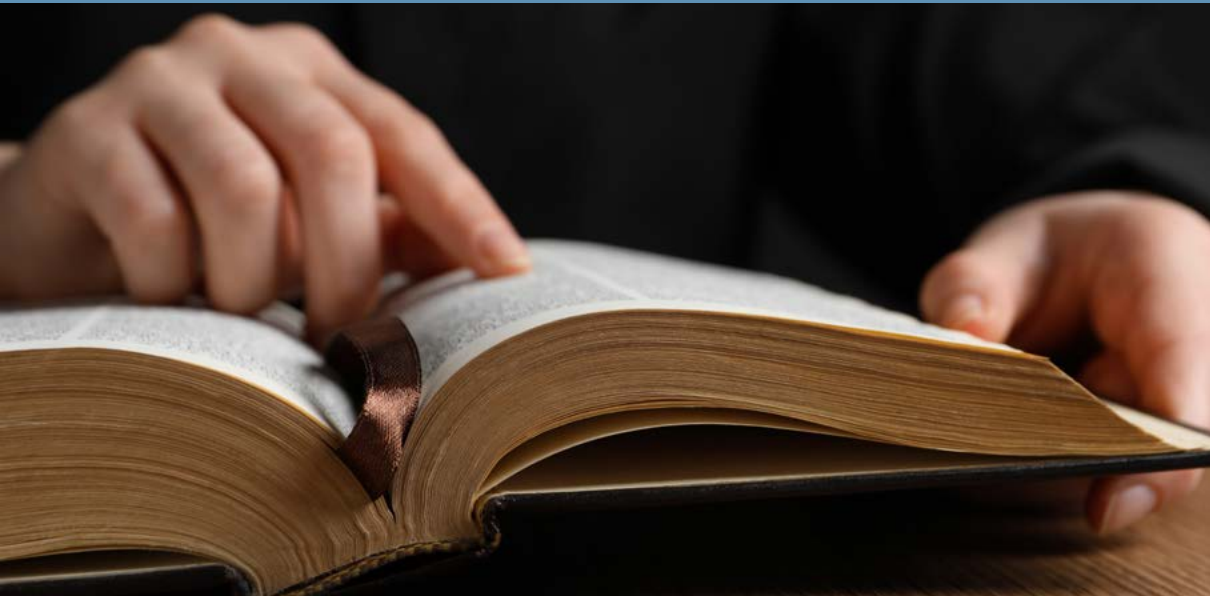


GLOSSARY OF TERMS RELATED TO ETHICS AND INTEGRITY IN EDUCATION



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

Volume 8

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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Volume 8

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Introduction

This glossary relates to the project Combating Education Fraud in the framework of the Council of Europe Platform on Ethics, Transparency and Integrity in Education (ETINED). It serves as a basis to consolidate the definitions of terms related to ethics and integrity in education and to clarify the potential implications of their content. It consists of 135 definitions of 76 terms.

The glossary may be of value to different stakeholders involved in the promotion of ethics, transparency and integrity at all education levels.

Methodology

The glossary first comprises all terms and their definitions (defined terms) provided in Recommendation CM/Rec(2022)18 on countering education fraud. The focus here is on definitions that explain the term in the way the sense is intended. Second, the glossary is enriched with defined terms provided in other recommendations adopted by the Committee of Ministers of the Council of Europe, namely those directly referred to in CM/Rec(2022)18 on countering education fraud and hereinafter the re-referred ones (N=18). The recommendations date from 1998 to 2022. Our initial set consisted of 48 defined terms, of which six contained at least two definitions (code of ethics, education stakeholders, public authority, public responsibility, pupils/students, quality education). Third, taking into consideration each recommendation described in CM/Rec(2022)18, 36 unique terms defined in 12 recommendations were listed in the final set. Also, the terms that were frequently used, but not defined (ethics, transparency, integrity, conflict of interest, corruption, fabrication, falsification), were added. Fourth, the glossary was complemented with definitions provided by other reputable glossaries. As some glossaries did not contain the exact terms but contained a very similar term (e.g. whistle-blowing instead of whistle-blower), these similar terms were added too. This resulted in an additional 33 new terms (marked by *), of which seven terms have at least two definitions.

In addition, other relevant glossaries are suggested for exploration by ETINED members and interested others. These glossaries are of a general nature, field-specific (e.g. research involving children) or national (e.g. Ireland).

How to use the glossary

Different situations or assumptions might imply that a term and its definition(s) need a more comprehensive explanation to ease reading of the glossary. In this section, we aim to address potential concerns about the scope of terms; however, this explanation does not substitute for explanatory notes where available.

First, some terms are defined in more than one way in the different Council of Europe recommendations. In some instances, definitions were extended to increase the adaptability of a term over time (e.g. education stakeholders, public responsibility, pupils/students). For others, the definitions were extended by incorporating relevant issues (e.g. quality education).

Second, a term provides a definition that is focused on the key area of the official document and/or at the time. Therefore, the definition of such terms should be understood as an opportunity to apply it in a broader sense. For example, the definition of a code of ethics provided by Recommendation CM/Rec(2019)9 on fostering a culture of ethics in the teaching profession emphasises the behaviour of teachers; however, a code of ethics is applied to all involved in a specific education institution. Likewise, the definition of qualifications provided by Recommendation CM/Rec(2022)18 on countering education fraud underlines both the output (certification) and the completed process (completion of an education programme). In this definition, an education programme should be understood to be delivered as formal, informal and non-formal education and in different forms (e.g. course, lecture).

Third, the glossary provides terms and their definitions from other reputable glossaries. In such instances, a term suggests an area-centred definition, for example areas of child ethics and bioethics. In other instances, the definitions are assumedly customised to an (inter)national framework (e.g. (inter)national legislation). Taking these nuances into consideration, terms and their definitions provided in other reputable glossaries should be systematically and thoroughly appraised before they are transposed into practice and adapted to the needs.

Fourth, an explanation of the potential implications of the differences is provided for all terms with more than one definition. These differences should be considered when crafting the definitions for a particular use. The explanation for different definitions is provided for the following terms.

- ▶ Accreditation mill
- ▶ Code of ethics
- ▶ Conflict of interest
- ▶ Corruption
- ▶ Diploma mill/degree mill
- ▶ Education fraud
- ▶ Education stakeholders
- ▶ Equal opportunities/Equity
- ▶ Essay mill
- ▶ Ethics
- ▶ Fabrication
- ▶ Falsification
- ▶ Fraudulent education service providers
- ▶ Heritage of universities/culture
- ▶ Institutional autonomy/autonomy
- ▶ Integrity
- ▶ Plagiarism
- ▶ Public authority
- ▶ Public responsibility
- ▶ Pupils/students
- ▶ Quality education
- ▶ Transparency
- ▶ Whistle-blower

Some definitions also include an explanation or examples. It is important to distinguish the pure definition from further comments that are not part of the definition but which provide more details. It is recommended that definitions are as short as possible. The additional comments and explanations may be longer but they should be distinguished from the definition as such.

Furthermore, some glossaries refer to the original source(s) of a definition. In such cases, readers are advised to consult the indicated glossary. Although all web-based links were valid at the time of completion in 2023, over time some links may have expired, and others only be available once cookies are accepted.

Ultimately, member states of the Council of Europe are encouraged to translate the glossary into their own language and send the translations to etined@coe.int so that they can be published on the Council of Europe's website.

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Glossary

Accreditation mill

An “accreditation mill” is an institution or organisation (in any legal form) which is neither recognised by national competent authorities nor authorised by the law of any member State to provide accreditation for education programmes or awards, and which intends to mislead employers, students or the public.

Recommendation CM/Rec(2022)18 on countering education fraud

Dubious providers of accreditation and quality assurance or operations that offer a certification of quality of institutions that is considered bogus.

ETICO

Both definitions describe an institution providing unreliable accreditation certificates. The use of the definition depends on the purpose. The definition provided in the Recommendation on countering education fraud stems from the legal point of view and relies on the existence of a national competent authority. The ETICO definition stems from the ethical point of view, is more value-oriented, general and less strict. Its meaning relies on the meaning of the words “dubious” and “bogus”.

*Accreditation

A process in which an accrediting body determines whether an institution or organization meets certain standards developed by the body.

Bioethics Glossary

Admission

The term admission is used in the same sense as in the Convention on the Recognition of Qualifications concerning Higher Education in the European Region: “The act of, or system for, allowing qualified applicants to pursue studies in higher education at a given institution and/or a given programme”.

Recommendation No. R (98) 3 on access to higher education

Codes of ethics

“Codes of ethics” are expressions of moral and ethical values and principles that serve to develop and maintain the ethics of the education process at all levels and in all aspects. Based on the core values of the Council of Europe, they aim at furthering democracy, human rights and the rule of law and reflect a strong and effective commitment to equity, justice and inclusion in education.

Recommendation CM/Rec(2022)18 on countering education fraud

There are various views on the content and legal status of a code of ethics or code of conduct. A code of ethics can be either purely declaratory, or a binding document. There are multiple ways in which a code of ethics may be designed, which are reflected in multiple definitions. A code of ethics usually states the fundamental ethical values and basic rules of conduct.

A “code of ethics” is a statement of ethical norms for the teaching profession that spells out the standards of ethical conduct expected of teachers and informs education stakeholders about what to expect when dealing with the teaching profession in terms of conduct and attitude.

Recommendation CM/Rec(2019)9 on fostering a culture of ethics in the teaching profession

The document defining core values of an institution promoting the recognition and respect for individual rights as well as acceptance of the duties and responsibilities derived from belonging to the institution, and the rules of conduct within the community.

ENAI Glossary

***Code of conduct**

Set of written guidelines, produced by public authorities or professional organizations, which details the set of recognized ethical norms (or values) and professional standards of conduct to which all members of a profession must adhere. Codes aim to enhance the commitment, dedication, and efficiency of members of the teaching profession, and to provide self-disciplinary guidelines by establishing norms of professional conduct.

ETICO

Statement of principles and values that establishes a set of expectations and standards for behaviour applying to individuals and within institutions, including minimum required levels of compliance and disciplinary actions.

ENAI Glossary

A policy statement of principles and standards that all company personnel and board members must follow. The code of conduct can be applied to or adapted to cover third parties.

Anti-bribery guidance glossary

Conflict of interest

Potential to compromise judgement or objectivity caused by financial or personal obligations or other considerations.

ENAI Glossary

A situation where an individual or the entity for which they work, whether a government, business, media outlet or civil society organization, is confronted with having to choose between the duties and demands of their position and their own private interests.

The conflict of interest is described as financial and non-financial, sometimes encompassing conflict of commitment, and requires prioritising the public interest beyond the private interest. The definitions suggest addressing the conflict of interest in all activities in which education stakeholders are involved.

ETICO

A situation in which a person has a financial, personal, political or other interest which is likely to bias his or her judgment or decision-making concerning the performance of his or her ethical or legal obligations or duties.

Bioethics Glossary

In the research context, scientists have a conflict of interest if they stand to achieve personal gain (money or the equivalent) by failing to discharge professional obligations either to protect the welfare of participants or to uphold the integrity of the scientific process.

Research Ethics Glossary

Conflicts of interest occur when personal, financial, political and academic concerns co-exist and the potential exists for one interest to be illegitimately favoured over another that has equal or even greater legitimacy, in a way that might make other reasonable people feel misled or deceived. Conflicts of interest reside in a situation not in behaviour and may arise even when there has not been research misconduct. Researchers caught in a conflict of interest risk appearing negligent, incompetent or deceptive. There is little clear guidance of when to declare and how to manage competing interests. Conflicts of interest also exist at an institutional level, where research organizations accept funding from sources that may appear to compromise the independence and integrity of their research.

PRO-RES

A conflict between the public duty and private interests of a public official, in which the public official has private-capacity interests that could improperly influence the performance of their official duties and responsibilities.

UNODC

Situation where an individual or the entity for which they work, whether a government, business, media outlet or civil society organisation, is confronted with choosing between the duties and demands of their position and their own private interests.

Corruptionary

Corruption

The abuse of entrusted power for private gain. Corruption can be classified as grand, petty or political, depending on the amounts of money lost and the sector where it occurs.

ENAI Glossary; ETICO

As described in the definitions, corruption comes in many forms, regardless of its extent. Usually, it is associated with undue advantages and failure to pursue justice and transparency.

There is no universally recognized definition of corruption. However, what is agreed upon is that corruption involves certain actions such as bribery, obstruction of justice, abuse of functions, use of position to obtain undue advantages and obstruction of justice.

UNODC

A situation where an individual or the entity for which they work, whether a government, business, media outlet or civil society organisation, is confronted with choosing between the duties and demands of their position and their own private interests (Transparency International).

Anti-bribery guidance glossary

*Academic corruption

Any prescribed action taken in connection with an examination or test that attempts to gain an unfair advantage. Beyond examination or test issues, it covers malpractices related to credentials, diplomas, research, academic journals and publications, admission to universities and accreditation fraud.

ETICO

Democratic school

“democratic school” means: a school where governance is based on human rights, empowerment and involvement of students, staff and stakeholders in all important decisions.

Recommendation CM/Rec(2007)13 on gender mainstreaming in education

Diploma mill/degree mill

A “diploma mill” (also known as a “degree mill”) is an institution or organisation which is not recognised by national competent authorities or organisations as an institution accredited or authorised by the law of any member State to confer awards or qualifications, and which purports, by means of misrepresentation, to issue such awards or qualifications.

Recommendation CM/Rec(2022)18
on countering education fraud

Proper accreditation is a necessary requirement for any institution issuing awards or qualifications. As soon as an institution provides certification of qualifications without accreditation, it is considered a diploma or degree mill. This notion of diploma mill is captured in the concise UNESCO definition used in the ENAI Glossary.

An organisation without due accreditation that purports to be a bona-fide educational institution.

ENAI Glossary

Dubious providers of educational offerings or operations that offer certificates and degrees that are considered bogus.

ETICO

The definition in the Recommendation on countering education fraud takes the legal point of view and relies on the existence of “national competent authorities” providing accreditation. The ETICO definition is more ethics-oriented and uses more vague wording (“dubious”, and “are considered bogus”). However, this wording in most cases means “without due accreditation”.

Disclosure

“disclosure” means making information public.

Recommendation CM/Rec(2014)7 on the protection of whistleblowers and Parliamentary Assembly Recommendation 2162 (2019) “Improving the protection of whistle-blowers all over Europe”, as well as the reply to this recommendation adopted by the Committee of Ministers

Education for democratic citizenship

“Education for democratic citizenship” means education, training, awareness-raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

*Democracy

A belief in freedom and equality between people or a system of government based on this belief in which power is either held by elected representatives or directly by the people themselves. Democracy can be an important contextual factor for the conduct of research.

PRO-RES

Education fraud

“Education fraud” is behaviour or action occurring in the field of education intended to deceive and obtain an unfair advantage.

All definitions of fraud agree on intentional deception of someone, leading to an unfair advantage. The definitions vary in the level of detail (enumeration of the types of advantages).

It includes: (i) the activities of diploma mills, accreditation mills, visa mills, essay mills and essay banks, as defined below; (ii) impersonation by undertaking in whole or in part any work or assessment required as part of a programme in the place of an enrolled learner; (iii) illegal or irregular use of authentic documents; (iv) plagiarism; (v) production or use of forged, plagiarised or counterfeit documents; and (vi) the offer of unrecognised or unaccredited qualifications with the intention of deceiving another.

Recommendation CM/Rec(2022)18 on countering education fraud

***Academic fraud**

Actions that are intended to deceive for unfair advantage by violating academic regulations.

QQI

***Fraud**

Fraud is an intentional deception perpetrated to secure an unfair gain.

ENAI Glossary

Offence of intentionally deceiving someone in order to gain an unfair or illegal advantage (financial, political or otherwise). Countries consider such offences to be criminal or a violation of civil law.

ETICO

Knowingly misrepresenting the truth or concealing a material (or relevant) fact to induce someone to make a decision to his or her detriment. Some forms of research misconduct may also qualify as fraud. A person who commits fraud may face civil or criminal legal liability.

Bioethics Glossary

Fraud is “a deliberate act of deception intended for personal gain or to cause a loss to another party” (European Anti-Fraud Office 2018). Researchers may commit fraud – sometimes in the form of fabrication or falsification – in order to gain grants or jobs. A significant proportion of retractions of journal articles are the result of fraud, or suspected fraud, by the author or corporate interests. In biomedicine and other disciplines, fraud can distort the evidence base and lead to harm to patients. In engineering, construction and materials, fraud may lead to serious technological failures that harm both individuals and communities.

PRO-RES

***Examination fraud**

Cheating or swindling in the following levels of the examination process; design of exams, admission to exam, marking of results and admission of successful candidates to the next education level. It also includes the selling of exam questions.

ETICO

Education professionals

Education professionals refer to those who deliver education as well as managers and employers, relevant public officials and the political leaders and representatives of broader civil society in national settings.

Recommendation CM/Rec(2022)18 on countering education fraud

Education stakeholders

“Education stakeholders” refers to school-teachers, academic staff in higher or other forms of post-school education, pupils and students at all levels of education, parents, guardians or carers of pupils and students, employers, governors and managers within the education system and in all sectors of education and training in the context of formal and/or informal learning processes, representatives of conferences of heads of institutions and similar bodies, relevant public officials, representatives of trades unions, political leaders and representatives of broader civil society.

Recommendation CM/Rec(2022)18 on countering education fraud

The definitions of education stakeholders point to the different parties involved in different education sectors and those affected by education sectors and affecting others. Also, education stakeholders are identified in different activities, e.g. formal education, informal training, research work, supportive work.

The term “education stakeholders” designates: school teachers, academic staff in higher education, school pupils, higher education students, parents/guardians/carers of school pupils, parents/guardians/carers of higher education students, employers and managers within the education system, relevant public officials and the political leaders and representatives of broader civil society.

Recommendation CM/Rec(2019)9 on fostering a culture of ethics in the teaching profession

*Stakeholder

A person or organisation involved or with an interest in a research activity and who is affected by the research outcomes.

Equal opportunities

A policy of equal opportunities is one that is designed to meet all requirements of the principle of equality, not only formal or de jure equality and the absence of discrimination, but also full and effective equality in the sense of enabling all individuals to develop and fulfil their potential. The promotion of effective equality may require the adoption of special measures where this is necessary and consistent with the principle of non-discrimination to take account of the specific conditions of individuals or groups in society.

Recommendation No. R (98) 3 on access to higher education

***Equity**

The fair distribution of benefits and burdens. Equity is the absence of avoidable or remediable differences among populations or groups defined socially, economically, demographically, or geographically; thus, health inequities involve more than inequality – whether in health determinants or outcomes, or in access to the resources needed to improve and maintain health – but also a failure to avoid or overcome such inequality that infringes human rights norms or is otherwise unfair. In some circumstances, therefore, an equal distribution of benefits and burdens will be considered fair, while in others it may be equitable to give preference to those who are in most need or are the most vulnerable. A characteristic common to groups that experience health inequities (e.g., poor or marginalized persons, racial and ethnic minorities, and women) is lack of power in political, social, and/or economic terms. Thus, to be effective and sustainable, interventions that aim to redress inequities must typically go beyond remedying a particular health inequality and also help empower the group in question through systemic changes, such as law reform, changes in economic or social relationships, or the like.

Research Ethics Glossary

The quality of being fair and impartial.

Child Ethics Glossary

The word has a number of meanings. In the research context, it usually refers to arrangements or distributions that are proportional to contribution or desert and, in these senses, fair. An equitable arrangement may also treat individuals equally, where their contributions or deserts are equal, but equity is more often equated with fairness than equality. In research, ordering the list of authors in proportion to the extent or significance of their contribution would be an example of equitable treatment of members of a research team.

PRO-RES

The definitions of equal opportunities suggest two key features: first, there is a clear link to the principle of non-discrimination on whatever grounds, as well as fairness and equality; second, the distribution of benefits and burdens should be fair.

Essay bank

An “essay bank” is an organisation or an individual from which or whom students can purchase pre-written essays on topics relevant to their studies.

Recommendation CM/Rec(2022)18 on countering education fraud

Essay mill

An “essay mill” (otherwise referred to as a provider of contract cheating services) is an organisation or an individual, usually with a web presence, which enters into contracts with students or their representatives to complete, in full or in part, one or more assignments (including student work such as essays, projects, theses and dissertations) for financial gain, whether or not the content is plagiarised, leading to a form of academic misconduct. For the avoidance of doubt, an essay mill does not include providers of private tutoring services lawfully operating within national legislation or regulations.

**Recommendation CM/Rec(2022)18
on countering education fraud**

An organisation, or individual, usually with a web presence, that contracts with students to complete an assignment or assignments for the student, for a fee.

QQI

The concept of unauthorised content generation (also referred to as contract cheating, assignment outsourcing, assessment impersonation, etc.) is a very complex issue. The substance of the problem is that students (pupils) do not complete their assessment tasks themselves, but instead outsource it. The aspects that may or may not be present in the definitions are:

- ▶ the subject completing the task on behalf of the student (company/legal entity, another person including classmates or relatives);
 - ▶ fraudulent action – student request/production of academic work/student submission;
 - ▶ type of work – written essays or other types of assessment tasks;
 - ▶ involvement of payment or other reward such as use of technology like generative AI.
-

*Paper mill

A commercial service organisation, normally web-based, supplying written materials (e.g. essays, reports, homework answers, personal statements, reflective journals) according to a client’s requirements.

ENAI Glossary

*Contract cheating

Form of academic misconduct when a person uses an undeclared and/or unauthorised third party, online or directly, to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved.

ENAI Glossary

*Contract cheating services

Type of consultancy service when a company or an individual provides bespoke work to a person to present as their own work.

ENAI Glossary

*Ghost-writing/Ghost authorship

Ghost Authorship is the practice of using a non-named (merited, but not listed) author to write or prepare a text for publication.

- ▶ To write for or in the name of someone else;
- ▶ To assist in the production of work resulting in unfair advantage to someone else.

ENAI Glossary

*Unauthorised content generation

Production of academic work, in whole or part, for academic credit, progression or award, whether or not a payment or other favour is involved, using unapproved or undeclared human or technological assistance.

ENAI Glossary

Ethics

Based on core values and norms, a set of standards for conduct in government, companies and society that guide decisions, choices and actions.

ETICO; Corruptionary

1. Choice making around “right” and “wrong” values and behaviour.
2. Also called moral philosophy, the discipline concerned with what is morally good and bad, right and wrong. The term is also applied to any system or theory of moral values or principles.

ENAI Glossary

1. Standards of conduct (or behavior) that distinguish between right/wrong, good/bad, etc.
2. The study of standards of conduct.

Bioethics Glossary

Some definitions capture multiple meanings of the word “ethics”.

The term may refer either to the philosophical discipline (moral philosophy) studying right and wrong behaviour, or to the standards, values and norms guiding the conduct of particular stakeholders. The variances in the definitions of (academic) ethics correspond to various branches of ethics as a scientific discipline. The definitions of ethics may be descriptive (describing what is considered ethical), prescriptive (describing what should be considered ethical), or applied to a specific field or context, which in the case of academia encompasses education and research. Unlike other definitions in this document, the usual purpose of the definition term “(academic) ethics” is to provide the fundamental base and context for other definitions.

Ethics is the area of philosophy that seeks to investigate, systematize and propose standards of right and wrong behaviour. This inquiry may be carried out in relation to any sphere of human action at any scale from the consideration of global justice, and the contributions of international organizations or national governments, to the assessment of the ways in which individuals act in relation to each other, to other species or to their environment. It provides the basic tools for the definition of Ethical Research.

PRO-RES

Ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethics also involves the study and development of our own ethical standards via continual examination of our moral beliefs and conduct.

Child Ethics Glossary

The attempt to understand the nature of human values, of how we ought to live and of what constitutes the right conduct.

UNODC

***Academic ethics**

Moral values that are recognized and abided by the academic community.

ENAI Glossary

Values that are recognised and abided by, in the academic community.

QQI

ETINED principles

“ETINED principles” are those principles and values developed by the Council of Europe Platform on Ethics, Transparency and Integrity (ETINED) in accordance with its mandate, based on the concept that quality education will only be achieved, and education fraud effectively addressed, if all relevant sectors of society fully adhere to a set of fundamental ethical principles, both in public and professional life, while relying upon legal norms and structures. The ETINED mandate seeks to develop and support a culture of democracy and participation based on the principles of ethics, transparency and integrity in education.

Recommendation CM/Rec(2022)18 on countering education fraud

***Ethical principles**

Set of ethical values and concepts for guiding behaviour.

ENAI Glossary

Fabrication

In research, the term “fabrication” means making up data, experiments, or other significant information in proposing, conducting, or reporting research.

ENAI Glossary

Making up data or results.

Bioethics Glossary

“Making up data or results and recording or reporting them” (Office of Research Integrity 2000). Fabricated data do not exist at all but have been invented or created by the researcher.

PRO-RES

*Data fabrication

Making up data and using them as if genuine.

ENAI Glossary

Making up data and presenting that data as genuine.

QQI

Falsification

Forging educational, research or scholarship content, images, data, equipment, or processes in a way that they are inaccurately represented.

ENAI Glossary

Changing, omitting, or manipulating data or results deceptively; or deceptive manipulation of research materials or experiments.

Bioethics Glossary

The most important difference in these definitions lies in the presence of intention. If the intention is explicitly present in the definition, then unintentional manipulation does not fit the definition of (data) falsification. The aspect of intention differentiates falsification from an honest error. Other differences are rather minor and stem from the nuances of used terms (forging, manipulating, changing). Some definitions also explicitly mention omitting.

“Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record” (Office of Research Integrity 2000. See also All European Academies 2017). Images may constitute data and so falsification can include inappropriate image manipulation and duplication. Falsified data do exist but have deliberately been altered.

PRO-RES

*Data falsification

Unjustified manipulation of research data with the intention of giving a misleading impression.

ENAI Glossary

Formal education

“Formal education” means the structured education and training system that runs from pre-primary and primary through secondary school and on to university. It takes place, as a rule, at general or vocational educational institutions and leads to certification.

Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

Fraudulent education service providers

“Fraudulent education service providers” include accreditation mills, diploma mills, essay mills, essay banks and visa mills, whether stand-alone or part of larger undertakings.

Recommendation CM/Rec(2022)18 on countering education fraud

*Provision of cheating services

Providing assistance for others to engage in cheating.

QQI

The definition of fraudulent education service providers is tightly related to the definition of fraud, that is, the intentional deception of someone, leading to an unfair advantage. This term aims to capture providers of such services. The definition may be either general (any organisation providing services or assistance in any action that fulfils the definition of fraud), or enumerative, providing the list of types of such organisations.

Heritage of universities

the “heritage of universities” shall be understood to encompass all tangible and intangible heritage related to higher education institutions, bodies and systems as well as to the academic community of scholars and students, and the social and cultural environment of which this heritage is a part. The “heritage of universities” is understood as being all tangible and intangible traces of human activity relating to higher education.

The definition of heritage of universities refers to tangible and intangible assets. Among intangible assets, the values-based culture of the academic community is paramount to support the university mission and penetrates the university spirit from generation to generation.

It is an accumulated source of wealth with direct reference to the academic community of scholars and students, their beliefs, values, achievements and their social and cultural function as well as modes of transmission of knowledge and capacity for innovation.

Recommendation Rec(2005)13 on the governance and management of university heritage

***Culture**

Second, there is its use to describe the systems of values and beliefs thought to be shared by individuals, groups or societies who a researcher wishes to enlist in a study. Here the term “culture” draws attention to the possible differences from the starting assumptions of the researcher and the universalistic claims of some versions of research ethics and the institutions that have adopted them. It directs ethics regulators and review committees to consider whether they are justified in imposing their own models of, for example, Autonomy and Consent in circumstances where the research participants refer to an alternative model. In some contexts, for example, local values and beliefs may not include the concept of written consent and judge requests for this negatively as indicative of a lack of interpersonal trust between researcher and researched.

PRO-RES

***Culture of academic integrity**

The individual, group and/or institutional behaviours, values, beliefs, attitudes and characteristics promoting and following academic integrity.

ENAI Glossary

***Culture of integrity**

The idea that the institutional culture plays a key role in preventing research misconduct and promoting research integrity. Strategies to promote a culture of integrity include education and mentoring in the responsible conduct of research; research policy development; institutional support for research ethics oversight, consultation, and curriculum development; and ethical leadership.

Bioethics Glossary

Human rights education

“Human rights education” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

***Human rights**

Refers to the “basic rights and freedoms to which all humans are entitled”. Examples of rights and freedoms which are often thought of as human rights include civil and

political rights, such as the right to life, and liberty, freedom of expression and equality before the law; and social, cultural and economic rights, including the right to participate in culture, the right to food, the right to work and the right to education.

Research Ethics Glossary

Informal education

“Informal education” means the lifelong process whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (family, peer group, neighbours, encounters, library, mass media, work, play, etc.).

Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

Institutional autonomy

Institutional autonomy, in its full scope, encompasses the autonomy of teaching and research as well as financial, organisational and staffing autonomy.

Recommendation CM/Rec(2012)7 on the responsibility of public authorities for academic freedom and institutional autonomy

Autonomy is two-fold, that is, it refers to both institutions and individuals. The former often relates to self-regulation while the latter is usually described as academic freedom. In autonomy, decision making is inseparable from taking responsibility for both acting and non-acting.

*Autonomy

Respecting a participant’s autonomy involves respecting their capacity to make decisions about research participation, either on an individual basis, or following discussion with others, such as family members.

Research Ethics Glossary

Right of an institution to act autonomously/independently and to be responsible for the consequences of actions by members of the institution.

ENAI Glossary

1. the capacity for self-governance, i.e. the ability to make reasonable decisions.
2. [a] moral principle barring interference with autonomous decision-making.

Bioethics Glossary

“The capacity of a person to govern him or herself, on the basis of reasoned decisions and free from controlling influences by others. Autonomy is widely held to involve the capacity for reason and understanding, a degree of self-control, and freedom from coercion and manipulation” (Hughes et al. 2010).

PRO-RES

Integrity

Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions.

ENAI Glossary

All definitions refer to behaviours and/or actions that are supposed to be in compliance with certain principles or values. The differences are in the level of detail and nuances of particular terms.

Adherence to a set of moral or ethical principles. An integrity system is a political and administrative arrangement that encourages integrity. A country's National Integrity System (NIS) comprises the ensemble of government and non-governmental institutions, laws and practices that can, if functioning properly, minimize levels of corruption and mismanagement.

ETICO

Acting according to moral or ethical principles or values.

Bioethics Glossary

The strict adherence to moral values and principles.

UNODC

Behaviours and actions consistent with a set of moral or ethical principles and standards that is embraced by individuals as well as institutions. Integrity creates a barrier to corruption.

Corruptionary

*Academic integrity

Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship.

ENAI Glossary

Non-formal education

“Non-formal education” means any planned programme of education designed to improve a range of skills and competences, outside the formal educational setting.

Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

Plagiarism

“Plagiarism” means using work, ideas, content, structures or images without giving appropriate credit or acknowledgement to the original source(s), especially where originality is expected. The term “plagiarised” applies to the ideas, content, structures or images in question.

Recommendation CM/Rec(2022)18 on countering education fraud

The use of ideas, content, or structures without appropriately acknowledging the source in a setting where originality is expected, leading to unfair advantage.

ENAI Glossary

Presenting work / ideas taken from other sources without proper acknowledgement.

QQI

Misrepresenting someone else’s creative work (e.g. words, methods, pictures, ideas, or data) as one’s own.

Bioethics Glossary

The variety of definitions of plagiarism showcases a broad understanding of the term. The legal view of plagiarism is usually limited to the lack of or improper citation, whose violation is only a minor part of a broad understanding of plagiarism. The main difference in the above-mentioned definitions is whether the content is taken from other sources, or from someone else’s creative work. The former also includes sources created by the same author (self-plagiarism), whereas the latter excludes self-plagiarism. Another important point to consider is plagiarism of ideas. This is particularly important when crafting the definition for legal documents. Ideas as such are not the subject of authorship laws, only the expression of an idea.

Presenting other people’s work or ideas as one’s own, for example by including text from another author in one’s own writing without attribution, is plagiarism. Self-plagiarism, the unacknowledged re-use by an author of text written for one publication in a subsequent other publication may also be ethically unsound, dependent on context.

PRO-RES

Professional body

A “professional body” is an organisation with individual members practising a profession or occupation for which the organisation maintains an oversight of the knowledge, skills, conduct and practice of that profession or occupation, including trade unions.

Recommendation CM/Rec(2019)9 on fostering a culture of ethics in the teaching profession

Public authority

A “public authority” is any executive, legislative or administrative body at national, regional or local level, including individuals, exercising executive power or administrative functions.

Recommendation CM/Rec(2019)9 on fostering a culture of ethics in the teaching profession

In the definitions, public authority refers to bodies or individuals holding executive, legislative or administrative power at the designated level. Public authority foremost acts in the public interest.

“Public authority” is understood to be any body, organ, entity or other organisation, at any level, empowered to supervise, oversee or make decisions, representing or acting on behalf of the population in the territory concerned, irrespective of its legal status under public or private law. Public authorities may be competent at local, regional or national level, in accordance with the constitutional arrangements of the country concerned.

Recommendation CM/Rec(2012)13 on ensuring quality education, and noting that ethics, transparency and integrity are preconditions for achieving quality in education; Recommendation CM/Rec(2007)6 on the public responsibility for higher education and research

*Public sector

The government and its decentralised units – including the police, military, public roads and transit authorities, primary schools and healthcare system – that use public funds and provide services based on the motivation to improve citizens’ lives rather than to make a profit.

Corruptionary

Public interest report or disclosure

“Public interest report or disclosure” means the reporting or disclosing of information on acts and omissions that represent a threat or harm to the public interest.

Recommendation CM/Rec(2014)7 on the protection of whistleblowers and Parliamentary Assembly Recommendation 2162 (2019) “Improving the protection of whistle-blowers all over Europe”, as well as the reply to this recommendation adopted by the Committee of Ministers

Public official

A person employed by a public authority.

Recommendation Rec(2000)10 of the Committee of Ministers to member States on codes of conduct for public officials

Public responsibility

“Public responsibility” is understood as the responsibility of public authorities. It may be exercised in different ways and at different levels (national, regional, local or a combination of these) in different countries and at different levels of education.

In general, public responsibility relates to the responsibility of public authorities or their authorised bodies at the designated level. Public responsibility may be fulfilled in different ways.

It may be exercised directly by the competent public authority or by other persons or bodies duly empowered to act on its behalf, for the duration of this mandate or until such time as the mandate is withdrawn.

Recommendation CM/Rec(2012)13 on ensuring quality education, and noting that ethics, transparency and integrity are preconditions for achieving quality in education

“Public responsibility” is to be understood as the responsibility of public authorities.

Recommendation CM/Rec(2007)6 on the public responsibility for higher education and research

*Responsibility

The duty to behave with integrity.

ENAI Glossary

Pupils/students

The terms “pupils” and “students” designate all learners in education and training.

Recommendation CM/Rec(2019)9 on fostering a culture of ethics in the teaching profession

The terms “pupils” and “students” designate persons enrolled in an education programme.

Recommendation CM/Rec(2012)13 on ensuring quality education, and noting that ethics, transparency and integrity are preconditions for achieving quality in education

*Apprenticeship (Apprentice)

Without prejudice to national terminology, apprenticeships are understood as formal vocational education and training schemes that:

1. combine learning in education or training institutions with substantial work-based learning in companies and other workplaces,

The meaning of the word pupils/students/learners depends on the sector, the type of school and type of education. The above-mentioned definitions have different focuses. They focus on the activity of pupils/students/learners regardless of their formal status.

2. lead to nationally recognised qualifications,
3. are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution, and
4. include payment or other compensation to the apprentice for the work-based component.

On the other hand, “persons enrolled in an education programme” refers to their formal status, regardless of whether they are actively involved in any learning activity. In some contexts, also persons undergoing practical training (trainees) may be covered by the definition.

Vocational Education and Training Glossary

Qualifications

“Qualifications” includes all forms of certification issued by a competent authority attesting to the successful completion of an education programme, including certificates issued by service providers, professional and employment organisations and associations. This term covers new forms of certification that may be developed in the future.

Recommendation CM/Rec(2022)18 on countering education fraud

Quality education

For the purposes of this recommendation, “quality education” is understood as education which:

- a. gives access to learning to all pupils and students, particularly those in vulnerable or disadvantaged groups, adapted to their needs as appropriate;
- b. provides a secure and non-violent learning environment in which the rights of all are respected;
- c. develops each pupil’s and student’s personality, talents and mental and physical abilities to their fullest potential and encourages them to complete the educational programmes in which they enrol;
- d. promotes democracy, respect for human rights and social justice in a learning environment which recognises everyone’s learning and social needs;
- e. enables pupils and students to develop appropriate competences, self-confidence and critical thinking to help them become responsible citizens and improve their employability;

Quality education refers to primary education stakeholders, such as learners and teachers in any education sector. It focuses on different aspects, for example human rights, organisational culture, education goals. Quality education implies trustworthiness that is reached through coherent procedures and different actions.

- f. passes on universal and local cultural values to pupils and students while equipping them also to make their own decisions;
- g. certifies outcomes of formal and non-formal learning in a transparent way based on fair assessment enabling acquired knowledge and competences to be recognised for further study, employment and other purposes;
- h. relies on qualified teachers who are committed to continuous professional development;
- i. is free of corruption.

Recommendation CM/Rec(2012)13 on ensuring quality education, and noting that ethics, transparency and integrity are preconditions for achieving quality in education

“quality education” means: taking account of the following three elements:

- ▶ matching performance to expectations (fitness for purpose);
- ▶ self-improvement and transformation (focus on processes);
- ▶ empowerment, motivation and participation (focus on learners);

Recommendation CM/Rec(2007)13 on gender mainstreaming in education

***Quality**

Property or attribute. Typically used in research ethics to refer to “quality” of research design and implementation as measured against criteria such as scientific soundness, meaningfulness of research questions, significance of findings or level of ethical sensitivity.

PRO-RES

***Quality assurance**

System of procedures, checks, audits and corrective actions to ensure that all testing, sampling, analysis, monitoring and other technical and reporting activities are of the highest achievable quality.

Research Ethics Glossary

***Quality control/quality assurance**

Processes for planning, conducting, monitoring, overseeing, and auditing an activity (such as research) to ensure that it meets appropriate standards of quality.

Bioethics Glossary

Report

“report” means reporting, either internally within an organisation or enterprise, or to an outside authority;

Recommendation CM/Rec(2014)7 on the protection of whistleblowers and Parliamentary Assembly Recommendation 2162 (2019) “Improving the protection of whistle-blowers all over Europe”, as well as the reply to this recommendation adopted by the Committee of Ministers

*Reporting irresponsible research practices

Notifying the appropriate authorities of any suspected research misconduct and other irresponsible research practices that undermine the trustworthiness of research.

ENAI Glossary

Teacher

A “teacher” is any person who provides education and/or training to pupils or students of all levels and in all sectors of education and training in the context of formal and/or informal learning processes. The definition of the term “teacher” extends to all staff members with teaching responsibilities, including for example researchers, postdoctoral researchers, PhD candidates and/or experts in professional education.

Recommendation CM/Rec(2019)9 on fostering a culture of ethics in the teaching profession

Teaching profession

The “teaching profession” is the collective body of professional teachers within the structural and organisational context in which they operate.

Recommendation CM/Rec(2019)9 on fostering a culture of ethics in the teaching profession

Transparency

Openness about activities and related decisions that affect academia and society and willingness to communicate these in a clear, accurate, timely, honest and complete manner.

ENAI Glossary

The definitions suggest that transparency mainly consists of such principles as openness, honesty, clarity and accountability. Transparency is expected at all levels, institutional and individual, and all sectors to properly protect human rights. Transparency is achieved through good governance and management.

Quality of being clear, honest and open. As a principle, transparency implies that civil servants, managers and trustees have a duty to act visibly, predictably and understandably. Sufficient information must be available so that other agencies and the general public can assess whether the relevant procedures are followed, consonant with the given mandate. Transparency is considered an essential element of accountable governance, leading to improved resource allocation, enhanced efficiency, and better prospects for economic growth.

ETICO

In science, openly disclosing information that concerned parties would want to know, such as financial interests or methodological assumptions.

Bioethics Glossary

A lack of hidden agendas and conditions associated with some action, accompanied by the open availability of all the information required for Collaboration, Cooperation, and collective decision making. Agreements, dealings, practices, and transactions are open to all for verification. The implication of transparency is that every action should be scrupulous enough to bear public scrutiny. This includes clarity about the rules and reasons behind regulatory measures. In practice, transparency may need to be balanced against Confidentiality and Stigmatization to protect research participants and their legitimate Privacy and commercial interests.

PRO-RES

An environment of openness where the access and disclosure of information is a matter of principle and human rights. Leaders, officials and those in power operate in a visible and predictable manner that promotes trust and participation. Transparency is widely understood as a necessary precondition to prevent corruption and promote good governance and sustainability.

UNODC

Characteristic 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 organisations, and board trustees have a duty to act visibly, predictably and understandably to promote participation and accountability and allow third parties to easily perceive what actions are being performed.

Corruptionary

University/higher education institution

the terms “university” and “higher education institution” shall designate an establishment providing higher education and being recognised by the competent authority as belonging to its system of higher education. For the purposes of the present text, the terms shall be used indiscriminately, even if it is realised that in some higher education systems, a formal and/or legal distinction is made between various kinds of higher education institutions, and that the right to the use of the term “university” may be protected by law.

Recommendation Rec(2005)13 on the governance and management of university heritage

Visa mill

A “visa mill” is an institution or organisation (in any legal form) which is neither recognised by national competent authorities nor authorised by the law of any member State as an education institution, and which misrepresents itself as such with the objective of circumventing immigration law by supporting applications for visas or

other permits which allow students to stay, study, work or access public funds in a given member State or in a group of member States (for example the Schengen area) with a common visa scheme.

Recommendation CM/Rec(2022)18 on countering education fraud

Whistle-blower

“whistleblower” means any person who reports or discloses information on a threat or harm to the public interest in the context of their work-based relationship, whether it be in the public or private sector;

**Recommendation CM/Rec(2014)7
on the protection of whistleblowers
and Parliamentary Assembly
Recommendation 2162 (2019)**

“Improving the protection of whistleblowers all over Europe”, as well as the reply to this recommendation adopted by the Committee of Ministers

The definitions point to persons who have the courage to alert an alleged illegal or unethical malpractice in a specific sector in the public interest. Alleged malpractice might be related to work-based and other relationships (e.g. student–student). The definitions suggest that whistle-blowers will be protected from retaliation.

People who inform the public or the authorities about corrupt transactions they have witnessed or uncovered. Whistleblower protection refers to the measures (administrative or legislative) taken to shield the informer from physical, social and economic retaliation.

ETICO

A person who reports suspected illegal or unethical activity, such as research misconduct or non-compliance with human subjects or animal regulations. Various laws and institutional policies protect whistleblowers from retaliation.

Bioethics Glossary

***Whistle-blowing**

Reporting misconduct of an organization, such as violations of the law, corruption, fraud, health/safety violations etc. The term is usually used describing the action taken by an employee when making such misconduct public, especially within a business or government agency.

Research Ethics Glossary

Making a disclosure in the public interest by an internal or external person, in an attempt to reveal neglect or abuses within the activities of an organisation (or its partners) that threaten individuals, standards, quality, integrity or reputation.

ENAI Glossary

The exposure of information or actions within an organization, public or private, that may be considered illegal, unethical, or abusive. Where an organization lacks Transparency, whistleblowing may be an important means of revealing misconduct. As

such, it often receives special legal protection against potential reprisals. Sometimes incentives may be offered to encourage whistleblowing. Researchers who uncover misconduct may face difficult choices in deciding whether to respect the assurances of confidentiality that are usually given to organizations that take part in research or to acknowledge a public interest in disclosure.

PRO-RES

The sounding of an alarm by an employee, director, or external person, in an attempt to reveal neglect or abuses within the activities of an enterprise (or one of its third parties) or other organisation that threaten public interest or the entity's integrity and reputation.

Anti-bribery guidance glossary

Making a disclosure in the public interest by an employee, director or external person, in an attempt to reveal neglect or abuses within the activities of an organisation, government body or company (or one of its business partners) that threaten public interest, its integrity and reputation.

Corruptionary

Glossaries for further reading

Academic Integrity: National Principles and Lexicon of Common Terms (National Academic Integrity Network, Ireland), www.qqi.ie/sites/default/files/2021-11/academic-integrity-national-principles-and-lexicon-of-common-terms.pdf (**QOI**)

Anti-bribery guidance glossary, www.antibriberyguidance.org/glossary (**Anti-bribery guidance glossary**)

ENAI Glossary for Academic Integrity, www.academicintegrity.eu/wp/glossary/ (**ENAI Glossary**)

Glossary (ERIC – Ethical Research Involving Children), <https://childethics.com/glossary-2/> (**Child Ethics Glossary**)

Glossary of Terms and Concepts (PRO-RES project), (**PRO-RES**)

Glossary of terms – Vocational Education and Training, <https://erasmus-plus.ec.europa.eu/node/76/printable/pdf> (**Vocational Education and Training Glossary**)

NIH Bioethics Glossary, www.niehs.nih.gov/research/resources/bioethics/glossary/index.cfm (**Bioethics Glossary**)

Research Ethics Glossary (The Global Health Network), https://media.tghn.org/medialibrary/2013/12/Research_Ethics_Glossary1.pdf (**Research Ethics Glossary**)

Transparency International: Corruptionary, www.transparency.org/en/corruptionary (**Corruptionary**)

UNESCO ETICO glossary of terms, <https://etico.iiep.unesco.org/en/glossary-terms> (**ETICO**)

UNODC Anti-corruption glossary, www.unodc.org/documents/e4j/Secondary/Anti-Corruption_Glossary.pdf (**UNODC**)

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This glossary has been prepared within the framework of the Council of Europe Platform on Ethics, Transparency and Integrity in Education (ETINED). Based on Recommendation CM/Rec(2022)18 of the Committee of Ministers to member States on countering education fraud, the glossary includes 135 definitions which aim to provide clarity on 76 key terms related to ethics and integrity in education.

Methodologically, the glossary integrates terms from various Council of Europe recommendations, spanning from 1998 to 2022, along with insights from reputable glossaries. Terms such as ethics, transparency and integrity are meticulously explained, with attention being paid to differences in interpretation in order to aid understanding in diverse educational contexts. Readers are also encouraged to explore related glossaries for a broader understanding of nuanced concepts.

For users, including stakeholders engaged in promoting ethics across educational levels, this glossary offers invaluable insights. It not only defines terms but also highlights their potential implications and provides additional explanations, thereby enhancing comprehension and applicability, and encouraging informed discourse as well as action within educational communities.

<https://www.coe.int/etined>



www.coe.int

The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.



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