



United Nations
Educational, Scientific and
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International Institute
for Educational Planning

Patterns of development and use of codes of conduct for teachers in 24 countries

Pippa McKelvie-Sebileau

Project coordinated by Muriel Poisson



Photograph: GMIR Akash

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Presentation of the series

Several studies conducted during the last fifteen years have clearly emphasized the negative impact of corruption on the economic, social and political development of countries, because it increases transaction costs, reduces the efficiency of public services, distorts the decision-making process and undermines social values. These studies have also shown a strong correlation between corruption and poverty: statistical regressions suggest that an increase of US\$4,400 in the per capita income of a country will improve its ranking on the index of corruption (international scale) by two points (Ades et al, 1995). Moreover, it has been observed that corruption tends to contribute to the reinforcement of inequities by placing a disproportionate economic burden on the poor and limiting their access to public services.

As a consequence, fighting corruption has become a major concern for policymakers and actors involved in development. In view of the decrease in the international flows of aid and the more stringent conditions for the provision of aid – due to growing pressure on public resources within donor countries and the pressure exerted by tax payers on governments to increase transparency and accountability in resource management – it is regarded today as a major priority in the agenda of countries and of international agencies of development cooperation. The Drafting Committee of the World Education Forum has expressed this concern in the following terms: “Corruption is a major drain on the effective use of resources for education and should be drastically curbed”.¹

A quick review of the literature shows that a number of attempts have already been made to tackle the issue of corruption both globally and sectorally. In the social sector, for example, several studies have been conducted on corruption in the provision of health care services. However, it appears the education sector has not been given proper attention by national education authorities and donors, despite the many grounds for assigning a particular priority to the challenge of combating corruption in education:

- No public sector reform aiming at improving governance and limiting corruption phenomena can obtain significant results as long as the case of education has not been properly addressed – given the importance of the education sector, which is, in most countries, the first- or the second-largest public sector in both human and financial terms.
- Any attempts to improve the functioning of the education sector in order to increase access to quality education for all cannot prove successful if problems of corruption, which have severe implications for both efficiency in the use of resources and quality of education and school performance, are not being properly dealt with.
- Lack of integrity and unethical behaviour within the education sector is inconsistent with one of the main purposes of education – that is, to produce ‘good citizens’, respectful of the law, of human rights and of fairness; it is also incompatible with any strategy that considers education as one of the principal means of fighting corruption.

1. UNESCO. 2000. Dakar Framework for Action. Education for All: meeting our collective commitments. Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000. Extended commentary on the Dakar Action Plan (para. 46).

In this context, the IIEP launched a new research project 'Ethics and Corruption in Education' within the framework of its Medium-Term Plan for 2002-2007. Corruption is defined as the systematic use of public office for private benefit that results in a reduction in the quality or availability of public goods and services. The main objective of this project is to improve decision-making and the management of educational systems by integrating governance and corruption concerns in methodologies of planning and administration of education. More specifically, it seeks to develop methodological approaches for studying and addressing the issue of corruption in education and to collect and share information on the best approaches for promoting transparency, accountability and integrity in the management of educational systems, in both developing and industrialized countries.

The project includes works on topics of relevance such as teacher behaviour, school financing, textbooks production and distribution and academic fraud. It also includes monographs on success stories in improving management and governance, as well as case studies that facilitate the development of methodologies for analysing transparency and integrity in education management.²

Within this framework, IIEP conducted a survey on codes of conduct for teachers in 24 countries, with the active participation of Education International. The objective of the survey was to learn from countries' experiences in translating codes into functional tools that will effectively contribute to the regulation of teachers' behaviour at school level. Its main results are presented hereafter. All the materials related to this work can be found on the Institute's webpage specifically devoted to the issue of codes of conduct: <http://teachercodes.iiep.unesco.org>.

IIEP is very grateful to all the contributors for their valuable insights and would like to thank them accordingly.

Jacques Hallak and Muriel Poisson

2. An information platform, called ETICO, has also been created within the framework of the project. It is available at: www.iiep.unesco.org/en/research/highlights/ethics-corruption/in-brief.html

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Executive Summary

This book presents the results of a survey on codes of conduct for teachers carried out in 24 countries across five continents that could be divided between those that either did or did not already have such codes. The majority of respondents were ministries of education or schools, or were teachers, with female and male respondents represented equally.

There was overall consensus that codes of conduct are intended for teachers, and aim to improve the ethics of the teaching profession. They should be formulated in a positive manner, have relevant and precise aims, and be concrete in nature. The principal theme of a code is teachers' values and relationships with others, such as colleagues, students, and parents. Further, most respondents agreed that teachers not respecting the code should be sanctioned. The most popular reaction to inappropriate behaviour was to give a warning. In countries with existing codes, the types of sanctions already employed were judged to be sufficient.

Teachers' unions, teacher colleges or commissions, and teacher-training institutes were judged to play the most important roles in code development. Consultation with teachers' unions, the analysis of existing codes, and the organization of workshops with teachers were the most popular activities undertaken for code development. In the majority of cases, teachers' unions influenced and formally approved the content of the code of conduct. The responses showed that the code is included in national teacher-training programmes, and adherence is obligatory in most cases. National public authorities, teacher-training institutions, and schools are most likely to be responsible for code dissemination.

One of the major problems with code design and implementation outlined in the responses was that there is not enough knowledge of the code among those directly concerned: less than two-thirds of respondents indicated that they had 'good' or 'very good' knowledge of existing codes, and in approximately one-quarter of cases, the code had not been distributed to teachers. Other problems mentioned were that code implementation was not supported by the law, and that the necessary resources were not mobilized.

Governments, ministries of education, regional/local authorities, teacher-training institutes, teachers' colleges or commissions, and teachers' unions generally reacted favourably to the dissemination of the code, while parent/teacher associations, public opinion, and the media responded less favourably. The majority of respondents were satisfied with the existing code content, though to differing degrees across institutional backgrounds. Altogether, code implementation is seen to have a significant impact on promoting a feeling of professional identity, reducing misconduct, and improving the quality of education.

Introduction

Many countries are in the process of developing a code of conduct for teachers, or of reviewing an existing one. Such codes address the relationships that teachers maintain with various groups, including students, parents, other teachers, national and regional educational authorities, accreditation bodies and the wider community. Codes take on a particular importance in light of the Education for All goals aimed at achieving universal primary education for all children, particularly girls. In this regard, teacher quality is seen as an essential aspect of educational provision. The ILO/UNESCO *Recommendation Concerning the Status of Teachers* (ILO; UNESCO, 1966) and the *Education International Declaration on Professional Ethics* (Education International, 2001)³ can be taken as international reference texts.

Countries wishing to implement a code of conduct for teachers routinely face similar challenges in its implementation, such as external factors (school community, societal issues), resources, ensuring the implication of all major actors, and internal and external controls. Dissemination also presents specific challenges, such as ensuring that existing teachers, future teachers, and other involved parties all have good knowledge of the content of the code, and feel comfortable putting it into practice. Stakeholder reactions to implementation of the code can also be mixed, with teachers being concerned about interference in their personal lives or violations of basic human rights, while other parties may feel that the simple existence of a code does not automatically ensure ethical behaviour. Deciding upon appropriate sanctions, if any, for behaviours that violate the code is also problematic for countries, as agreement must be reached among all parties.

These are the main reasons which led to a survey being conducted by the International Institute for Educational Planning (IIEP) in 24 countries across the world during 2009–2010. Respondents from a range of education-related backgrounds (ministries of education, teaching establishments, teachers' unions, etc.) across these countries were invited to participate in the survey. Respondents were able to choose whether to complete the 'without code' questionnaire if no code existed in their country, or the 'with code' questionnaire when a code existed for their country. Some 414 questionnaires were received, 35 per cent of which were 'with code' questionnaires and 65 per cent were 'without code' questionnaires. The comparison of existing codes (responses to the 'with code' questionnaire) with the perception of codes (responses to the 'without code' questionnaire) across countries allowed us to identify areas where the implementation of existing codes has not been ideal, and where countries wishing to implement their own codes of conduct for teachers may choose to focus their attention.

The methodology and the main findings of the survey are presented hereafter, following the various sections of the questionnaire, i.e. code content and coverage; code design and development; implementation and dissemination of the code; monitoring the application of the code; and perception and impact of the code.

3. Available at: <http://unesdoc.unesco.org/images/0012/001260/126086e.pdf> and www.ei-ie.org/worldcongress2004/docs/WC04Res_DeclarationProfEthics_e.pdf

1 Methodology of the survey

This chapter provides a general description of the methodology followed by the survey. It describes the questionnaires received from participating countries and details the profiles of the respondents, including numbers and percentages.

1.1 Participating countries

Twenty-five countries were selected to participate in the survey, with five countries representing each of the following regions: Africa, Asia-Pacific, Europe, Latin America and the Caribbean, and North America. Within each of these regions, discussions were undertaken with the Canadian International Development Agency (CIDA) and Education International (EI) to identify appropriate countries with active teaching unions and who were most likely to be interested in such a survey.

The final group of 25 selected countries included: Brazil, Burkina Faso, Canada, Chile, Costa Rica, Eritrea, Germany, Guyana, Ireland, India, Ivory Coast, Jamaica, Kenya, Malaysia, Mali, Morocco, Nepal, Peru, Poland, Senegal, Singapore, South Africa, Sweden, United States of America (USA), and Viet Nam. Overall, responses were received from 24 out of the 25 countries targeted. No responses were received from Nepal, so all subsequent analyses have been performed using the 24 countries that replied.

1.2 Respondent backgrounds

Six specific profiles of respondents were targeted: (1) national ministry of education staff; (2) management in charge of teacher training within national ministries of education; (3) staff from educational departments responsible for personnel at the regional level (or academic inspection region); (4) the commission in charge of teaching personnel (if such a commission existed); (5) teacher-training institute staff; and (6) members of teachers' unions affiliated with EI. We sent the questionnaire to each of these institutions in the 25 selected countries, requesting that they return 15 questionnaires per institution, per country.

1.3 Questionnaire content

In the preliminary instructions to the questionnaire, respondents were informed that 'codes of conduct (or codes of ethics or behaviour) are the name given to documents that formulate ethical principles, and rules, for good behaviour that apply to the teaching profession'. Respondents were then asked to select the appropriate questionnaire according to whether or not such a code existed in their country. It was up to them to decide which questionnaire to complete, based on their interpretation of the situation in their country.⁴

4. For the purpose of this report, respondents to the questionnaire for countries with a code are referred to as 'with code' respondents, and respondents to the questionnaire for countries without a code are referred to as 'without code' respondents.

The 'with code' questionnaire contained 66 questions, plus a short section on demographical information (age, sex, country, institution, and whether or not the respondent was a teacher). As some of the questions regarding implementation of codes of conduct were not applicable for countries without codes, the 'without code' questionnaire contained fewer questions (53) and the short demographical information section.

Questions in the 'with code' questionnaire were worded slightly differently to the 'without code' questionnaire to reflect the different situations in countries with or without existing codes, but the essence of the questions remained the same. For example, the question regarding who the code applied to was worded in the affirmative in the 'with code' questionnaire ('For which category of people is the code intended?') and hypothetically in the 'without code' questionnaire ('For which category of people *should* the code be intended?'). For the purposes of this report, these questions are considered to be the same, and the results amalgamated unless otherwise specified, for example when existing code versus perception comparisons are required.

1.4 Questionnaire selection

Many more 'without code' questionnaires (270) were returned than 'with code' questionnaires (144). Besides, in 13 out of 24 countries (Brazil, Burkina Faso, Canada, Costa Rica, Ivory Coast, India, Jamaica, Morocco, Peru, Senegal, Singapore, Sweden and the USA), some respondents answered the 'with code' questionnaire while other respondents answered the 'without code' questionnaire. These disparities can be interpreted in a number of ways.

Firstly, there may be a difference between national codes of conduct and regional or provincial codes of conduct, as in the USA and Canada, for example, where three respondents selected the 'without code' questionnaire as no nation-wide code existed, although there was a state-based code (in the USA) or a provincial one (in Canada). A second reason behind these disparities is the difference between an actual code of conduct and disciplinary legislation. A number of respondents in Costa Rica, Ivory Coast, Jamaica, Burkina Faso, and Singapore made reference to ethical codes or laws but chose to fill out the 'without code' questionnaire. This reflects differences in perception of what constitutes a code of conduct. Further, these disparities may simply reflect the timing of the survey administration. In Burkina Faso and Senegal, one respondent filled out the 'without code' questionnaire but mentioned that a code was being developed. In Sweden, while there is no code currently applicable, one was developed in 2001 by the teachers' union to which the respondent answering the 'with code' questionnaire belonged. A final explanation of the disparities is that few respondents were aware of the current codes of conduct applicable in their country.

Overall, the number of responses per questionnaire has been maintained as they were received, and as such the distribution of responses across 'with code' and 'without code' questionnaires cannot be interpreted as reflecting whether a code actually exists in a country or not. Rather, questionnaire selection should be interpreted as reflecting whether respondents were aware of the existence of a code or not.

1.5 Respondent profiles

Overall, the majority of respondents were teachers (78 per cent) and the genders were relatively equally represented. Just over half of the teachers were male, compared to 59 per cent among the non-teacher respondents. Almost two-thirds of respondents overall were aged between 30 and 50, with 31 per cent aged over 50 and 4 per cent under 30.

Institutional backgrounds

Respondents were from a variety of institutional backgrounds (see *Figure A1* in *Appendix 1*), with almost one-third (32 per cent) of respondents belonging to ministries of education. The next most represented groups were schools (17 per cent), teacher-training institutes (17 per cent), educational departments at regional or local level (15 per cent), and teachers' unions (10 per cent). Only 1 per cent of the respondents came from teacher colleges or commissions (professional organizations).

When looking at institutional distribution according to the type of questionnaire completed, we see that patterns are quite different, as shown in *Table 1*. The backgrounds of respondents of the 'without code' questionnaire were relatively evenly balanced, with the highest proportion coming from a ministry of education, teacher-training institutes, and educational departments at the local or regional level. The lowest proportions came from teacher colleges or commissions and parent/teacher associations. Institutional representation among respondents of the 'with code' questionnaire was less even, with almost half of the respondents coming from a ministry of education. The lowest proportions were from teacher colleges or commissions, or were from respondents who had checked 'other'.

Table 1. Distribution of respondents according to the type of questionnaire and institution

'You belong to the following institution':	With code		Without code		Total	
	N	%	N	%	N	%
Educational department at the regional/local level	10	7	49	18	59	14
Ministry of education	58	40	69	26	127	31
[Left blank]	9	6	8	3	17	4
Other	2	1	15	6	17	4
Parent/teacher association	8	6	14	5	22	5
School	24	17	45	17	69	17
Teacher college or commission (professional organization)	4	3	0	0	4	1
Teacher-training institute	15	10	52	19	67	16
Teacher union	22	14	18	7	40	10
Total	152*	100	270	100	422	100

* Five respondents belonged to more than one institution.

Note: Total percentages equal more than 100 due to rounding.

Country of respondents

Almost one-quarter of the respondents came from India, followed by Morocco, Peru, Costa Rica, Brazil, Malaysia, and Singapore. Each of the following countries represented under 5 per cent of the respondents: Burkina Faso, Canada, Chile, Eritrea, Germany, Guyana, Ireland, Ivory Coast, Jamaica, Kenya, Mali, Senegal, South Africa, Sweden, United States of America, and Viet Nam. For more details, refer to *Table A1* in *Appendix 2*.

2 Results per section of the survey

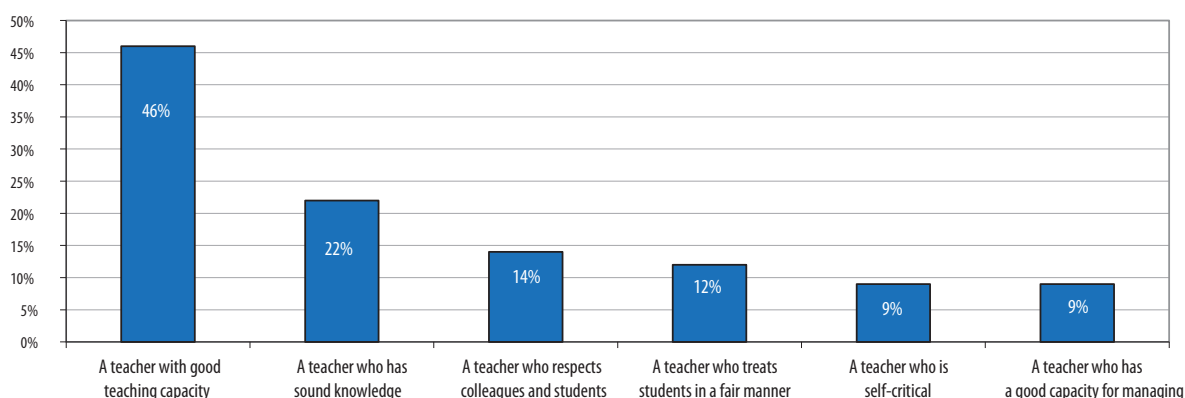
This chapter will discuss the results according to the various sections of the survey under the five following sub-headings: general perception of teachers' behaviour and attitudes; content and coverage of the code; code development and design; implementation and dissemination of the code; monitoring the application of the code; and perceived impact of the code.

2.1 General perception of teachers' behaviours and attitudes

Perception of a 'good teacher'

In designing codes of conduct for teachers, it is interesting to examine the perceptions among different groups of what makes a good teacher, particularly as these perceptions may change across countries. Responses to the question 'What makes a good teacher?' across all types of respondents show considerable homogeneity, with 46 per cent of the respondents placing 'good teaching capacity' in first position (Figure 1). The second most cited prerequisite in a good teacher was to 'have sound knowledge'. A majority of respondents from ministries of education, regional and local educational departments, teachers' unions, and parent/teacher associations classified this quality as a first priority, whereas respondents from teacher-training institutes and schools put this in third place.

Figure 1. Teacher qualities judged to be the most important according to all respondents

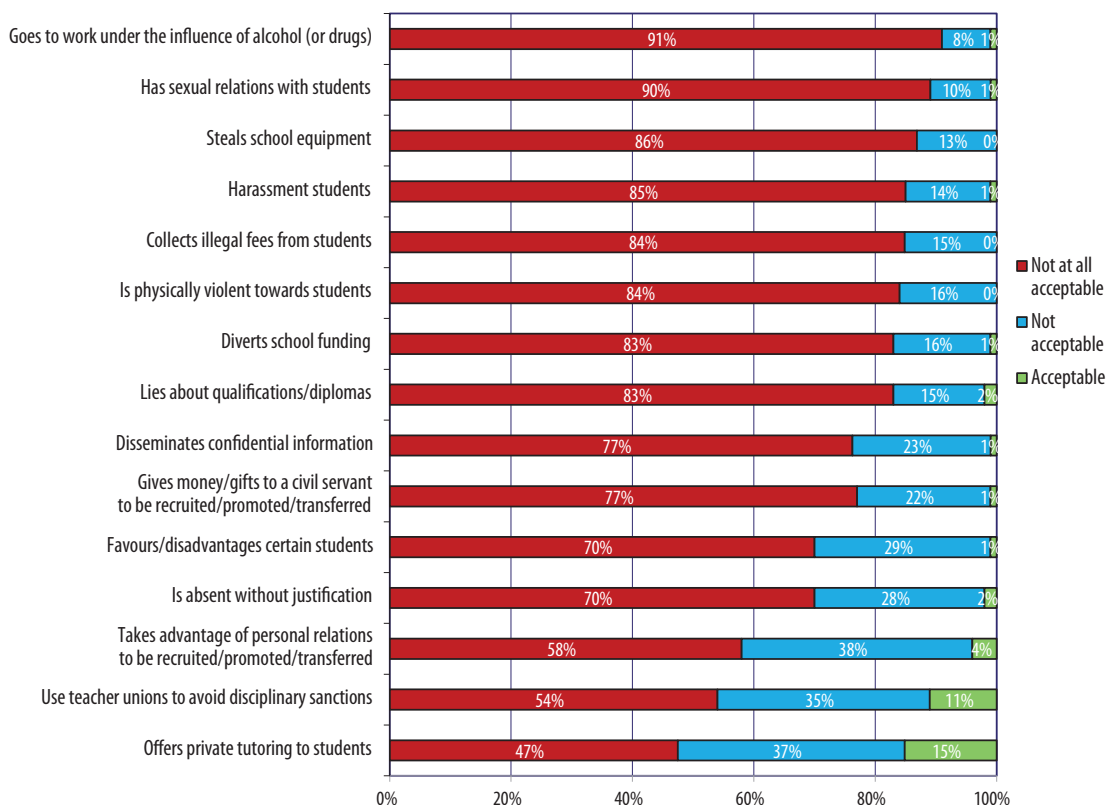


Acceptability of specific teacher behaviours and attitudes

Figure 2 displays the distribution of responses across both questionnaires regarding the acceptability of specific behaviours and attitudes of teachers. The following attitudes were judged the most severely, with over 80 per cent of the respondents across both questionnaires replying that they were not at all acceptable: lying about qualifications or diplomas; going to work under the influence of alcohol (or drugs); having sexual relations with students; being physically violent toward a student; harassing a student; collecting illegal fees from students;

diverting school funding; and stealing school equipment. The behaviours that were the least severely judged were: taking advantage of personal relations to be recruited, promoted, or transferred; using teachers’ unions to avoid disciplinary sanctions; and offering private tutoring. These appear at the bottom of *Figure 2*.

Figure 2. Respondents’ opinions about teachers’ behaviour

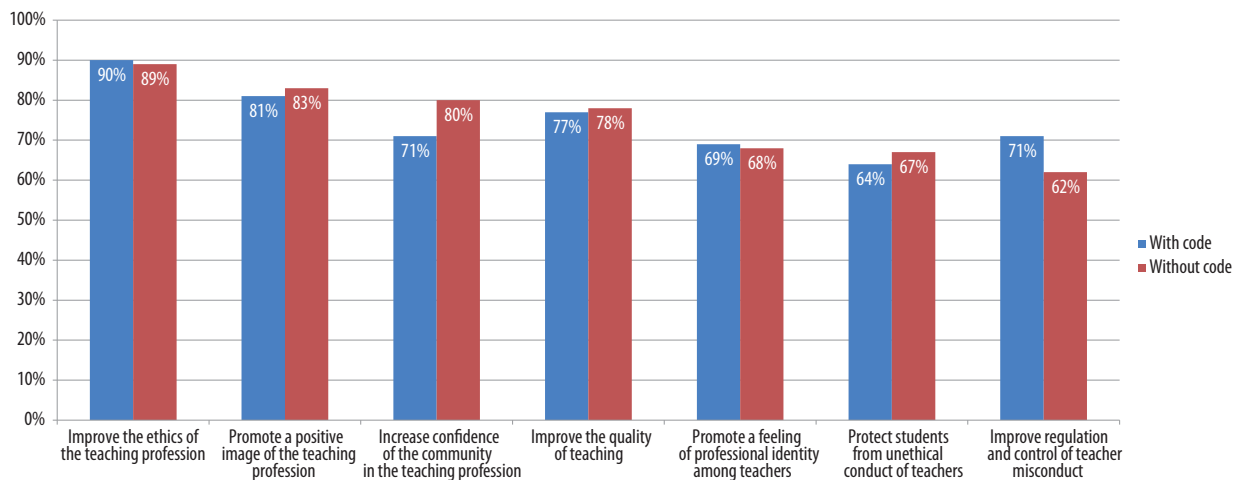


2.2 Content and coverage of the code

Main objectives of the code

Respondents were asked what were, or should be, the principal objectives stated by the code (see *Figure 3*). Overall, most respondents agreed that one of the main objectives of the code was to improve the ethics of the teaching profession. One small difference can be noted in percentages of respondents selecting ‘improve regulation and control of teacher misconduct’, where more respondents with codes in their country (71 per cent) felt that this was a principal objective compared to respondents to the ‘without code’ questionnaire (62 per cent).

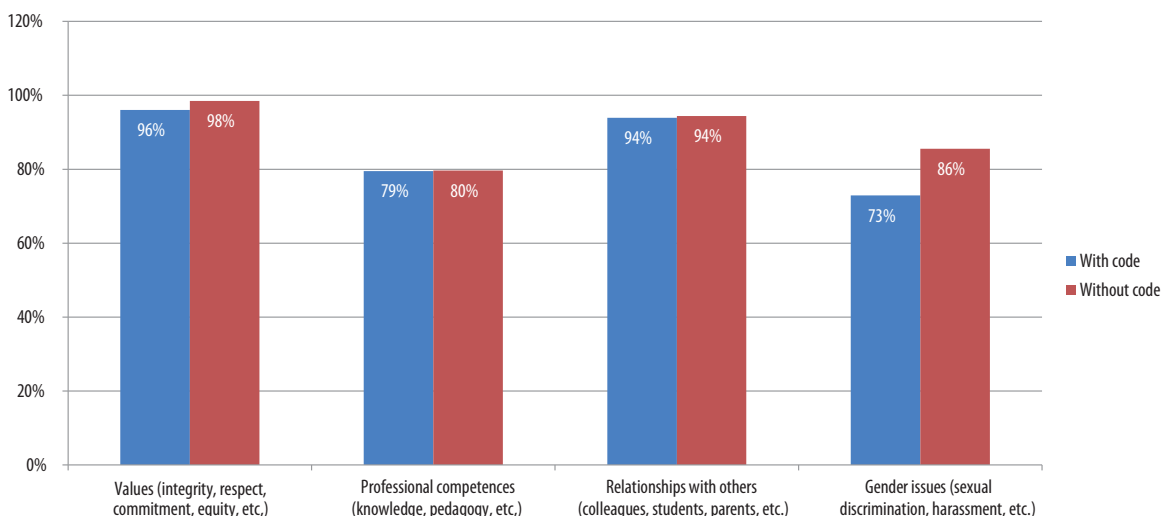
Figure 3. Main objectives of the code according to all respondents



Principal themes of a code of conduct

Responses across questionnaires were relatively similar regarding what are/should be the principal themes treated in the code. The most commonly selected principal theme in both groups was values (integrity, respect, commitment, equity, etc.), cited by 98 per cent of the respondents. This was followed by relationships with others (colleagues, students, parents, etc.) (94 per cent), gender issues (sexual discrimination, harassment, etc.) (82 per cent), and professional competences (knowledge, pedagogy, etc.) (80 per cent). However, as *Figure 4* shows, more ‘without code’ than ‘with code’ respondents (86 per cent and 73 per cent respectively) felt that gender issues such as sexual harassment and discrimination should be a principal theme of the code.

Figure 4. Principal themes of the code according to all respondents



Principal characteristics of a code of conduct

Respondents were asked to select what were, or should be, the principal characteristics of the code of conduct for teachers in their country. Overall, we see that codes were generally formulated in a positive manner and were practical in nature rather than theoretical (*Figure 5*). Responses to the 'with code' questionnaire were generally more positive, except regarding whether or not the code described ethical principles and whether it was of a well-aimed and concrete nature.

Target audience of the code

The majority (74 per cent) of respondents felt that the code was, or should be, intended for teachers. A small number (13 per cent) indicated that the code did or should also apply to civil servants of the education sector, and 6 per cent indicated that it did or should apply to 'civil servants other than in national education'. These percentages were evenly balanced across respondents of both questionnaires.

Overall, just over half of the respondents indicated that the code did (or should) take into consideration the different status of teachers (i.e. civil servants, contractual, voluntary, community teachers).

Specific groups mentioned in the code

In response to the question '*Does the code give details on teachers' conduct in function of the following groups of actors?*', the most common replies among 'with code' respondents were students (90 per cent), administration (86 per cent), colleagues (83 per cent), parents (80 per cent), and the local community (79 per cent). 'Without code' respondents replied in a similar manner, except that they were more of the opinion that codes should mention teachers' conduct vis-à-vis parents (95 per cent), and were less concerned about their relations with the administration (80 per cent). Regarding the remaining groups, 97 per cent of respondents mentioned students, 91 per cent mentioned colleagues, and 86 per cent mentioned the local community.

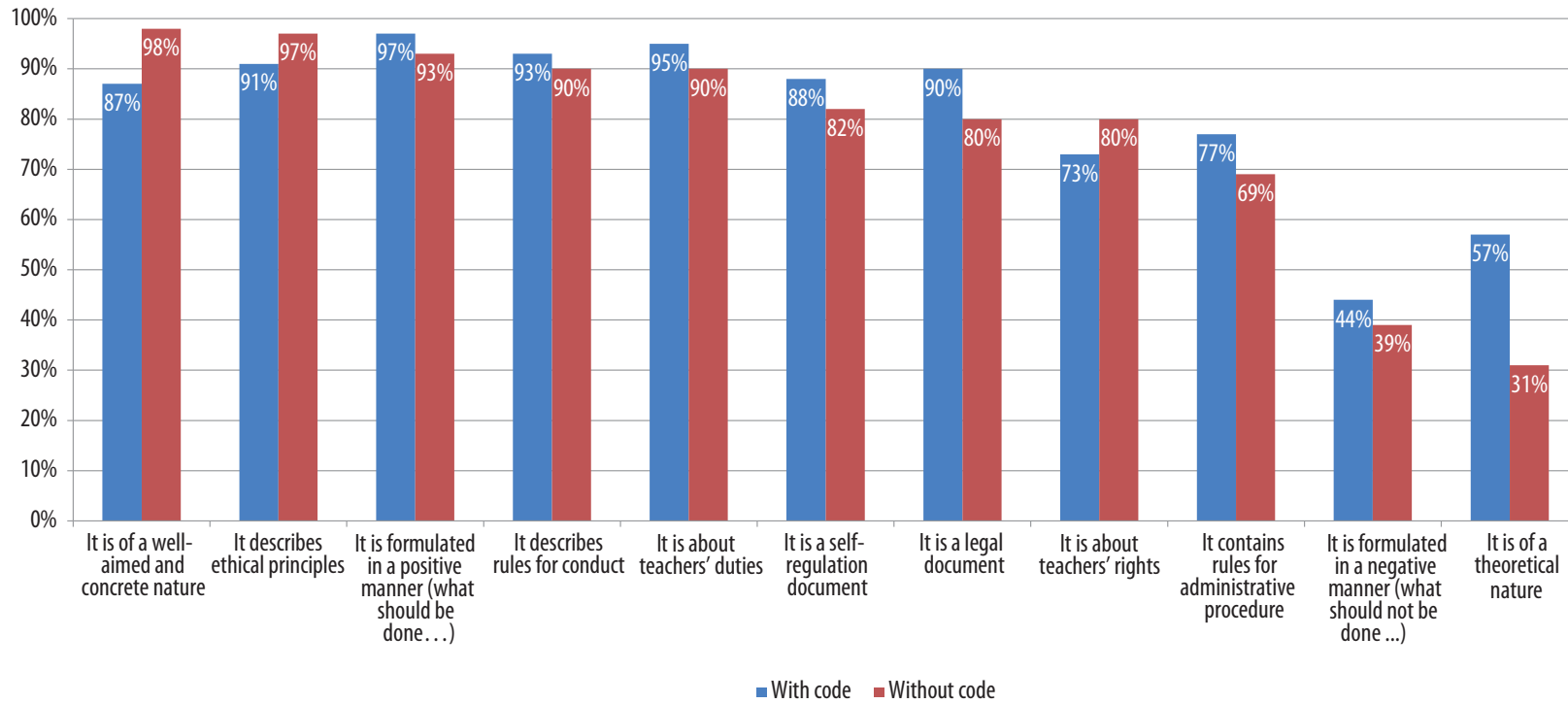
Average age of existing codes of conduct

The median age of existing codes of conduct in surveyed countries was 10 years. The oldest code was developed in 1936 in Canada, in 1953/1957 in Costa Rica, and the most recent in 2007 in Ivory Coast, India, and Ireland. Most were developed in or after 1990 (45/64 responses, or 70 per cent).

Length of the code

Ninety per cent of the respondents to the 'with code' questionnaire felt that the length of the code was satisfactory. This appears to be regardless of the length of the code document itself, with responses being evenly distributed between 'less than five pages' (22 per cent) to 'more than 20 pages' (23 per cent). Respondents to the 'without code' questionnaire mostly felt that a code should be between five and six or 10 and 20 pages (63 per cent). Only 13 per cent felt that the code should be more than 20 pages, and 21 per cent felt that it should be less than five pages.

Figure 5. Principal characteristics of the code according to all respondents



Influence of teacher unions on the content

The majority of respondents to the 'with code' questionnaire indicated that teachers' unions had influenced the content of the code, with 41.3 per cent indicating that these unions had influenced the content to a certain extent, and 43 per cent a great deal. The remaining 15.7 per cent indicated that teachers' unions had not influenced the content of the code at all. When we looked at responses from teachers' union respondents only, a much higher proportion (over 80 per cent) replied that the teachers' union had influenced the code a great deal (compared to 38 per cent of non-teachers' union respondents). The remaining teachers' union respondents indicated that teachers' unions had influenced the code content to a certain extent, whereas 18 per cent of non-teachers' union respondents said that they had not influenced the code content at all.

Satisfaction with code content

On the whole, respondents to the 'with code' questionnaire were satisfied with the content of the code, with 54.9 per cent indicating that they found it rather satisfactory and 30.5 per cent indicating that they found it very satisfactory. Only 12.2 per cent found it to be not very satisfactory, and 2.4 per cent found it to be not at all satisfactory. All respondents from teachers' unions were either rather or very satisfied with the content of the code. In contrast, non-teachers' union respondents were less satisfied, with almost one-fifth of these respondents finding the code content not very or not at all satisfactory.

We observe a wider distribution of responses from women regarding satisfaction with the code content, with 34.4 per cent finding it very satisfactory compared to 26.7 per cent of the male respondents, 15.6 per cent finding it not very satisfactory compared to 11.1 per cent of men, and 3.1 per cent finding it not at all satisfactory compared to 0 per cent of men. Men's responses were more or less divided down the middle, with the majority (62.2 per cent) indicating that the content was rather satisfactory.

Teachers' satisfaction with code content was also fairly evenly divided, with 58.7 per cent indicating that they found the content to be rather satisfactory compared to 33.3 per cent of non-teachers. Overall, however, this indicates that teachers were generally fairly satisfied with the code content across participating countries.

Across all different institutional affiliations, the highest proportion of respondents indicated that they found the code content rather satisfactory, except for respondents from teachers' unions, who mostly (61.5 per cent) replied that they found the content very satisfactory. A relatively high proportion of respondents from ministries of education and teacher-training institutes indicated that they were not very satisfied (six respondents, or 18.9 per cent) or not at all satisfied (four respondents, or 36.4 per cent). Only one respondent from another background was not at all satisfied.

We investigated whether respondents from one particular country were particularly dissatisfied with the code, finding that of the few respondents (10) overall indicating that they found the code content not very satisfactory, four came from Costa Rica (representing 40 per cent of their valid responses for this question) and four from Singapore (representing

31 per cent of their valid responses for this question). These relatively high rates of dissatisfaction with the code may warrant further investigation in these countries.

2.3 Code development and design

Organizations responsible for the development of the code

Respondents to the ‘without code’ questionnaire were mostly of the opinion that teacher institutions (teachers’ unions, teacher colleges or commissions (professional organizations), and teacher-training institutes) should be involved in the development of the code (88–90 per cent). They were less favourable to the involvement of individual teachers (61 per cent), women’s organizations (68 per cent), and civil society organizations (71 per cent). Similar patterns were observed among respondents to the ‘with code’ questionnaire (reflecting who was actually involved in the development of the code), with women’s organizations (38 per cent), non-governmental organizations (NGOs) (51 per cent), anti-corruption commissions (51 per cent), and individual teachers (53 per cent) being the least likely to have been involved in code development. The institutions that were most likely to have been involved were national public authorities (81 per cent), teachers’ unions (77 per cent), and regional public authorities (72 per cent), reflecting a higher participation of regional authorities than considered necessary by respondents to the ‘without code’ questionnaire, and lower participation on the part of teacher institutions.

Figures 6a and 6b display responses to the question ‘Which actors were/should be involved at each of the following stages of the development of the code: draft, discussion, finalization?’. We observed greater participation of anti-corruption commissions, national public authorities and NGOs in the actual situation (‘with code’) than in the ideal (‘without code’).

Figure 6a. Involvement of various actors during code development (according to ‘with code’ respondents)

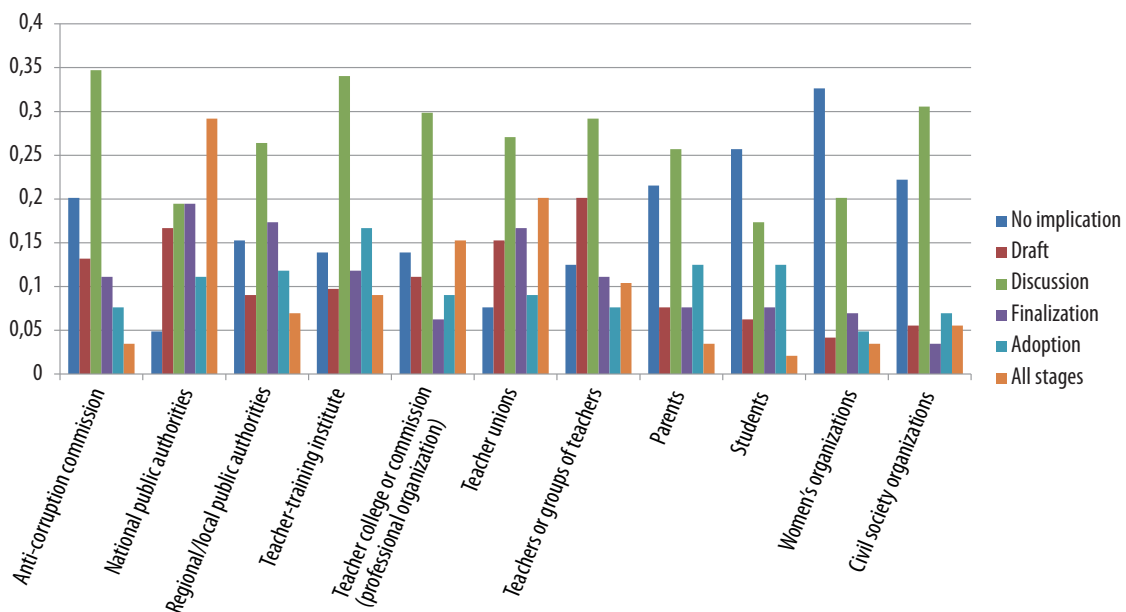
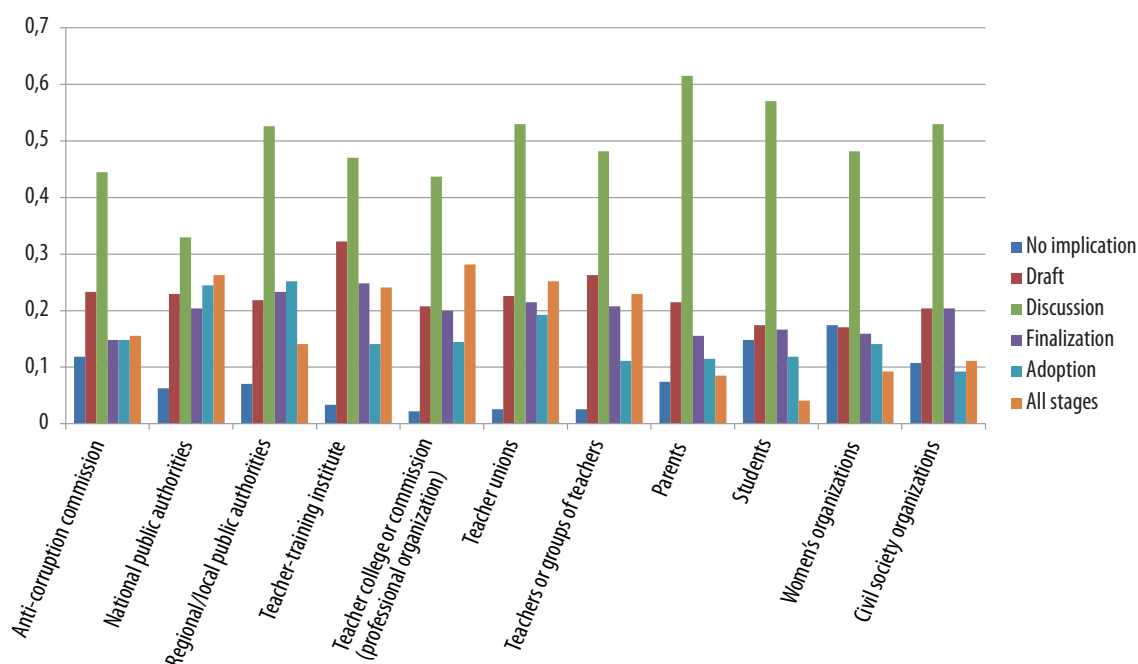


Figure 6b. Involvement of various actors during code development (according to ‘without code’ respondents)



Schools' involvement in the development of the code

Schools took the initiative to develop the code in 42 per cent of the cases of existing codes. When schools were involved, head-teachers and teachers always played a major role. The school board was almost always involved. Students were involved in only half of the cases, the local community in 53 per cent, parents in 58 per cent, and NGOs in 64 per cent. In almost all of these cases women were involved.

When we compared existing codes with responses to the ‘without code’ questionnaire, we saw that respondents felt that schools should take the initiative for development more often (65 per cent), with similar patterns of individual involvement – teachers (96 per cent), the school board/council (93 per cent) and head-teachers (88 per cent) were the most commonly cited for being involved, and the local community (69 per cent), students (72 per cent), and NGOs (74 per cent) the least commonly cited as entities responsible for taking the initiative for development.

Activities initiated during the development of the code

‘With code’ questionnaire responses to the question ‘To your knowledge, did the development of the code favour the initiation of the following activities?’ revealed that consultation with teachers’ unions, analysis of existing codes, and organization of workshops with teachers were the three most popular activities motivated by code development (see Table 2 below). The organization of telephone interviews was the least likely activity to have occurred during code development.

In terms of a link between activities favoured in development and the impact of the code, no obvious patterns were observed. Generally, if an activity had been initiated by code development, just over half of the 'with code' respondents felt that the code implementation had had a very significant impact on reducing the level of misconduct among teachers. One-quarter replied that code implementation had had a significant impact.

Similarly, in investigating whether any of these activities were specifically linked to satisfaction with the code development, it was difficult to observe any obvious patterns.

Table 2. Satisfaction with the code development and initiation of specific activities during the process (according to 'with code' respondents)

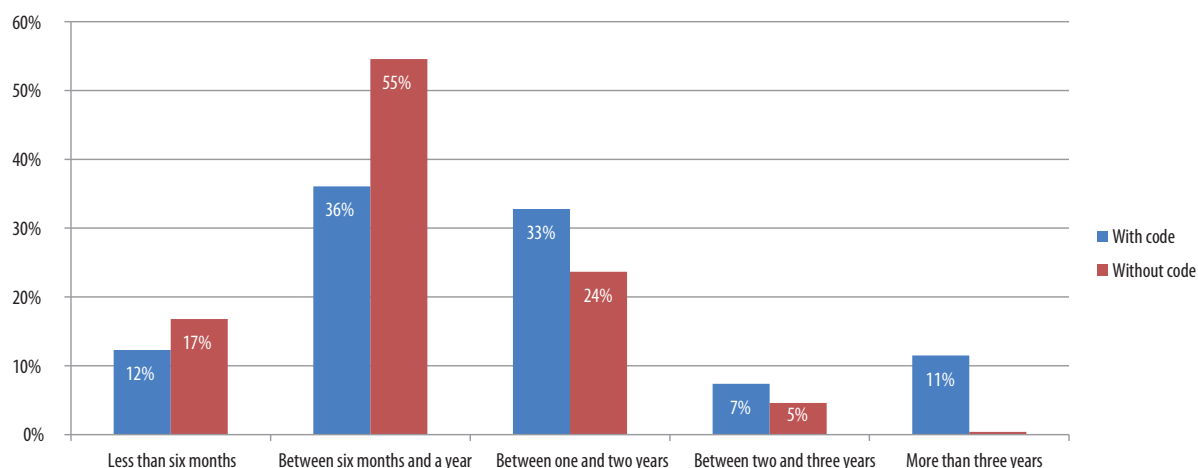
		Code development process				Total
		Not at all satisfactory	Not very satisfactory	Rather satisfactory	Very satisfactory	
Creation of a national commission	Initiated	0	15	15	8	38
	Not initiated	1	0	10	12	23
Constitution of a group of experts	Initiated	1	4	16	13	34
	Not initiated	0	12	9	7	28
Analysis of existing codes	Initiated	0	3	22	16	41
	Not initiated	1	12	4	3	20
Conduct of case studies/surveys	Initiated	0	3	16	9	28
	Not initiated	1	12	8	10	31
Telephone interviews	Initiated	0	2	5	0	7
	Not initiated	1	13	15	19	48
Organization of workshops with teachers	Initiated	0	15	19	16	50
	Not initiated	1	1	6	5	13
Organization of meetings in the schools	Initiated	0	2	20	11	33
	Not initiated	1	4	5	9	19
Consultation with teachers' unions	Initiated	1	5	22	19	47
	Not initiated	1	1	5	3	10
Organization of public forums	Initiated	0	2	10	8	20
	Not initiated	1	4	12	11	28
Dissemination of the first version of the code	Initiated	0	4	17	13	34
	Not initiated	0	11	10	5	26
Total		10	125	246	197	578

Duration of code development according to all respondents

Responses related to the time it took to develop the code reveal interesting differences between the ideal and the actual length of the code development process. For respondents to the 'without code' questionnaire, 53 per cent felt that the code should be developed within six to 12 months, and 16 per cent in under six months. Twenty-three per cent replied that the development phase should last between one and two years; only 4.4 per cent felt that between two and three years was acceptable; and only one respondent replied that the development phase should not last more than three years. Not surprisingly, responses to the 'with code' questionnaire reveal longer periods of development in reality, with 11.5 per cent stating that it took over three years, 7.4 per cent two to three years, 32.8 per cent one to two years, 36.1 per cent six to 12 months,

and only 12.3 per cent less than six months (Figure 7). These differences may reveal that, in general, specific problems were encountered during the development process, or that adoption of the code proved to be more difficult than planned.

Figure 7. Duration of code development according to all respondents



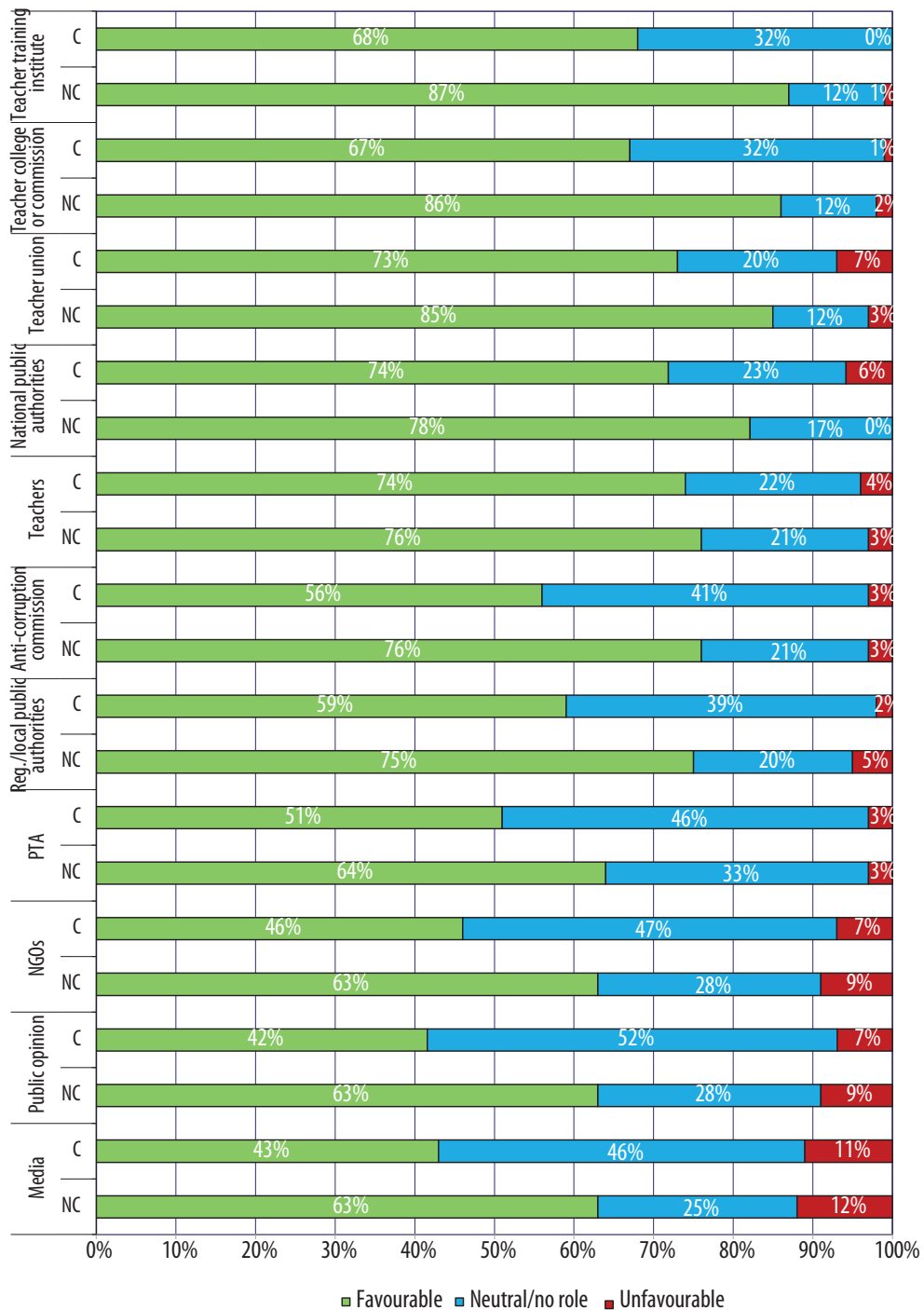
Contribution of various actors to code development

Figure 8 displays the responses to the question ‘In your opinion, did the following actors/are the following actors likely to play a favourable, neutral, or unfavourable role in the development of the code in your country?’.

Overall, teachers’ unions, teacher colleges or commissions, and teacher-training institutes were judged to play the most important roles in code development. Amalgamating responses across both questionnaires, the actors judged to play an unfavourable role in the development were the media, public opinion, and NGOs. Notably, not a single respondent to the ‘without code’ questionnaire felt that national public authorities would play an unfavourable role; however, 6 per cent of the respondents to the ‘with code’ questionnaire indicated that they had, in fact, done so.

We also examined whether ‘with code’ respondents felt that the teachers’ union had contributed to the good implementation of the code. Three-quarters of teachers’ union respondents indicated that it had contributed a lot, and one-quarter a little. These percentages were lower among non-teachers’ union respondents, with 58 per cent indicating that the teachers’ union had contributed greatly to the good implementation of the code, 31 per cent indicating a minor contribution, and 11 per cent indicating no contribution at all.

Figure 8. Respondents' opinions about specific actors' involvement in code development



Specific problems highlighted in code development

A number of qualitative responses were given to the question ‘*In your opinion, how could the development process of the code be improved?*’ by respondents to the ‘with code’ questionnaire. The involvement (or greater involvement) of all persons concerned (especially teachers) was most widely cited as an area for improvement, with answers focusing on teachers, people involved in the daily operation of the education system (i.e. teachers, parents, students), and teachers’ and students’ unions. The second theme to emerge was the suggestion for (greater) use of feedback and consultation processes at national and local levels during the development process. For respondents to the ‘without code’ questionnaire, the most commonly cited procedures were consultation processes, such as forums or meetings that provide opportunities for analysis, discussion, feedback, and fine tuning.

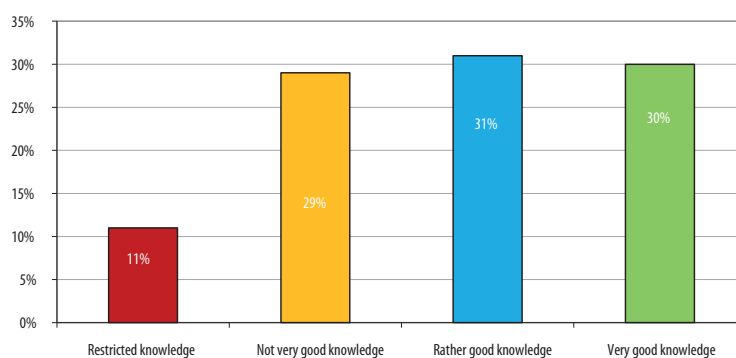
For ‘with code’ respondents, we examined what sorts of specific problems were cited in relation to the respondents’ adherence or not to teachers’ unions. While half of the non-teachers’ union respondents indicated that a major problem with the code development process was that some key actors were not consulted (52/105), only two of the 16 teachers’ union respondents selected this as a major problem. Other percentages were very similar across teachers’ union and non-teachers’ union respondents.

2.4 Implementation and dissemination of the code

Knowledge of the code

Good knowledge of the code appears to be limited (see *Figure 9* below): 60 per cent of ‘with code’ questionnaire respondents replied that they had very good or good knowledge of the code of conduct; 29 per cent replied that they had not very good knowledge; and 11 per cent replied that they had restricted knowledge (this question did not appear in the ‘without code’ questionnaire). This raises the issue of appropriate strategies to disseminate the code.

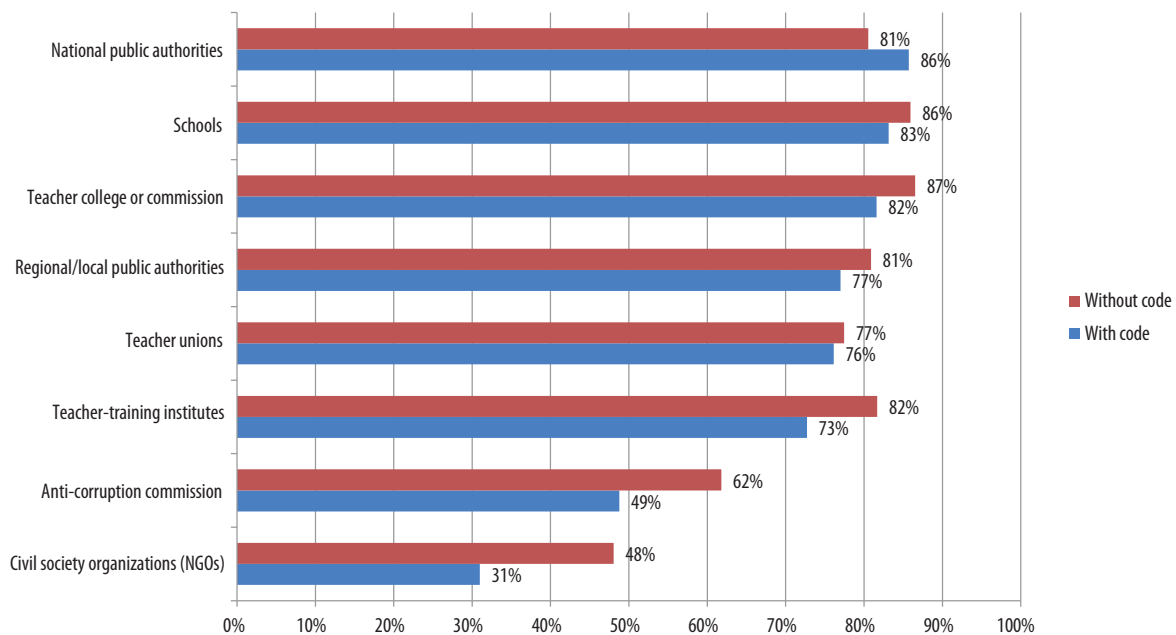
Figure 9. Knowledge of the code for ‘with code’ questionnaire respondents



Institutions responsible for dissemination

Respondents were asked to identify the groups and institutions involved, or who should be involved, in the dissemination of the code (Figure 10). We saw that national public authorities, schools, and teacher colleges or commissions were most often involved in code dissemination. NGOs and anti-corruption commissions played the smallest roles according to all respondents.

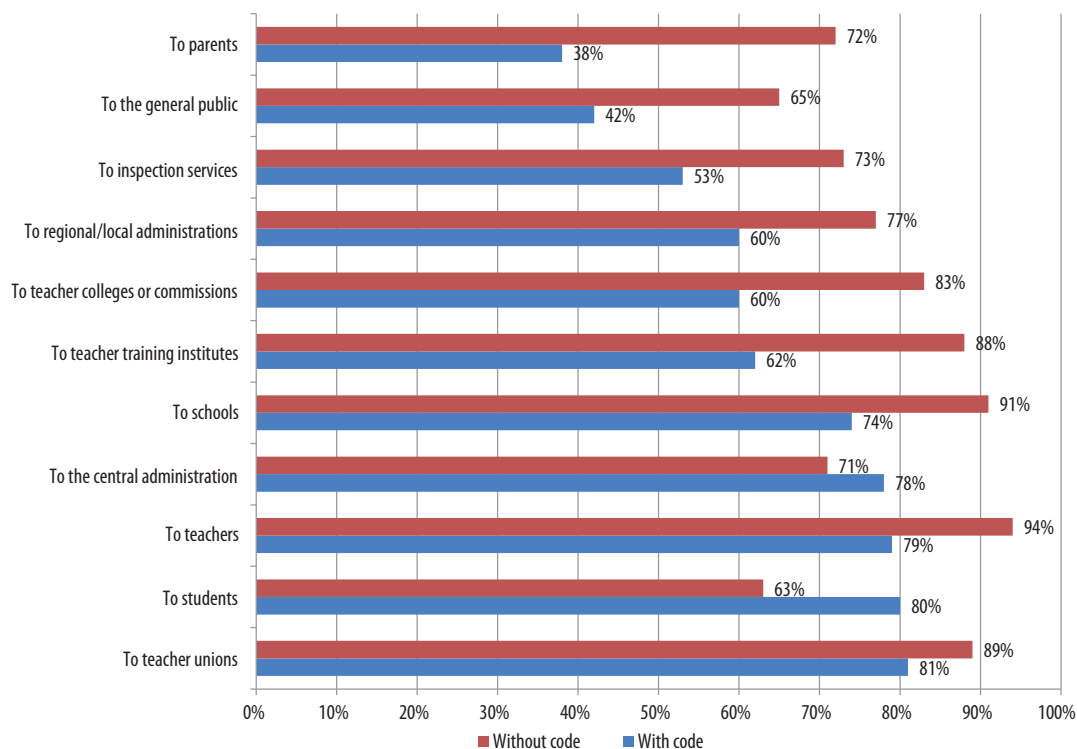
Figure 10. Institutions responsible for the dissemination of the code according to all respondents



Target groups for the dissemination

Respondents were asked to select from a list the groups of people to whom the code was, or should be, disseminated. Figure 11 displays the main patterns, with the most popular opinions being that it should be disseminated to teachers, teacher unions, and schools. We noted some surprising differences between responses to the 'without code' questionnaire, and 'with code' responses: 94 per cent of 'without code' respondents stated that codes should be disseminated to teachers, while only 74 per cent of 'with code' respondents indicated that this was the case in their country. Similarly, while 72 per cent of 'without code' respondents said that the code should be distributed to parents, only 38 per cent of 'with code' respondents said that this was the case. The groups given least importance were the general public, parents, and inspection services.

Figure 11. Groups to which the code was/should be disseminated according to all respondents

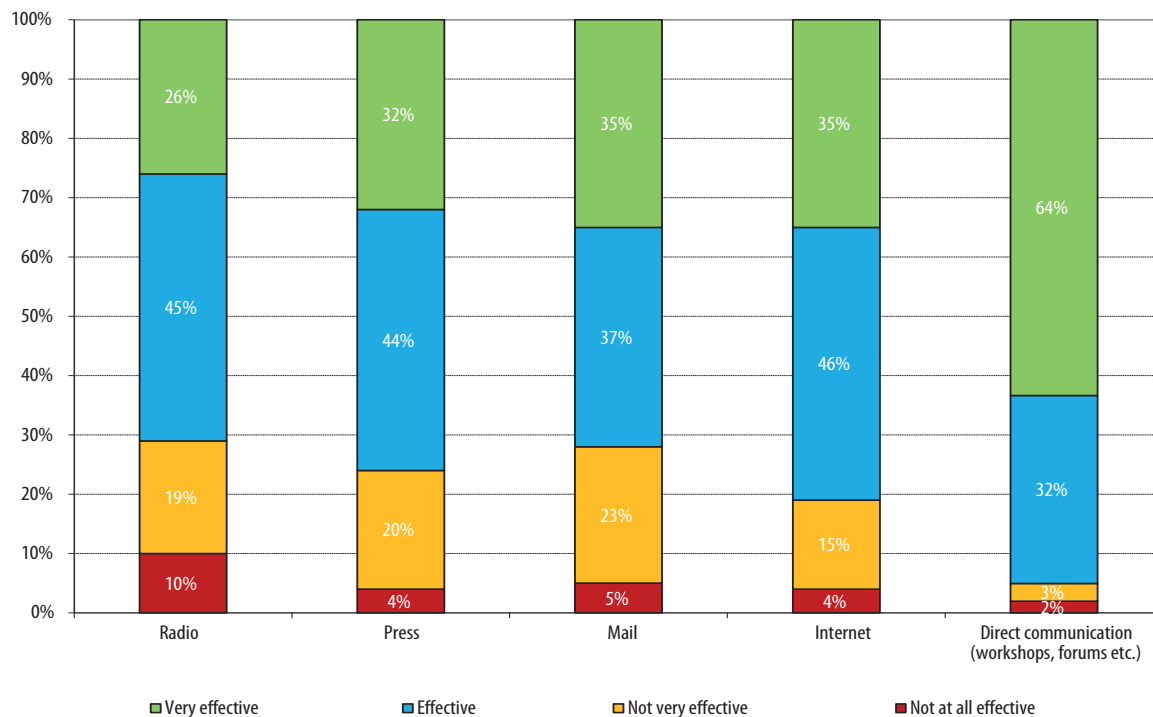


Modes of dissemination

Respondents were asked to select the form and the mode of dissemination that was, or should be, used in their country to communicate the code to the different groups targeted. The most popular format for dissemination according to both ‘with code’ and ‘without code’ respondents was as a simple document (68 per cent and 53 per cent respectively), or a guide or manual (56 per cent and 69 per cent respectively). The least popular method was a video (9 per cent and 38 per cent for ‘with code’ and ‘without code’ respondents respectively). By far the most popular means of dissemination for both ‘with code’ (81 per cent) and ‘without code’ respondents (91 per cent) was through direct communication (workshops, forums, etc.). The Internet was seen as a favourable option for dissemination by ‘without code’ respondents (76 per cent), but was only used in 47 per cent of cases in reality. The radio was the least popular means of dissemination for ‘with code’ respondents (19 per cent), and was as unpopular as the postal mail mode for ‘without code’ respondents (51 per cent and 49 per cent respectively).

Respondents to the ‘with code’ questionnaire were asked to judge the efficacy of the different dissemination methods used in their country. In *Figure 12*, it can be seen that the most popular mode of dissemination, i.e. direct communication, is also perceived by 96 per cent of the respondents to be the most effective. The Internet and press were also regarded favourably, indicating that these methods had been effective. Post (which was used in only 30 per cent of cases according to responses to the earlier question) was regarded slightly less favourably.

Figure 12. Modes and efficiency of dissemination of the code (according to 'with code' respondents)



Formal adoption of and adherence to the code

Across both questionnaires, a majority of respondents (85 per cent in both) agreed that teachers should adhere to the (existing or potential) code, for example, when signing their contract or joining the teachers' union, particularly if the respondent was from a teachers' union (94 per cent of which agreed).

Approximately three-quarters of the respondents indicated that teachers' unions had formally approved the content. These percentages were similar across teachers' union and non-teachers' union respondents.

Inclusion of the code in teacher training

Whereas 96 per cent of the 'without code' questionnaire replied that the teachers' code should be included in teacher training, only 85 per cent of the 'with code' questionnaire said that this was actually the case. This may indicate a delay in incorporating new codes into the teacher-training programme, or a lack of willingness from organizations who determined the content of teacher training. In terms of how the code should be included in training, 82 per cent and 90 per cent of 'with code' and 'without code' respondents respectively indicated that it should be a compulsory element of initial training. Relatively few (16 per cent and 10 per cent respectively) indicated that it should be an optional element of initial training. Opinions were more divided in terms of inclusion in further continuous training, with 55 per cent and 68 per cent of 'with code' and 'without code' respondents indicating that it was, or should be, a compulsory part of further training, and 41 per cent and 32 per cent indicating that it was, or should be, optional.

Reactions to the dissemination of the code

We investigated whether the reactions of different groups of people to the dissemination of the code were favourable, indifferent, or unfavourable. Globally, we can identify two groups: the first group comprised governments, ministries of education, regional/local authorities, teacher-training institutes, teacher colleges or commissions (professional organizations), and teachers' unions, who mostly reacted favourably to the dissemination mode of the code (with between 84.7 per cent and 95.9 per cent of the respondents indicating that these groups were favourable). In contrast, another group, consisting of parent/teacher associations, public opinion, and the media, responded much less favourably to the dissemination of the code (with between 17.7 per cent and 20.6 per cent of the respondents indicating that these groups responded unfavourably). This is contrary to what may have been expected from the literature which indicated that teachers often respond negatively to the implementation of codes as they feel that the objective is to control their behaviour. These results may be interpreted as indicating that the codes were well-received – at least in the case of teachers (including their unions and training institutes) – in all participating countries.

Problems with code implementation

The most commonly cited problems associated with code implementation concern dissemination, i.e. that the general public was not aware of the existence of the code (67 per cent), that resources were insufficient for wide dissemination of the code (48 per cent), that teacher incentives were insufficient (40 per cent), or that the code was considered to be ineffective (26 per cent). We compared responses given on the question of whether code implementation had reduced teacher misconduct with two other questions, observing that the use of the code in teacher training appears to be linked to reduced teacher misconduct, as displayed in *Table 3*.

Table 3. Code inclusion in teacher training and impact on teacher misconduct (according to 'with code' respondents)

Code implementation impact on reducing teacher misconduct	Code involved in teacher training		
	No N (%)	Yes N (%)	Total N (%)
No impact	0 (0)	2 (2.0)	2 (1.7)
Not very significant impact	4 (26.7)	5 (4.9)	9 (7.7)
Significant impact	9 (60.0)	33 (32.4)	42 (35.9)
Very significant impact	2 (13.3)	62 (60.8)	64 (54.7)
Total	15 (100)	102 (100)	117 (100)

2.5 Monitoring the application of the code

The need for a complaint mechanisms

We investigated whether the ability to register complaints against teachers was linked to responses regarding the code's impact on reducing teacher misconduct. As displayed in *Table 4*, fewer respondents felt that code implementation had had a significant or very significant impact on teacher misconduct when it was not possible to register a complaint.

Table 4. Possibility of registering a complaint and impact of code implementation on teacher misconduct (according to 'with code' respondents)

Code implementation impact on reducing teacher misconduct	Possible to register complaint against teacher		
	No N (%)	Yes N (%)	Total N (%)
No impact	1(6.3)	2 (2.0)	3 (2.5)
Not very significant impact	3 (18.8)	6 (5.9)	9 (7.6)
Significant impact	5 (31.3)	38 (37.3)	43 (36.4)
Very significant impact	7 (43.8)	56 (54.9)	63 (53.4)
Total	16 (100)	102 (100)	118 (100)

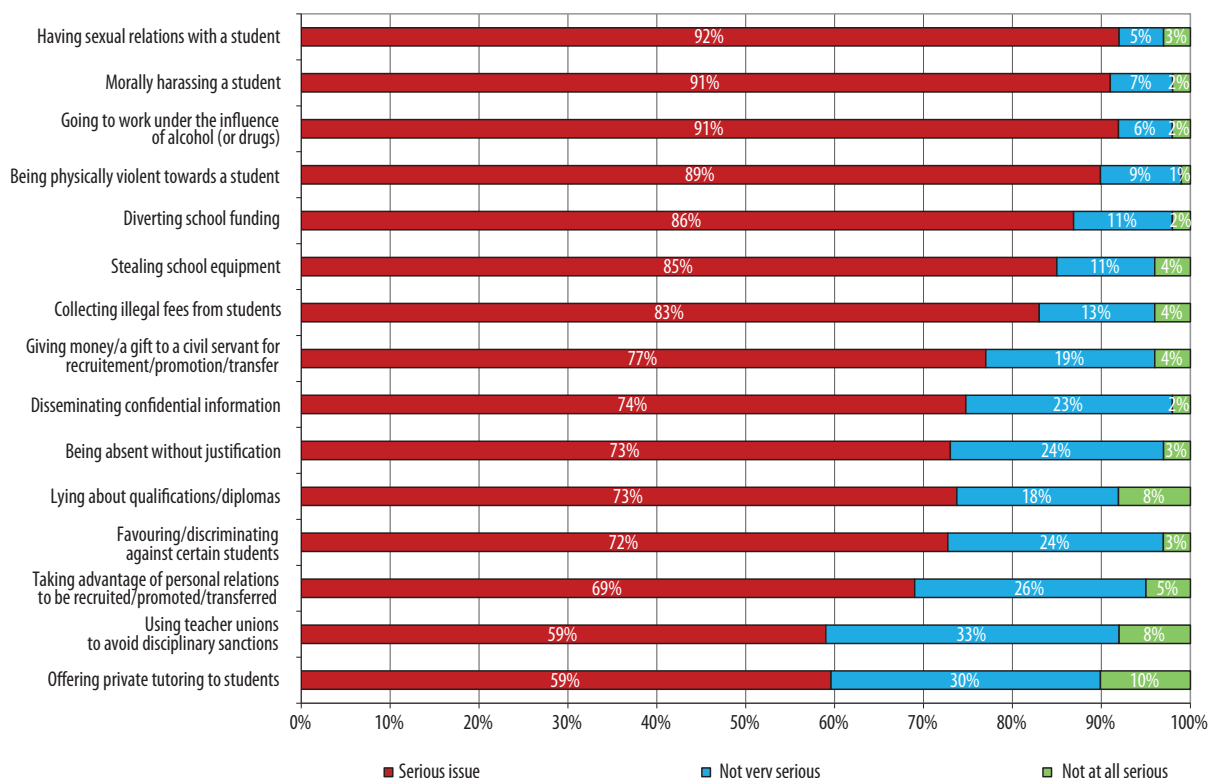
Who can register a complaint

As the responses across questionnaires were remarkably similar, the percentages given below are overall figures combining both 'with code' and 'without code' responses.

The majority of respondents believed that it should be possible to register a complaint against a teacher who had not respected the code. Issues for complaint that were judged to be the most important were (in order of importance among all respondents): having sexual relations with a student; going to work under the influence of alcohol (or drugs); and morally harassing a student. Responses across all categories of inappropriate behaviour are presented in *Figure 13*.

Most questionnaire respondents agreed that the following groups should be able to register complaints: head-teachers (87 per cent); parents (84 per cent); students (75 per cent); administrative authorities (75 per cent); and another teacher (71 per cent). Only a quarter of the respondents replied that whistle-blowers (or hotlines) should be able to register complaints.

Figure 13. Gravity of different teacher misbehaviours according to all respondents



Dealing with complaints

If the registration of complaints were possible, or if 'without code' respondents thought it should be possible, respondents were asked which structure is/should be responsible for collecting and treating the complaint. Just over half indicated that it was, or should be, a commission charged with the implementation of the codes (58 per cent overall), an administrative disciplinary organ (58 per cent), or an internal self-regulating organ within the teaching profession (54 per cent). Just over one-third (37 per cent) said it was, or should be, an organ of justice (i.e. a court of law). Responses regarding whether the investigative procedure is, or should be, made public were roughly evenly divided, with 52 per cent replying negatively and 48 per cent replying positively. However, three-quarters of all respondents indicated that disciplinary measures taken against a teacher are, or should be, made public.

Possible sanctions

The most popular type of sanctions selected for inappropriate behaviour by teachers across both groups were warnings (79 per cent). The next most commonly selected sanctions were exclusion from the teaching profession (63 per cent) and transfer (53 per cent). Only 40 per cent of the respondents overall agreed that fines or sanctions in the form of amicable agreements should be given. Responses across both 'with code' and 'without code' questionnaires revealed similar patterns.

We examine in *Table 5* whether the types of sanction applied were linked to the question of whether insufficient sanctions were given (in the ‘with code’ responses). On average, one-quarter of the respondents indicating that different sanctions were applied also remarked that sanctions were insufficient overall. This percentage increased to 30 per cent and 31 per cent for respondents indicating that fines and censures were given, and dropped to 18 per cent when warnings were given.

Table 5. Respondents of the opinion that insufficient sanctions were applied according to the type of sanctions employed in a country (according to ‘with code’ respondents)

Sanction	Number of respondents indicating that insufficient sanctions are applied	
	Sanction given N (%)	Sanction not given N (%)
Amicable agreement	10 (52.6)	9 (47.4)
Reprimand	13 (68.4)	6 (31.6)
Warning	13 (68.4)	6 (31.6)
Censure	12 (63.2)	7 (36.8)
Fine	10 (52.6)	9 (47.4)
Transfer	11 (57.9)	8 (42.1)
Exclusion from teaching profession	14 (73.7)	5 (26.3)
No sanction given	2 (10.5)	17 (89.5)
Mean percentage*	62.4%	37.6%

*Excluding data for last reversed item: ‘no sanction given’.

Half of the ‘without code’ respondents felt that it should be teachers’ unions that should sanction teachers for misconduct, compared to 61 per cent of ‘with code’ respondents, indicating that they did, in fact, apply sanctions. A higher proportion of teachers’ union respondents (81 per cent) than non-teachers’ union respondents (57 per cent) indicated that they sanctioned teachers for misconduct. If respondents indicated that it should be teachers’ unions who should be involved in applying sanctions, they were asked to select from a list of the ‘most appropriate’ sanctions. The most commonly selected sanctions administered by teachers’ unions were issuing warnings (62 per cent), submitting a report to the teacher’s place of work (56 per cent), and submitting a report to the administrative authorities (40 per cent). Only 30 per cent of the respondents indicated the sanction of making the teacher’s unacceptable behaviour public.

We also examined the ‘with code’ questionnaire responses to see whether any specific country was more lenient regarding sanctions than another. However, patterns were similar across all countries, with only 17 per cent of the respondents indicating that insufficient sanctions were taken in their country.

Specific problems in the monitoring and control of code application

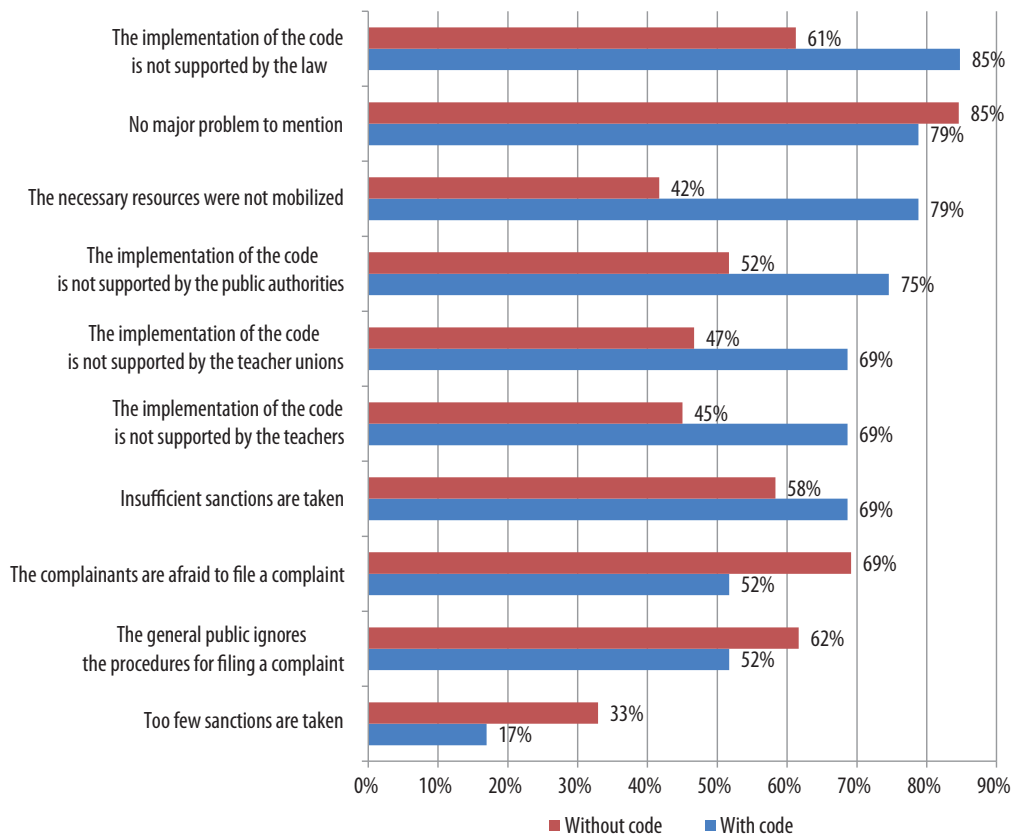
Respondents were asked to select from a list the problems encountered in the monitoring and control of the application of the code of conduct for teachers. *Figure 14* displays responses to this question, separating the responses to the two questionnaires to show the differences between perceived potential problems (‘without code’ respondents in dark blue) and existing

code problems ('with code' respondents in red). We see that a lack of resource mobilization, lack of support by the law, lack of support from teachers' unions, teachers and public authorities, and insufficient sanctioning are in fact far more serious problems than 'without code' respondents would expect. In contrast, 'without code' respondents thought that too few sanctions being applied, complainants being afraid to file complaints, and procedures being ignored would be greater problems than they actually are in countries where codes of conduct for teachers have already been implemented.

Most teachers' union respondents felt that the role of the teachers' union was very satisfactory in the follow-up and control of code implementation, compared to only 16 per cent of non-teachers' union respondents. In contrast, almost one-third (30 per cent) of non-teachers' union respondents felt that the union's contributions to code implementation were not very satisfactory, and 8 per cent felt that it was not at all satisfactory.

When examining the qualitative responses given as suggestions for improvement to monitoring and control of the application from respondents to the 'with code' questionnaire, suggestions mostly involved better application or enforcement from higher educational administrations, supervisors (i.e. principals and school boards), and teachers' unions. A number of respondents also stated that better distribution of the code and providing greater information to the persons concerned were required.

Figure 14. Existing and potential problems in the monitoring and control of code application



2.6 Perceived impact of the code

Impact of established codes of conduct

Most respondents agreed that the implementation of the code had a very significant impact on promoting a feeling of professional identity (67 per cent), reducing misconduct (54 per cent), improving the quality of education (54 per cent), improving the ethics of the profession (48 per cent), and increasing the confidence of the community (48 per cent). At the other end of the scale, some respondents felt that the code had no impact or not a very significant impact on raising the community’s confidence (16 per cent), improving the quality of education (16 per cent), and reducing misconduct (10 per cent).

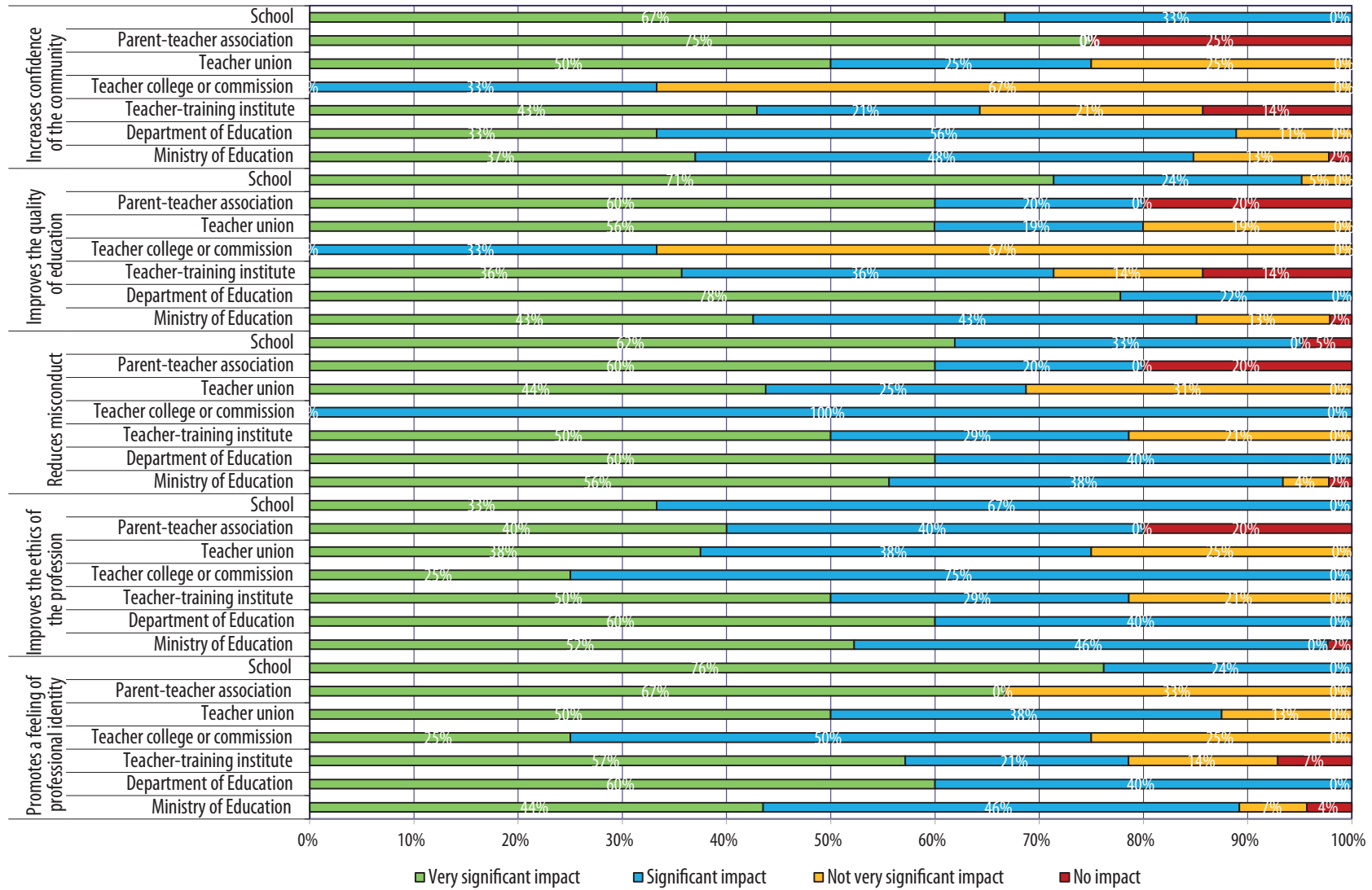
We examined whether the perception of the impact of the code differed according to the institutional background of the respondent, finding that in general respondents from educational departments (98 per cent), schools (98 per cent), and ministries of education (90 per cent) thought that the code had had a significant or very significant impact across all aspects. Respondents from parent/teacher associations also felt that code implementation had had a strong impact, with 60 per cent agreeing that it had had a very significant impact.

Teachers' unions (76 per cent), teacher-training institutes (74 per cent), and teachers' colleges or commissions tended to feel that the code implementation had had a significant or very significant impact across all aspects. Few teacher college or commission respondents felt that code implementation had had a very significant impact (10 per cent overall), in particular for reducing misconduct, improving the quality of education, and increasing confidence in the community (0 per cent in all three cases, see *Table 6*).

Mitigating teacher misconduct across countries

More specifically, we examined whether the patterns of impact in terms of reducing teacher misconduct were different across participating countries. We found that one country stood out in terms of a potential lack of impact in reducing misconduct, and three countries indicated unanimously that misconduct had been reduced as a result of code implementation. In Ireland, out of the five valid responses, three indicated that code implementation had had no or not a very significant impact on reducing misconduct, and only two indicated that it had had a significant impact. No respondents indicated that it had had a very significant impact. In Costa Rica, India and Malaysia, most respondents indicated that code implementation had had a very significant impact, and no respondents indicated that it had had no or not a very significant impact.

Figure 15. Impact of the code implementation (according to 'with code' respondents)



3 Discussion and conclusion

Overall, the results of this survey have shown remarkable homogeneity between countries and between respondents replying to both the 'with code' questionnaire, reflecting the actual situation for existing codes, and the 'without code' questionnaire, reflecting the desirable situation. In general, the majority of respondents across countries and questionnaires agreed with the following characteristics of a code of conduct for teachers:

- It is a document whose main objective is to improve the ethics of the teaching profession.
- It is intended for teachers – therefore, it should be included in teacher training, and adherence should be mandatory.
- A code should be formulated in such a way that it presents what should be done in a positive manner (such as an aspirational document rather than a document detailing what is not permitted under the code), and should treat principally teachers' values and relationships with others.
- There should be a procedure by which complaints can be registered against teachers whose behaviour does not comply with the regulations set out in the code.

Promisingly, only a few respondents across countries with existing codes indicated that insufficient sanctions were applied through existing codes.

Besides, including the code in teacher training appears to impact positively on teacher misconduct. While over 80 per cent of teacher-training programmes already include the code in their courses, respondents from countries without an established code almost unanimously indicated that it should be included in teacher training. This appears to be an important point to focus on, not only to reduce teacher misconduct but also to increase the dissemination of, and thus knowledge about, the code.

The inclusion of the code in teacher training obviously requires the support of the teacher-training institutes. In general, this appears to be the case as teacher organizations (training institutes, unions, colleges or commissions), as well as government, ministries of education, and regional and local authorities all reacted favourably to code dissemination. In countries wishing to implement codes where support from teacher institutions or others is not forthcoming, data showing the positive impact on the promotion of professional identity, on the improvement of the quality of education, and on the mitigation of teacher misconduct may be useful in encouraging the participation of these key groups.

One common problem indicated with code implementation was a lack of knowledge of the code among the general public. However, other results suggested that it is not just the general public that lacks knowledge of the code; approximately one-third of all respondents (who were mostly ministry of education staff and teachers) indicated that they themselves were not familiar with the code. Surprisingly, results also indicate that in one-quarter of cases, the codes had not been distributed to the teachers whose behaviour was being regulated by the document.

One principal difference between actual implemented codes and ideal codes was the length of the development phase, indicating that efforts need to be made to ensure that preparation and implementation of the code of conduct respect given time frames. For countries without codes, most respondents felt that development should not take more than one year. A further notable difference was the role played in establishing code design by the national and public authorities, which were frequently cited as being involved in countries where codes were already established, whereas for countries where codes were not yet established respondents felt that teacher institutions (unions, training institutes, colleges, etc.) should be principally involved.

Overall, most respondents appeared to be satisfied with the content of their code. Subtle differences were observed, with ministry of education and teacher-training institution respondents indicating the lowest levels of satisfaction, and teachers' union respondents appearing to be the most satisfied. With regard to the perceived role and impact of teachers' unions, they appeared to have the most polarized role in code development and implementation. Often, they were the most frequently cited, both positively and negatively, indicating their political role in the regulation of teachers' behaviour. This was particularly noteworthy in the case in Peru.

The results provided in this report can be used to inform the development and implementation processes of a code of conduct for teachers in a particular country, or to review existing codes. The IIEP's web page on codes of conduct also provides a number of resources and information for this purpose (<http://teachercodes.iiep.unesco.org>). When interpreting the results, it should be taken into account that respondents were few in number, and that some questions were left unanswered in both questionnaires.

In conclusion, the key features of successful implementation of a code of conduct for teachers, as identified by the current survey, are as follows:

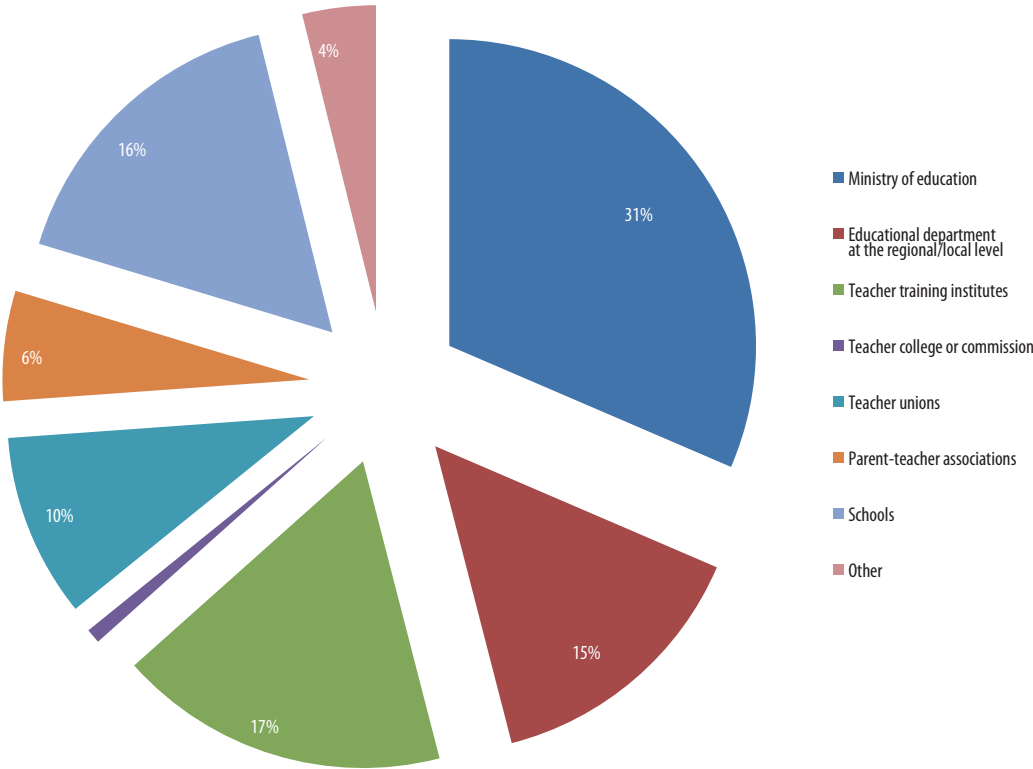
- Involvement and consultation of all actors.
- More active dissemination, such as consultations with key actors and the organization of workshops, possibly through multiple sources, so that all key groups are aware of the existence and content of the code.
- Inclusion of the code in teacher training, and dissemination to existing teachers.
- Use of appropriate sanctions for teachers who do not respect the code, and allowing multiple actors to register complaints (head-teachers, parents, students, other teachers, and administrative authorities).
- The support of the teachers' unions, who can also apply sanctions.
- Allocation of resources and adequate legal support to ensure the correct implementation of the code.

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Appendix 1

Figure A1. Respondents' backgrounds as detailed in the completed questionnaires



Appendix 2

Table A1. Number of responses received per country (in descending order of the total)

	With code		Without code		Total	
	N	%	N	%	N	%
India	15	10.4	75	27.8	90	21.7
Morocco	21	14.6	48	17.8	69	16.7
Peru	4	2.8	39	14.4	43	10.4
Costa Rica	17	11.8	17	6.3	34	8.2
Malaysia	28	19.4	0	0	28	6.8
Poland	0	0	26	9.6	26	6.3
Brazil	3	2.1	20	7.4	23	5.6
Singapore	17	11.8	5	1.9	22	5.3
Mali	0	0	15	5.6	15	3.6
Ivory Coast	9	6.3	2	0.7	11	2.7
Burkina Faso	4	2.8	5	1.9	9	2.2
United States of America	3	2.1	3	1.1	6	1.4
Ireland	6	4.2	0	0	6	1.4
Canada	4	2.8	1	0.4	5	1.2
Eritrea	0	0	5	1.9	5	1.2
South Africa	4	2.8	0	0	4	1
Jamaica	3	2.1	1	0.4	4	1
Germany	0	0	3	1.1	3	0.7
Kenya	3	2.1	0	0	3	0.7
Sweden	1	0.7	2	0.7	3	0.7
Senegal	1	0.7	1	0.4	2	0.5
Chile	0	0	1	0.4	1	0.2
Guyana	1	0.7	0	0	1	0.2
Vietnam	0	0	1	0.4	1	0.2
Total	144		270		414	

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The booklet

This booklet presents the results of an international survey on codes of conduct for teachers across 24 countries in 5 continents. Its aim is to provide assistance to countries wishing to develop codes of conduct for educational personnel. The survey involved two questionnaires – one for countries with a code, and one for countries without. The major findings include: perspectives on the purpose of a code; its intended users; its content, design, implementation, and distribution (and problems encountered during these different phases); and its overall impact. The use of two questionnaires (for countries with and without codes) allows differences between actual and ideal situations to be easily identified, thus providing information that may be useful in designing and implementing codes.

The author

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