which relate to the education system.

Respect for others

The principle of “respect for others” is wide-ranging.

The overall phrase “respect for human beings” is used by UNESCO-CEPES, with an emphasis on “respect for the dignity and for the physical and psychic integrity of

human beings” (UNESCO-CEPES 2004: paragraph 1.1), and McKelvie-Sebileau refers to “relationship with others” to include colleagues, students, parents and so forth (McKelvie-Sebileau 2011: 19). All actors in education should demonstrate this type of respect for others in all their behaviours within education.

For those actors employed within the education system, a particular extension of the principle of “respect for others” in relation to colleagues is the importance of collegiality in work practices. The importance of collaborative working implied by collegiality may also extend to the interaction between other actors in education, for example to how school pupils or HE students work with each other.

The principle of “respect for others” can also be extended specifically to recognise the “general rights of teachers” (Poisson 2009: 24), and “commitment to teachers by the community” (Education International 2004: Article 6). Recognising the general rights of teachers to preserve their privacy, be protected from physical and verbal violence and similar is an important aspect of the respect for others which other actors in education should show to both schoolteachers and academic staff in HE.

Teachers in schools

As the GTCS, for example, has emphasised, schoolteachers “must treat all colleagues and parents and carers fairly and with respect, without discrimination” (GTCS 2012a: 12), and also specifically show respect for pupils, for instance teachers “must treat sensitive, personal information about pupils with respect and confidentiality” (GTCS 2012a: 9).

For schoolteachers, the GTCS also emphasises that teachers “should work in a collegiate ... manner with colleagues and members of other relevant professions” (GTCS 2012a: 12), and this is also specifically described as a “professional commitment” to “working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality” (GTCS 2012b: 6).

Consistent as far as possible with their leadership and management responsibilities, teachers in promoted posts should adopt this collegiate approach in their working relationship with their unpromoted colleagues. In turn, these unpromoted colleagues should respond positively to the opportunities to undertake responsibilities which a collegiate working environment may offer them.

Academic staff in HE

In their teaching and learning relationship with students, all HE academic staff should show full respect for students.

As relevant in their research, HE academic staff should also show full respect for others when researching human subjects, as may be stipulated in any codes of research ethics governing their research.

In their working relationships with colleagues, HE academic staff should also demonstrate full respect for others. For example, UNESCO highlights for HE “principles of

collegiality” such as “shared responsibility, the policy of participation of all concerned in internal decision making structures” (UNESCO 1997: paragraph 32). While promoted HE academic staff may hold particular leadership and management responsibilities, they should adhere as far as possible to the principles of collegiality in exercising these.

More particularly, the principle of “respect for others” can be extended in HE to include the concept of “academic freedom” (IAU-MCO 2012: paragraph 2.1; UNESCO 1997: paragraph 27; and also underpinned by the European Convention on Human Rights, Articles 9 and 10 – Council of Europe 1950).

This can be expanded to the elements associated with supporting academic freedom and human rights of HE personnel, including civil, political, social and cultural rights; ensuring HE personnel are not subjected to violence, intimidation or harassment in their work; recognising HE teaching personnel have the right to teach without inappropriate interference (UNESCO 1997: paragraphs 26, 22, 28).

Again, it is particularly important that promoted HE academic staff holding particular leadership and management responsibilities respect fully these features of academic freedom in exercising their leadership and management powers towards other academic staff.

For example, towards researchers specifically, the principle of “respect for others” can also be expanded to require senior academic staff acting as/for employers and funders of researchers to demonstrate non-discrimination, transparency and equal treatment in recruitment of researchers, and in the evaluation and appraisal systems of researchers (European Commission 2005: 16, 21).

School pupils

School pupils should show full “respect for others” in all their behaviours towards fellow pupils, for example they should not use verbal or physical violence towards other pupils.

As appropriate when learning and teaching situations require this, pupils should engage positively in collaborative working with other pupils.

School pupils should demonstrate similar full “respect for others” in all their behaviour towards teachers, other staff within schools and to all those in the community surrounding schools.

HE students

HE students should show full “respect for others” in all their behaviours towards fellow students and staff (both academic and non-academic). This should apply to working relationships within learning, teaching and research contexts, and to other appropriate wider aspects of life within the community of the HE institution (for example during on-campus activities of student clubs and societies).

Students who hold posts of responsibility within student representative bodies should ensure that “respect for others” underpins all the activities of those bodies.

Parents/guardians/care givers/carers of school pupils

Parents/guardians/care givers/carers of school pupils should show full “respect for others” in all their behaviours towards their own children, other pupils, other parents, etc. and all school staff (teaching and non-teaching).

In showing respect for their own children, parents, etc. should encourage their children’s educational efforts at all times and seek to develop their children’s capacities to make well-informed choices.

Parents/guardians/care givers/carers of HE students

For parents/guardians/care givers/carers of HE students, the key element in “respect for others” is to show full respect for their children’s adult autonomy as HE students, and therefore to avoid interfering inappropriately in the HE environment of the student.

If parents, etc. are required to engage directly with HE staff for some appropriate reason, they should show full respect towards those staff when doing so.

Employers and managers within the education system

As has already been mentioned above for those schoolteachers and HE academic staff with promoted leadership and management responsibilities, employers and managers in education should show full respect for others in all their behaviours towards the staff for whom they have responsibilities. This applies to all staff (teaching/non-teaching, academic/non-academic).

In showing this respect to schoolteachers and HE academic staff, it is particularly important that employers and managers adhere to the ILO/UNESCO recommendations on the status of teachers and HE teaching personnel, and monitor for these (see ILO/UNESCO: 1966; 2008; 2011; 2012; 2014).

When in direct engagement with other actors (such as pupils, students, parents, etc.), employers and managers should also show these actors full respect for others.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

The comments above about employers and managers generally also apply to public officials and elected political leaders with responsibilities for aspects of the education system. Additionally, these officials and political leaders may have a wider responsibility to ensure that full respect for others is embedded in broader education policy, both at local and national level.

Similarly, other representatives of broader civil society should show full respect for others in any involvement they have with the education system.

Trust

In an environment where all actors demonstrate respect for others, the principle of “trust” is also very important. This principle means that all actors in education can have a firm belief in the reliability of each other to be honest, truthful and act with integrity. Therefore, actors can trust others and expect to be trusted by others.

Teachers in schools

As the GTCS has expressed this for schoolteachers, teachers should be “trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community” (GTCS 2012b: 6).

Academic staff in HE

As UNESCO-CEPES has expressed this for HE, “trust that is mutually shared by all members of an academic community is the backbone of that climate of work that fosters the free exchange of ideas, creativity and individual development” (UNESCO-CEPES 2004: paragraph 2.4).

Academic staff in HE should ensure that this principle of “trust” underpins all their interactions with colleagues and students within their institutions, and with the wider national and international academic community of scholarship and research.

School pupils

It is particularly important that school pupils are able to trust their teachers, and that their own behaviours are such that teachers and other pupils are able to trust them.

HE students

Similarly, HE students must be able to trust all HE staff they interact with (both academic and non-academic), and their own behaviours should be such that HE staff and other students should be able to trust them.

Parents/guardians/care givers/carers of school pupils

Beyond the trust which should be central to the relationship between parents/guardians/care givers/carers and their children, parents, etc. should be able to trust all school staff with whom they interact, as well as the parents, etc. of other children in relation to school matters. Therefore, it is important that their own behaviours as parents, etc. are such that school staff and other parents, etc. can trust them.

Parents/guardians/care givers/carers of HE students

As discussed before, the key overall position of parents/guardians/care givers/carers in relation to HE is that parents, etc. should not interfere inappropriately in the

relationship between their HE student children and their HE institutions. Therefore, it is important that HE staff can trust parents not to pressurise them in this way, and that parents, etc. can trust other parents not to seek unfair advantage for their children by interfering in this way.

Employers and managers within the education system

While employers and managers should be able to trust the behaviours of the employees for whom they are responsible, it is particularly important that employees can trust the behaviours of employers and managers towards them.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

While public officials, and political leaders and representatives of broader civil society, should be able to trust the general public not to seek to influence or pressurise them inappropriately in exercising their responsibilities within the education system, it is particularly important that the general public can trust these officials, leaders and representatives to exercise their responsibilities appropriately.

Accountability

When all actors in education show respect for others and trust each other, the principle of “accountability” is much more securely based. This principle is “[t]he concept that individuals, agencies and organisations [public, private and civil society] are held responsible for executing their powers properly” (Transparency International 2009: 2). To differing degrees, the principle of “accountability” applies to all actors (at the level of individuals and institutions) in education.

Teachers in schools

Schoolteachers may be accountable to a range of other actors, partly depending on the specific forms of school governance within their national system. These can include: the parent body, especially to an elected parents’ council/board; the local education authority; central government, either directly if schoolteachers are regarded as civil servants, or indirectly through national inspection/quality assurance bodies; and professional registration bodies.

Specifically, of course, individual schoolteachers can also be accountable to promoted colleagues with leadership and management responsibilities over them.

In a sense, schoolteacher professionalism can also be seen as involving a form of “self-accountability”.

Academic staff in HE

There may be a particular stress on accountability in the running of HE institutions (see IAU-MCO 2012: paragraph 2.2; and UNESCO-CEPES 2004: paragraph 3.3).

Within an institutional hierarchy, all academic staff may be accountable to various senior colleagues who hold leadership and management responsibilities. These senior colleagues may include non-academic staff for aspects such as finance, human resources policies and procedures and others.

Academic staff will be generally accountable to institutional governing bodies.

They may also be generally accountable to national government, for example regarding how any public funds for HE are spent, and to national quality assurance agencies for the overall quality of provision.

Specific HE academic staff may also be accountable to professional bodies for the initial and continuing professional education they provide within their courses (for example academic staff working in professional fields such as medical education and teacher education).

Of course, academic staff will wish to stress the importance of space being left for academic freedom within any system of accountability. On the other hand, academic freedom can itself in a sense be seen as a form of accountability, in other words accountability to the wider community of scholarship and research in one's discipline for pursuing truth in one's work, and also the "self-accountability" involved in professionalism.

School pupils

School pupils do not have "powers" in the sense in which other actors in education may have, although some systems may give pupils certain powers, for example as members of school councils. Any pupils with powers of this sort should be accountable to the wider pupil community they represent.

In a more general sense, school pupils have a slightly different type of accountability to school staff and their parents for their behaviour and performance at school.

HE students

Similarly, HE students do not have "powers" in the sense in which other actors in education may have.

However, representatives of HE students should certainly have significant participatory roles in the governance of HE. Such HE student representatives should be accountable to the wider student community they represent. In addition, depending on the details of the relevant HE systems of governance, these representatives may also share in the collective accountability of any governing bodies they are formal members of.

In a more general sense, HE students also have a slightly different type of accountability to HE staff for their academic performance, and possibly other aspects of their behaviours within their HE community.

Parents/guardians/care givers/carers of school pupils

Those parents/guardians/care givers/carers of school pupils who are representatives of other parents on school boards/councils are accountable to the wider parental community they represent. Membership of a school board may also bring with it some collective accountability alongside schoolteacher members to local or national educational authorities for the overall governance of a school.

More generally, parents, etc. of school pupils may be accountable to the general legal system of wider society for the behaviours of their children relative to the school system, for example over school attendance or indiscipline at school. Parents, etc. may also be accountable to school staff for supporting the school in relation to such matters.

Parents/guardians/care givers/carers of HE students

As has been emphasised before, parents/guardians/care givers/carers of HE students clearly do not have powers in relation to the HE experience of their adult children who are HE students. Therefore, perhaps the relevant accountability for these parents is to the general legal system of wider society, within which any inappropriate interference, for example attempting to influence HE admissions through bribes, can be pursued by the legal authorities.

Employers and managers within the education system

Employers and managers within the education system can be accountable to a range of other actors.

Employers and managers in school education are accountable to the parental community, and to local government and national government (with the details of this depending on the particular national system).

Employers and managers in HE should be accountable to the student body and institutional governing bodies. They may also be generally accountable to national government, for example regarding how any public funds for HE are spent, and to national quality assurance agencies. Specific HE employers and managers may also be accountable to professional bodies for the initial and continuing professional education they provide within their courses (for example academic staff working in professional fields such as medical education and teacher education).

Consistent with the principle of collegiality, employers and managers in both school education and HE should have some form of accountability to the overall staff body within schools and HE institutions respectively.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

Public officials with remits for aspects of the education system are accountable to the elected politicians who have responsibility for the departments they work in. These public officials should also see themselves as generally accountable to wider society.

Political leaders with responsibilities for the education system are specifically accountable to their electorates and wider society in this sense.

Representatives of broader civil society who are involved in aspects of the education system are accountable to the particular parts of civil society they represent, for example office holders of national parents' associations to parents, etc.

Fairness

"Fairness" is a basic principle which all actors in education must observe in their approach to others. This principle involves treating others with impartiality, free from discrimination or dishonesty.

Teachers in schools

Schoolteachers should ensure that they show fairness in all their behaviours towards pupils. This should include in relation to assessment of pupil work and management of pupil behaviour.

Schoolteachers should also show similar fairness in all their interactions with the parents/guardians/care givers/carers of school pupils.

Schoolteachers in promoted posts with leadership and management responsibilities over other staff should also show fairness in all their interactions with those staff.

Academic staff in HE

For example, UNESCO-CEPES (2004: paragraph 2.5) has emphasised for HE that "ensuring fairness in teaching, student assessment, research, staff promotion and any activity related to the awards of degrees should be based on legitimate, transparent, equitable, predictable, consistent and objective criteria". These behaviours should be objectives for all academic staff in HE.

In addition, HE academic staff in promoted posts with leadership and management responsibilities over other staff should also show fairness in all their interactions with those staff.

School pupils

It is particularly important that school pupils show fairness in all their interactions with fellow pupils, for example avoiding any behaviours which may be seen as bullying particular pupils or groups of pupils.

Similarly, school pupils should show fairness in their interactions with school staff. Certain inappropriate targeting of particular school staff can also be seen as a form of bullying and harassment by pupils.

HE students

As members of an HE academic community, all HE students should demonstrate fairness in their interactions with fellow students and HE staff (both academic and non-academic).

Those HE students with particular responsibilities for representing fellow students should do so with fairness, neither favouring particular groups over others, nor showing inappropriate exclusion of others, in identifying priorities for representation.

Parents/guardians/care givers/carers of school pupils

Parents/guardians/care givers/carers of school pupils should actively attempt to show fairness in all their interactions with fellow parents, etc. for example engaging with as wide a range of fellow parents as possible, and not excluding particular groups.

This will be particularly important for those parents who are representatives of the wider parent body on school boards/councils and similar bodies.

Parents/guardians/care givers/carers of HE students

As has been emphasised before, parents/guardians/care givers/carers of HE students should not be directly involved in the HE experience of their adult children who are HE students. Therefore, perhaps the relevant application of fairness for these parents is to ensure that fairness is maintained in HE by avoiding any parental interventions which may be designed to achieve unfair outcomes by inappropriately advantaging some students over others (for example in admissions processes).

Employers and managers within the education system

Employers and managers within the education system should demonstrate fairness in all their interactions with the staff for whom they are responsible.

Additionally, they should proactively take a lead in developing and implementing policies which achieve broader fairness at the level of the education system for which they are responsible, for example fairness in recruitment of staff within both school education and HE, widening student access to HE, and so forth.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

The policy obligations regarding fairness described above for employers and managers are even greater for public officials, and especially for political leaders with responsibilities for aspects of the education system. They have an obligation to develop initiatives on fairness at the highest level.

Other representatives of broader civil society must also pursue fairness where their particular aspects of society interact with the education system.

Equity, justice and social justice

The principle of “equity, justice and social justice” is wide-ranging, but can also usefully be subdivided in a number of ways.

The term “equity” is used by McKelvie-Sebileau (2011: 19). However, equity on its own perhaps stays relatively close in meaning to fairness, and can be more appropriately broadened to the term “justice”, or more particularly “social justice”.

For example, the GTCS has defined social justice to include “the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations” and also to include “fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation” (GTCS 2012b: 5).

This definition of social justice can also be equated with education for social democracy and education for participative democracy/active citizenship (for example, see UNESCO-CEPES 2004: paragraph 1.1 for an emphasis on these aspects within HE).

The broader definition of social justice offered above also provides the basis for a particular emphasis on non-discrimination and the combating of racism, bias and discrimination (see Education International 2004: paragraph 7.e; IAU-CMO 2012: paragraph 2.2; UNESCO-CEPES 2004: paragraph 1.1; UNESCO 1997: paragraphs 22 and 25; also Council of Europe 1950: Article 14 on prohibition of discrimination).

It also provides the basis for a particular emphasis on “access”. This includes that all children should have access to education (see Education International 2004: paragraph 7.g; and the Additional Protocol to the European Convention on Human Rights of (1952): Article 2 on the right to education). It also includes access to HE for as many academically qualified individuals as possible (see UNESCO 1997: paragraph 22). Access to HE also involves a commitment to meeting the needs for lifelong learning (see UNESCO-CEPES 2004: paragraph 1.1; and UNESCO 1997: paragraph 22).

The broader definition of social justice also covers the concept of “inclusion” (for example see GTCS 2012a: 11), in very much the same way as it covers “access”.

Finally, the reference in the broader definition of social justice to “sustainability” can be linked to educational actors having responsibility for the stewardship of assets, resources and the environment (as examples, see IAU/MCO 2012: paragraph 2.2 for this responsibility in relation to HE generally; and European Commission 2005: 13, for researchers’ specific responsibilities for management of funds).

As appropriate to their particular contexts, all actors in education should see many of these aspects of the principle of “equity, justice and social justice” as applying to them.

Teachers in schools

As indicated above in discussing GTCS sources, schoolteachers should demonstrate a commitment to the broadest definition of equity, justice and social justice in all aspects of their work. This should include a particular commitment to non-discrimination

and the combating of racism, bias and discrimination in all their interactions with pupils, parents, etc. and colleagues.

It is particularly important that schoolteachers contribute fully to the access of all pupils to school education and to the inclusion of all pupils within positive learning and teaching experiences.

As appropriate to the stage and aspect of the curriculum which they teach, all schoolteachers should seek to contribute positively to the education of pupils for social democracy and participative democracy/active citizenship.

While all schoolteachers should seek to raise awareness of the importance of “sustainability” issues with their pupils (again, as appropriate to the stage and aspect of the curriculum which they teach), schoolteachers with specific leadership and management posts may have particular responsibilities for the stewardship of assets, resources and the environment in relation to their schools.

Academic staff in HE

Academic staff in HE should demonstrate a commitment to the broadest definition of equity, justice and social justice in all aspects of their work. This should include a particular commitment to non-discrimination and the combating of racism, bias and discrimination in all their interactions with students and colleagues.

As indicated above, there is a particular importance in ensuring access to HE for as many academically qualified individuals as possible, and this includes meeting the needs for lifelong learning for as wide a range of members of the community as possible. All academic staff in HE should engage positively in initiatives to achieve “wider access” to HE, including not only recruiting students from traditionally under-represented sections of the community, but also supporting these students in meeting any particular challenges to their progression and retention within HE programmes of study.

While HE academic staff in certain disciplines may see education for social democracy and participative democracy/active citizenship as especially relevant to the content of their teaching and research, all HE academic staff should be open to discussion on how they may contribute to wider institutional initiatives in this area, including less directly through their approaches to student learning and teaching.

In addition to the general expectations on all HE academic staff described above, senior promoted staff with leadership and management roles may have particular responsibilities for developing policies on equity, justice and social justice, and for monitoring the success of the implementation of these policies. Additionally, these senior staff may have particular responsibilities for the stewardship of assets, resources and the environment in relation to their institutions.

School pupils

School pupils will clearly not have the same full responsibilities as schoolteachers for developing policies and practices on equity, justice and social justice within schools.

However, as appropriate to their age and level of maturity, school pupils should develop behaviours showing relevant positive commitment in such aspects as non-discrimination and the combating of racism, bias and discrimination in all their interactions with fellow pupils and school staff (teaching and non-teaching).

School pupils should also engage positively with all learning opportunities offered to develop education for social democracy and participative democracy/active citizenship (for example, see Council of Europe 2010 on education for democratic citizenship).

HE students

Clearly, HE students do not have the same full responsibilities as HE academic staff for developing and implementing institutional policies on aspects of equity, justice and social justice such as access.

However, all HE students should clearly demonstrate behaviours consistent with such aspects as non-discrimination and the combating of racism, bias and discrimination in all their interactions with fellow students and HE staff (academic and non-academic).

More generally, as full members of their HE academic community, HE students should see their progression through HE as involving personal development consistent with their institution's commitment to education for social democracy and participative democracy/active citizenship.

More specifically, those HE students who are representatives of the wider student body should ensure that their behaviours as representatives are consistent with the principles of equity, justice and social justice.

Parents/guardians/care givers/carers of school pupils

Parents/guardians/care givers/carers of school pupils should actively attempt to show a commitment to equity, justice and social justice in all their interactions with fellow parents, etc. and in their attitudes to other pupils, for instance by positively supporting the inclusion of the full range of pupils in the life of the school.

This will be particularly important for those parents who are representatives of the wider parent body on school boards/councils, etc. As representatives, these parents, etc. should advocate and support positive policies on equity, justice and social justice.

Parents/guardians/care givers/carers of HE students

As has been emphasised before, parents/guardians/care givers/carers of HE students should not be directly involved in the HE experience of their adult children who are HE students. Therefore, perhaps the relevant application of equity, justice and social justice for these parents is to ensure these principles are maintained in HE by avoiding any parental interventions designed to achieve unequal and unjust outcomes by inappropriately advantaging some students over others (for example in admissions processes). Of course, this does not exclude the possibility of disinterested positive

bequests to an HE institution, for example to provide support for future students from disadvantaged backgrounds.

Employers and managers within the education system

Employers and managers within the education system should demonstrate a commitment to equity, justice and social justice in all their interactions with the staff for whom they are responsible.

Additionally, they should proactively take a lead in developing and implementing policies which achieve broader equity, justice and social justice at the level of the education system for which they are responsible, for example full and positive inclusion of all learners within the school system and wider access of traditionally under-represented groups in HE.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

The policy obligations on equity, justice and social justice described above for employers and managers are even greater for public officials, and especially political leaders with responsibilities for aspects of the education system. They have an obligation to demonstrate the fullest commitment to the principles of equity, justice and social justice in developing and implementing policy.

Other representatives of broader civil society must also pursue equity, justice and social justice where their particular aspects of society interact with the education system.

Democratic and ethical governance and management of the education system and educational institutions

The principle of the “democratic and ethical governance and management of the education system and educational institutions” involves all actors in education recognising that the governance and management of the overall education system, and individual educational institutions within it, should be based on the democratic involvement of all relevant actors and management by leaders who exercise their leadership in an ethical way. These points about participation and ethical leadership should be applied generally across the education system.

Teachers in schools

Schoolteachers in promoted posts with leadership and management responsibilities should demonstrate ethical behaviours in all aspects of their leadership.

They should also seek as much democratic involvement as possible from other schoolteacher colleagues in the governance and management of their schools, as emphasised earlier in relation to the principle of collegiality.

Schoolteachers should extend this democratic involvement in school governance and management to actively collaborating with parents' representatives on such bodies as school boards/councils.

Schoolteachers should also seek to involve pupils in school governance, as appropriate to the age and level of maturity of the pupils.

Academic staff in HE

UNESCO-CEPES has emphasised the importance of the governance and management of HE institutions involving "the need to encourage participation by the members of the academic community, including students, teachers, researchers and administrators, in decision making" and institutional leaders "providing ethical leadership" (UNESCO-CEPES 2004: paragraphs 3.2 and 3.3).

Therefore, all academic staff in HE should demonstrate in their behaviours full commitment to the wider democratic governance and management of their institutions, as called for by UNESCO-CEPES.

Specifically, senior academic staff should provide the ethical leadership called for by UNESCO-CEPES.

School pupils

While school pupils clearly do not have the same types of governance and management responsibilities as teachers in schools, pupils of the relevant age and maturity should respond actively and positively to any opportunities offered to participate in school governance, for example through pupil councils and the "pupil voice" more generally.

HE students

As full members of their HE academic communities, HE students should seek to respond positively to all opportunities to be involved in the governance and management of their HE institutions.

This applies particularly to those students who undertake posts as elected student representatives.

It also applies more widely to the entire student body; for example, students should participate fully in quality assurance and enhancement procedures to give constructive feedback on teaching and learning experiences.

Those students who hold office as student representatives should ensure that their behaviour in these roles is ethical and based on the full democratic participation of the wider student body they represent. Student representative bodies themselves should be organised in a fully democratic way.

Parents/guardians/care givers/carers of school pupils

Parents/guardians/care givers/carers of school pupils should be positively involved in all opportunities to participate in the governance and management of the schools

their children attend. This can include both standing for election as formal parents' representatives and voting in such elections. Organisations representing parents should ensure that their own structures are fully democratic.

Parents/guardians/care givers/carers of HE students

As has been emphasised before, parents/guardians/care givers/carers of HE students should not be directly involved in the HE experience of their adult children who are HE students. Therefore, perhaps the relevant application of the principle of "democratic and ethical governance and management of the education system and educational institutions" in this case is for these parents to ensure they do not attempt to interfere inappropriately in the democratic and ethical governance of HE institutions, which should be a collaborative project between HE staff and students.

Employers and managers within the education system

Those managers and employers operating at the level of individual institutions, both school and HE, should ensure that the governance and management of the institution demonstrates ethical approaches, the full democratic involvement of staff (both teaching and non-teaching, academic and non-academic) and the democratic involvement of pupils or students (as appropriate to the respective school or HE sectors). Institutional managers and employers in the school sector should also ensure the democratic involvement of parents/guardians/care givers/carers.

Those employers and managers operating more widely than institutional level should ensure that there is democratic and ethical governance and management at this wider level, for example at the level of local education authorities or central government departments directly employing and managing staff in educational institutions.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

Relevant public officials and political leaders should also ensure that high-level policy development and implementation is based on democratic and ethical governance and management of the education system and educational institutions.

Other representatives of broader civil society should also seek to develop the education system on the basis of this principle.

Quality education

The principle of "quality education" involves all actors in education recognising their unconditional commitment to achieving educational provision which is of the highest quality possible.

For example, the importance of this for the Council of Europe has already been emphasised in Section 1 of the earlier "Ethical principles" publication (ETINED Series

Volume 2, Smith and Hamilton). A similar emphasis on quality education is also made by Educational International (Educational International 2004: paragraph 7.f), UNESCO-CEPES (UNESCO-CEPES 2004: paragraph 1.1) and UNESCO (UNESCO 1997: paragraph 22).

This principle of “quality education” applies to all aspects of the education system.

Teachers in schools

Schoolteachers should show full commitment to providing the highest quality teaching and learning experiences for their pupils, and to their pupils achieving the highest possible levels of attainment and achievement in the broadest sense.

Academic staff in HE

Academic staff in HE should show full commitment to providing the highest quality teaching and learning experiences for their students, and to their students achieving the highest possible levels of attainment and achievement in the broadest sense.

Academic staff in HE should also show full commitment to producing the highest possible quality of scholarly and research output, thus contributing to the maximum possible advancement of knowledge in their disciplines.

School pupils

At a level consistent with their age and stage of maturity, school pupils should demonstrate a positive commitment to producing the highest quality of which they are capable in their schoolwork.

HE students

As full members of their HE academic community, HE students should demonstrate a serious commitment to producing the highest quality of which they are capable in their academic work, thus recognising their participation in the pursuit of knowledge which underpins the academic community.

HE students should also show a commitment to developing the overall quality of their HE institution, for example through participating in quality assurance and enhancement processes.

National and international student representatives should also demonstrate a commitment to developing the quality of national and international HE systems.

Parents/guardians/care givers/carers of school pupils

Parents/guardians/care givers/carers of school pupils should support their children positively in their schoolwork, although this should not cross a line into providing

inappropriate and excessive help, to the extent that the work can no longer be seen meaningfully as the child's own.

Parents, guardians and care givers of school pupils should also provide general support for the staff of the school in their endeavours to achieve the highest possible overall quality for the school.

Parents, guardians and care givers of school pupils who are representatives of the wider parental body should be particularly active in supporting school staff with a view to achieving the highest possible overall quality for the school.

Parents/guardians/care givers/carers of HE students

While it remains the case that parents/guardians/care givers/carers of HE students should not interfere inappropriately in HE institutions to achieve an unfair advantage for their child, it may be appropriate for parents, etc. to engage in disinterested activity to support the general development of the HE system to the highest possible quality, for example by open involvement in the democratic political process to advocate enhanced funding for HE within a national education system.

Employers and managers within the education system

Employers and managers operating at institutional level within the education system should develop positive policies and procedures to achieve the highest possible quality in all aspects of the institution's activities. They should then provide the fullest support to staff in implementing these policies and procedures, including doing everything possible to provide appropriate resources to make implementation achievable.

Employers and managers operating more widely than institutional level should ensure they provide overall quality assurance and enhancement structures which will enable the continuous enhancement of quality in the education provision they are responsible for. These employers and managers should also give particular attention to providing adequate resources to make this ongoing enhancement of quality achievable. They should also ensure that appropriate overall systems are in place to avoid expectations on staff becoming unreasonable in the drive to continuously enhance quality.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

Relevant public officials and political leaders should ensure that overall public administration and political systems give appropriate priority to the importance of achieving the highest possible quality in educational provision, attainment and achievement. A crucial aspect of this will be ensuring that the allocation of resources to the education system is sufficient to realistically match the level of expectation for quality achievement.

Other representatives of broader civil society should support such approaches from the perspective of their particular sector of society.

Personal and systems improvement

The principle of “personal and systems improvement” involves all actors in education recognising the importance of making the maximum contribution possible to the continuous improvement of the education system.

For education professionals, this can be described as a specific professional commitment, both in terms of a commitment to personal improvement through professional development, and in terms of a commitment to the overall improvement of the system which personal development in turn contributes to.

Beyond education professionals, as appropriate to their particular contexts, the principle of “personal and systems improvement” can also have a more general application for other actors in education.

Teachers in schools

As an example of the application of the principle to schoolteachers, the GTCS emphasises the importance for schoolteachers of “[c]ommitting to lifelong enquiry, learning, professional development ... as core aspects of professionalism” and “[c]ritically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice” (GTCS 2012b: 6).

Academic staff in HE

Academic staff in HE should also have a formal professional commitment to their own personal development. As appropriate to their particular roles, this should cover personal development of their teaching expertise and their contributions to scholarly and research activity.

Academic staff in HE should ensure there is an appropriate connection between their personal professional development and the ongoing development of the HE institution which employs them, the national HE system within which they operate, and the wider international community of scholarship and research within their discipline.

School pupils

Clearly, school pupils do not have the formal professional obligation of schoolteachers to personal and systems improvement.

However, as appropriate to their developing age and level of maturity, school pupils should demonstrate a commitment to ongoing personal improvement in their schoolwork (this can include reviewing their own learning through self-assessment). They should show that they value the positive impact which their personal improvement can have on the systems improvement of their school as a learning community for young people.

HE students

Again, HE students do not have the formal professional obligation of HE academic staff to personal and systems improvement.

However, as full members of an HE academic community, HE students should be committed to maximum personal improvement through their academic work, and they should value and participate in opportunities to contribute to the overall systems improvement of their HE institution, for example through participation in quality enhancement processes.

Additionally, student representatives in particular should make full use of the opportunities for personal improvement which their representative activities provide, and through these activities they should seek to contribute to the systems improvement of HE at institutional, national and international level (as appropriate to their level of representation).

Parents/guardians/care givers/carers of school pupils

Parents/guardians/care givers/carers of school pupils generally will have the natural desire to develop their overall parenting skills on an ongoing basis.

Beyond this, parents, etc. should seek personal improvement in their abilities to support their children's education and school in an appropriate and informed way, for example by familiarising themselves with school and national approaches to curriculum and assessment. Parents who achieve this type of personal improvement should have an enhanced positive impact on the systems improvement of the school.

These requirements should be particular obligations on those parents who act as representatives of the wider parent body.

Parents/guardians/care givers/carers of HE students

As implied earlier, while it remains the case that parents/guardians/care givers/carers of HE students should not interfere inappropriately in HE institutions to achieve an unfair personal improvement for their child, it may be appropriate for parents, etc. to engage in disinterested activity to support the systems improvement of HE, for example by open involvement in the democratic political process to advocate enhanced funding for HE within a national education system. Therefore, it can be appropriate for such parents to seek personal improvement in their general ability to do this as citizens, for example by informing themselves of the details of HE policies and practices.

Employers and managers within the education system

Employers and managers within the education system should have a professional obligation to personal improvement of their leadership and management skills. As appropriate to the level at which they operate, these employers and managers should

then seek to achieve the maximum positive impact of their personal improvement on systems improvement, whether this is on educational provision at institutional, local/regional or national levels. This will involve innovating and being flexible in adapting to change (see EFEE 2011: paragraph 5).

Relevant public officials, and the political leaders and representatives of broader civil society more generally

Each public official, political leader or representative of broader civil society with a responsibility for or interest in any aspect of the education system should ensure that they are committed to the maximum personal improvement in their level of knowledge, understanding and skills to undertake their roles. They should see this ongoing personal improvement as part of their over-riding obligation to achieve maximum systems improvement in the education system.

Institutional autonomy/institutional independence

Within the context of democratic and ethical governance and management of the education system and educational institutions, the principle of “institutional autonomy/institutional independence” is also very important. This involves recognising the need to give appropriate autonomy and independence to individual institutions within a national education system, so that an excessive centralised political control of education is avoided.

The case for institutional autonomy/institutional independence tends to be made particularly for HE institutions, where it is specifically linked to the importance of academic freedom (IAU-MCO 2012: paragraphs 2.1 and 2.2; UNESCO 1997: paragraphs 17-20; and UNESCO-CEPES 2004: paragraphs 1.1-1.2).

Developing positions on institutional autonomy/institutional independence may rest particularly with employers and managers within the education system, relevant public officials and political leaders. However, if a significant degree of institutional autonomy/institutional independence is regarded as important within the education system (to truly embed democratic and ethical governance and management of the education system and educational institutions), all actors should reflect on whether they should engage in relevant behaviours to achieve significant institutional autonomy/institutional independence, as appropriate to their particular contexts within the education system.

Teachers in schools

Where significant and appropriate institutional autonomy/institutional independence has been given to schools as a way of avoiding excessive centralised political or bureaucratic control, schoolteachers within these schools should respond positively to the opportunities this gives for appropriate enhanced professional autonomy and demonstrate they value these opportunities.

Where there is excessive centralised political or bureaucratic control of schools, and appropriate institutional autonomy/institutional independence is denied, the school teaching profession should seek to engage in public debate to achieve more balanced outcomes on these issues.

Academic staff in HE

As indicated above, the case for institutional autonomy/institutional independence is seen as particularly significant for HE institutions, where it is specifically linked to the importance of academic freedom.

Therefore, all academic staff in HE should seek to engage in public debate to ensure that appropriate institutional autonomy/institutional independence is achieved, if centralised political control of HE is denying this.

There should be a particular obligation on senior HE academic staff to demonstrate leadership in making the public case for this appropriate institutional autonomy/institutional independence.

If appropriate institutional autonomy/institutional independence is achieved, it is important for HE academic staff to ensure that their institutions still recognise their obligations to wider society.

It is also important that senior HE academic staff exercise their leadership and management in a way which recognises the need for appropriate autonomy/independence for individual academics and groups of academics, within an overall institutional structure.

School pupils

Given the age and level of maturity of school pupils, the only school pupils likely to have obligations in this area will be those pupils, usually senior pupils, elected to any formal representative roles within the school governance system, for example pupil representatives on school councils.

Such pupil representatives should show a maturing awareness of the importance of schools having an appropriate degree of institutional autonomy/institutional independence, free from excessive centralised political and bureaucratic control.

HE students

HE students are full members of their HE academic communities. Therefore, HE students should identify with the importance of HE institutions having appropriate institutional autonomy/institutional independence, free from excessive centralised political control.

In particular, student representative leaders should recognise that they have an obligation to make the public case for this appropriate institutional autonomy/institutional independence.

Parents/guardians/care givers/carers of school pupils

In any system which gives schools an appropriate degree of institutional autonomy/institutional independence, this is likely to be accompanied by structures for significant involvement of parents, etc. in the governance of these schools.

Where this is the case, all parents, etc. should actively support the leadership and management of the school, and those parents, etc. elected as representatives should be especially proactive in ensuring that the school leadership makes effective and appropriate use of its autonomy/independence.

In any system which suffers from excessive centralised political and bureaucratic control, and fails to grant any appropriate institutional autonomy/institutional independence to schools, parents within wider civil society, especially leaders of national parents' organisations, should actively engage in public dialogue to campaign for a balance to be redressed on these matters.

Parents/guardians/care givers/carers of HE students

As discussed earlier, while it remains the case that parents/guardians/care givers/carers of HE students should not interfere inappropriately in HE institutions in an attempt to advantage their own children, it may be appropriate for parents, etc. to engage in disinterested activity to support the appropriate development of a national HE system. In this case, parents, etc. could participate in open involvement in the democratic political process to advocate appropriate institutional autonomy/institutional independence for HE institutions within a national education system.

Employers and managers within the education system

Of course, employers and managers within an education system have obligations to ensure the efficient and cost-effective performance of the system. However, it is essential that those employers and managers operating at local authority, regional or national level respect the importance of individual educational institutions having appropriate institutional autonomy/institutional independence and resist any desire to retain excessive power in their own hands, even when this is based on claims for greater cost-effectiveness in doing so.

If appropriate institutional autonomy/institutional independence has been granted to individual institutions, it is particularly important that the leaders and managers of these institutions value this autonomy/independence by exercising their independent leadership and management roles fully and conscientiously.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

Public officials with responsibilities over numbers of individual educational institutions, whether at local/regional or national level, must ensure that they give appropriate

institutional autonomy/institutional independence to these institutions, resisting any tendency to interfere or retain excessive centralised bureaucratic control.

Similarly, political leaders with such responsibilities must ensure that they give appropriate institutional autonomy/institutional independence to these institutions, resisting any tendency to interfere or retain excessive centralised political control.

It may be particularly important for public officials and political leaders to ensure HE institutions have appropriate institutional autonomy/institutional independence, but an appropriate degree of institutional autonomy/institutional independence should also be given to schools.

Representatives of broader civil society should also play an important general role in advocating and supporting a system of governance across a national education system which demonstrates appropriate distribution, rather than excessive centralisation, of power.

International co-operation

The principle of “international co-operation” involves all actors in education recognising the importance of positive international collaboration in education activities. For example, this principle is central to the European Cultural Convention, which advocates the study of “the languages, history and civilisation” of other countries (Council of Europe 1954: Article 2).

Teachers in schools

Depending on the stage and area of the curriculum they are teaching, schoolteachers should look for all appropriate opportunities to link the teaching and learning experiences they are offering pupils to the development of “education for global citizenship”. They should proactively raise with their leaders and managers the possibility of international educational trips for their pupils and the resourcing of technology-based international communication with pupils and colleagues from other school systems.

In developing their own career-long professional learning, schoolteachers should place their thinking within an international context, for example by drawing upon international sources when studying curriculum development, assessment approaches and teaching and learning strategies. They should proactively raise with their leaders and managers any resourcing issues which need to be addressed in achieving an international context for their work.

Academic staff in HE

All HE academic staff should base their teaching, scholarly activity and research on full engagement with international thinking in their discipline.

They should ensure that they communicate these international perspectives effectively to their students. In addition, they should proactively seek to establish

international exchange opportunities for their students and look to secure resource support for these.

While there may be resource issues with actively participating in international academic networks through international conference attendance or similar, HE academic staff should proactively engage with institutional leaders and managers in seeking resource support for such international activity.

Similarly, HE academic staff should proactively seek opportunities for international research collaboration and again look for support from institutional leaders and managers in undertaking such international co-operation.

Senior HE academic staff in leadership and management posts should have a particular responsibility for progressing opportunities for international co-operation involving academic staff and students from their institution. This should include ensuring that their institution can deliver programmes of comparable quality across borders (see, for example, UNESCO 2005: 15).

However, with all such HE international activities, it is crucial to emphasise the importance of “[s]olidarity with, and fair treatment of international partners” (IAU-MCO 2012: paragraph 2.2).

For example, the main motivation in international co-operation for all HE academic staff should be the disinterested exchange of ideas and similar as part of the world community of scholarship. The main motivation should not be the commercial marketisation and commodification which sees institutions’ “internationalisation” objectives as essentially about income generation through recruitment of international students.

School pupils

Clearly, school pupils will not have direct responsibilities for setting up international co-operation activities.

However, school pupils should engage positively with any “education for global citizenship” opportunities they are offered within their learning experiences at school, including any technology-based opportunities for international communication.

Beyond this, if they are able to participate in international educational visits, school pupils should engage openly and positively in these to gain the maximum benefit possible from such visits.

HE students

As full members of their HE academic community, HE students should actively seek to become members of the international community of scholarship in their discipline by engaging fully with the international perspectives offered within their learning experiences. They should show a willingness to participate in any international exchange visits, study trips and similar that are offered within their programmes.

As full members of an HE community committed to the values of international co-operation, HE students should look to embed within their own development the specific values associated with the concept of “global citizenship”.

Those HE students holding posts as elected student representative leaders should specifically advocate that institutions offer the maximum possible opportunities to students for international co-operation, especially through international exchange visits, study trips and so forth. They should press for adequate resources to underpin such student opportunities. Elected student representatives should make these cases at institutional, national and international levels.

Elected HE student representatives should also ensure that student representative bodies help and advise students considering cross-border HE programmes (see, for example, UNESCO 2005: 17).

Additionally, elected HE student representatives should ensure that there is full international co-operation between national student representative organisations themselves.

Parents/guardians/care givers/carers of school pupils

Parents/guardians/care givers/carers of school pupils should support their children in developing the positive attitudes associated with “education for global citizenship” learning experiences. If suitable resources are available, they should also support their children’s participation in any international educational visits made available to their children, and support the positive attitudes which these trips develop in their children.

Those parents, etc. who are elected representatives of the wider parent body should advocate the importance of international co-operation activities for schools.

Parents/guardians/care givers/carers of HE students

As emphasised in other contexts, parents/guardians/care givers/carers of HE students should not be able to interfere inappropriately in the HE experiences of their adult children, for example in this context, by using their own finances to give their children unfair preferential access to an international student exchange experience.

However, it may be appropriate for parents, etc. to engage in disinterested activity to support the appropriate development of international co-operation activities within a national HE system, for example by participating in open involvement in the democratic political process to advocate an appropriate emphasis on international co-operation activities for HE institutions within a national education system.

Employers and managers within the education system

Employers and managers within the education system should provide leadership for staff in stressing the importance of international co-operation activities for whatever aspect of the education system they have responsibility over. They should do everything possible to provide adequate resources to support these activities.

Employers and managers within the education system should also proactively seek to engage with international networks relevant to their particular areas of responsibility, and they should seek to inform their work fully with international perspectives.

Relevant public officials, and the political leaders and representatives of broader civil society more generally

Of course, public officials and political leaders will have specific responsibilities for progressing a particular national education system, or particular parts within a national system. In this context, these officials and political leaders are also likely to be pressurised to meet performance targets based on their education system out-performing other national systems within international “league table” comparisons, with these linked to the overall objective of “global economic competitiveness”.

However, at a minimum, public officials and political leaders should develop their policy thinking by drawing upon international perspectives.

Beyond this, they should look for their own opportunities to participate in international organisations and networks relevant to education.

They should also encourage other actors within their national education system to participate in international organisations and networks, and do everything they can to provide the resources to make this possible.

In particular, relevant public officials and political leaders should ensure that their national systems participate in international initiatives to achieve cross-border comparability of qualifications and standards (see, for example, UNESCO 2005: 13; and EFEE 2011: paragraphs 13-14).

Other representatives of broader civil society should also seek to base their contributions to the development of the education system on cultivating international networks relevant to the particular area of interest they represent.

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As indicated earlier in Section 1, a draft of the current full document on the “Ethical behaviour of all actors in education” was discussed at the ETINED Working Group on 5 and 6 February 2015. This present finalised version of the document was then produced for subsequent presentation to the plenary CDPPE meeting on 17 to 19 March 2015.

As a background basic source document, it may be possible both to add further content to the “ethical behaviour” document (see, for example, suggestions above at Section 4), and to produce various shorter documents based on extracts from the full document, for example as brief summaries of key relevant aspects for particular groups of actors.

It is such a summary approach which will be taken by the Council of Europe Secretariat in producing documents such as the ETINED Platform terms of reference and action plans for the plenary CDPPE’s formal approval.

References

At present, references are given in two lists. The first list gives references which originally appeared in the earlier “Ethical principles” document and have been used again in the current document. The second list gives references which are new for the current document.

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