



Monitoring the Fundamental Values of Higher Education in the EHEA: Technical Policy Framework of Indicators

1. Introduction

This document was prepared by the co-chairs of the Fundamental Values Working Group for the 24-25 February 2025 BFUG Meeting to be held in Poland. It presents the framework of indicators and a practical tool for monitoring the fundamental values of higher education in the European Higher Education Area (EHEA).

The design process of the monitoring framework involved several key stages. Initially, a comprehensive inventory of existing monitoring tools was constructed and analysed in order to assess their applicability to the EHEA context. This phase included extensive desk research, consultations with a specialized higher education experts from Europe and from other continents and with a broad spectrum of European stakeholders. It led to the conclusion that while existing tools provide valuable information in their own contexts, they cannot be readily used for EHEA's specific needs. In essence, these existing tools monitor something different than the six fundamental values of the EHEA as outlined in the respective statements adopted by the ministers between 2020 and 2024. Next, a monitoring framework with EHEA adapted indicators was developed, using once again broad stakeholder consultations. The framework was piloted and in four EHEA systems selected in consultation with the BFUG. The purpose of the pilot was not to assess the four systems and thus no individual data about them were made public. The framework of indicators was finalized taking into the lessons from this pilot and it was operationalized into a practical monitoring tool that specifies what exactly is to be monitored and how. This included the extraction of specific dimensions for each value, strictly based on the EHEA statements on the fundamental values, and specifying precise monitoring elements for these. The monitoring tool was developed with precise attention to the statements, without trying to question, correct or modify them, explicitly or implicitly. The tool's feasibility was also tested, and necessary methodological adjustments were made based on feedback from the pilot phase, ensuring that it is well-suited and applied strictly for its intended purpose, which, as requested by the BFUG and the ministers, is monitoring the protection and promotion of the fundamental academic values as jointly defined in the Tirana Communiqué (2024).

The monitoring framework and tool were developed through continuous, iterative and extensive consultations with all categories of higher education stakeholders from the EHEA, under the supervision of an EHEA-wide Working Group on the Fundamental Values of Higher Education appointed by and reporting to the Bologna Follow Up Group. This work was supported by the project New Building Blocks of the Bologna Process: Fundamental Values (NewFAV), with funding from the European Commission through the Erasmus+ Programme.

The three key concepts used within the document are to be understood as follows:

- **The monitoring framework** is the conceptual structure that presents and clarifies the main components or parameters of the monitoring tool, such as indicators, what exactly they monitor and how, what type of data will be collected and how, etc.
- **The monitoring tool** is the actual instrument that is used for data collection, processing, and reporting for the purpose of monitoring. That is at its core, in this case, a moderately complex questionnaire.

- **The monitoring mechanism** consists of the monitoring tool and the organizational arrangements for its development and utilization within the EHEA governance structures.

The monitoring of the fundamental values of higher education in the EHEA follows strictly the tradition of the Bologna Process monitoring efforts (Bologna implementations reports), both in terms of methodology and governance. In this context, the key role of the BFUG remains the same as in the other monitoring exercises.

2. General approach towards monitoring (the monitoring framework)

The design of the monitoring framework closely followed the Bologna Process tradition of monitoring the implementation of **commitments** made by its members. Accordingly, what is proposed to be monitored is not as much the six values *per se* (in general, values are notoriously elusive to capture), but first and foremost the level of implementation **of the commitments made about them**, for which there is already valuable long-standing technical expertise in other policy areas in the EHEA (see Bologna Process Implementation reports).

2.1 Categories of fundamental values: freedoms and obligations

The six EHEA fundamental values of higher education, as expressed in the Tirana statement, are not identical with regard to their normative remit. Some of them demarcate primarily rights or freedoms, while the others are primarily about obligations and duties. Both are important in higher education, and it must be explicitly acknowledged that EHEA fundamental values include obligations as well, not just rights and freedoms. This distinction/grouping is very important conceptually, ethically, and even more so methodologically for the purpose of monitoring. It matters whether one is monitoring the exercise of rights or freedoms (looking to see if there are any undue limitations or infringements on these rights/freedoms and if enabling conditions are in place to support the exercise of those rights/freedoms), or the fulfilments of duties and obligations (looking at whether these duties are indeed fulfilled in practice). Accordingly, the proposed monitoring framework contains partly different *de facto* indicators for values that are primarily rights or freedoms (infringements and threats), as opposed to those that are primarily duties and obligations (fulfilment of duties and obligations).

The monitoring framework considers this interrelated cluster of values, each of them taken individually but also considering their interrelations.

Figure 1 (below) shows the core elements of the monitoring framework, including the proposed indicators depending on the two categories of fundamental values explained above.

The indicators proposed are explained below and they are grouped in two categories:

- *De jure* indicators are the same for both categories of values: Protection, Promotion and Outlook.

- *De facto* indicators are partly different for the two categories: Infringements, Threats and Positive Developments for the rights values; and Fulfilment, Threats and Positive Developments for the duties values.

Figure 1. Monitoring Framework for Fundamental Academic Values

VALUES	TYPE OF MONITORING and INDICATORS	
Rights/Freedoms		
<ul style="list-style-type: none"> - Academic freedom - Institutional autonomy - Participation of students and staff in university governance 	De jure	
	Protection	Outlook
	Promotion	
	De facto	
	Infringements	
	Threats	
Positive developments		
VALUES	TYPE OF MONITORING and INDICATORS	
Duties/Obligations		
<ul style="list-style-type: none"> - Academic integrity - Public responsibility for higher education - Public responsibility of higher education 	De jure	
	Protection	Outlook
	Promotion	
	De facto	
	Fulfilment	
	Threats	
Positive developments		

2.2 *De jure* and *de facto* monitoring

In line with the tradition of monitoring values, or fundamental values of higher education, this monitoring framework distinguishes between *de jure* and *de facto* indicators. *De jure* indicators are generated looking directly at the commitments made by the ministers, which were explicitly expressed in a series of ministerial communiqués, from Paris 2018 to Tirana 20204: to **protect** the fundamental values (adopt and implement legislation in each system reflecting the fundamental values as jointly defined) and **promote** the fundamental values (through policies and other non-legislative means). In addition to these two *de jure* indicators (**protection** and **promotion**), a third de one is proposed: **outlook**, as explained immediately below.

The situation on the ground in the EHEA Member Countries will be monitored in a *de facto* section as well. Information in this section will be gathered for each value from existing reports (such as the Academic Freedom Index, Autonomy Scorecard, European Student Union surveys and reports, etc.) and new information will be collected specifically from higher education stakeholders in each system in a rigorous but simple manner, regarding the infringement and fulfilment of values, threats to both exercising freedoms and fulfilling duties, and also – importantly - positive developments. The purpose of this latter feature of the monitoring

framework (positive developments) is to identify positive examples that can be used for peer learning and policy transfer between EHEA higher education systems.

2.3 *De jure* indicators: Protection, promotion and outlook

Protection as an indicator serves to monitor the implementation of the commitment to adopt and implement supportive legislation in each EHEA system reflecting the jointly adopted statements for the respective values. It is proposed to monitor in this way the extent to which such legislation exists for each value and also the extent to which existing legislation is in line with the jointly adopted definitions for each value.

Promotion as an indicator serves to monitor the implementation of the commitment to adopt and implement supportive guidelines and mechanisms (initiatives/policies/funding) in each EHEA system regarding these values: do such guidelines and policies exist? It is also proposed to monitor the extent to which any existing guidelines and mechanisms are in line with the joint conceptual references adopted for each value.

To monitor protection and promotion, the well-established, traditional Bologna Process “traffic light” system will be used, as detailed in *Annex 1* for each value.

It is important to acknowledge that the explicit list of EHEA fundamental values is relatively new, as it was adopted initially only in 2018. Also, the conceptual references for these values are, at least to some extent, also new. For example, it was for the first time at the 2024 Tirana Ministerial Conference that a shared conceptual reference was adopted for all the EHEA values, except academic freedom which was jointly defined at the 2020 Rome Ministerial Conference. For these reasons, it cannot be reasonably expected that EHEA higher education systems already have all the EHEA values already reflected in national legislation and policy as they were jointly defined only recently. Hence, a third indicator for the framework is proposed: **Outlook**. This indicator will reflect existing plans to modify legislation and adopt new policies that intend to further support, or undermine, the fundamental values as jointly defined. The degree to which these plans have been put in practice will be assessed once again in the next monitoring cycle, checking back on the outlook in this way. This indicator (Outlook) is meant to monitor not only the situation at a given time in a given system, but also the direction of planned and documented developments with regard to protection and promotion of the fundamental values (positive, negative, unchanged, or mixed). In this way, monitoring the outlook will help with initiating peer-learning activities and policy dialogue between EHEA members and across relevant higher education stakeholders when new positive initiatives are considered and initiated, or draw attention to planned developments that would diverge from the commitments to protect and promote these values.

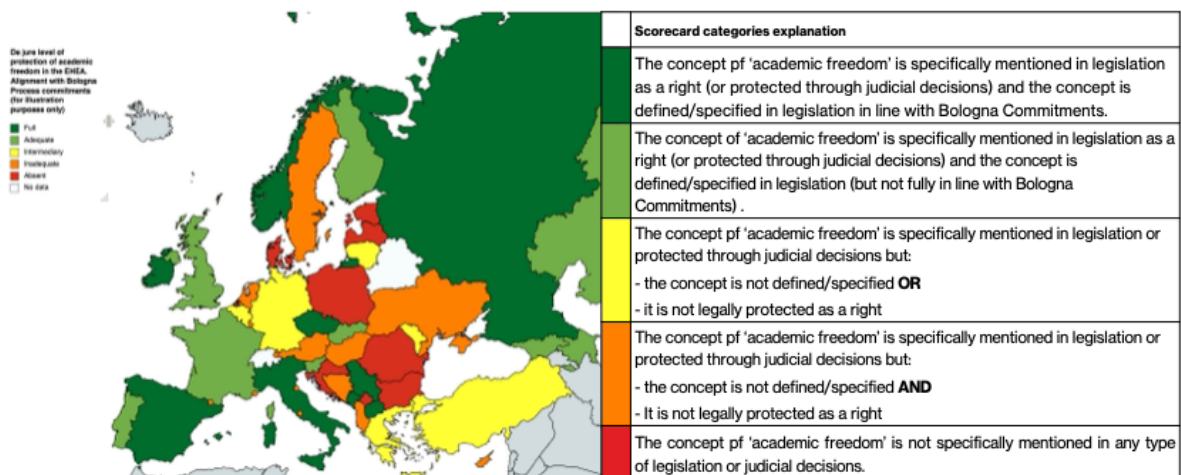
2.4 Quantitative and qualitative elements

The framework includes both quantitative and qualitative elements. The *de jure* part of the framework will use quantitative elements based on the Bologna traffic light system (detailed for each indicator and value in *Annex 1*), as well as qualitative narrative reporting documenting the

findings and discussing them. The *de facto* part of the monitoring will include exclusively narrative sections discussing the findings regarding infringements of freedoms/rights, fulfilment of duties/obligations, and threats and positive developments regarding all fundamental values.

Figure 2, below, illustrates the envisioned traffic light coding for one value (academic freedom) as well as hypothetical presentation of findings (this map is not based on actual data, it is randomly generated, only for illustration).

Figure 2: Colour-coding and hypothetical map for protection of academic freedom in the EHEA (not based on actual data, it is randomly generated, only for illustration)

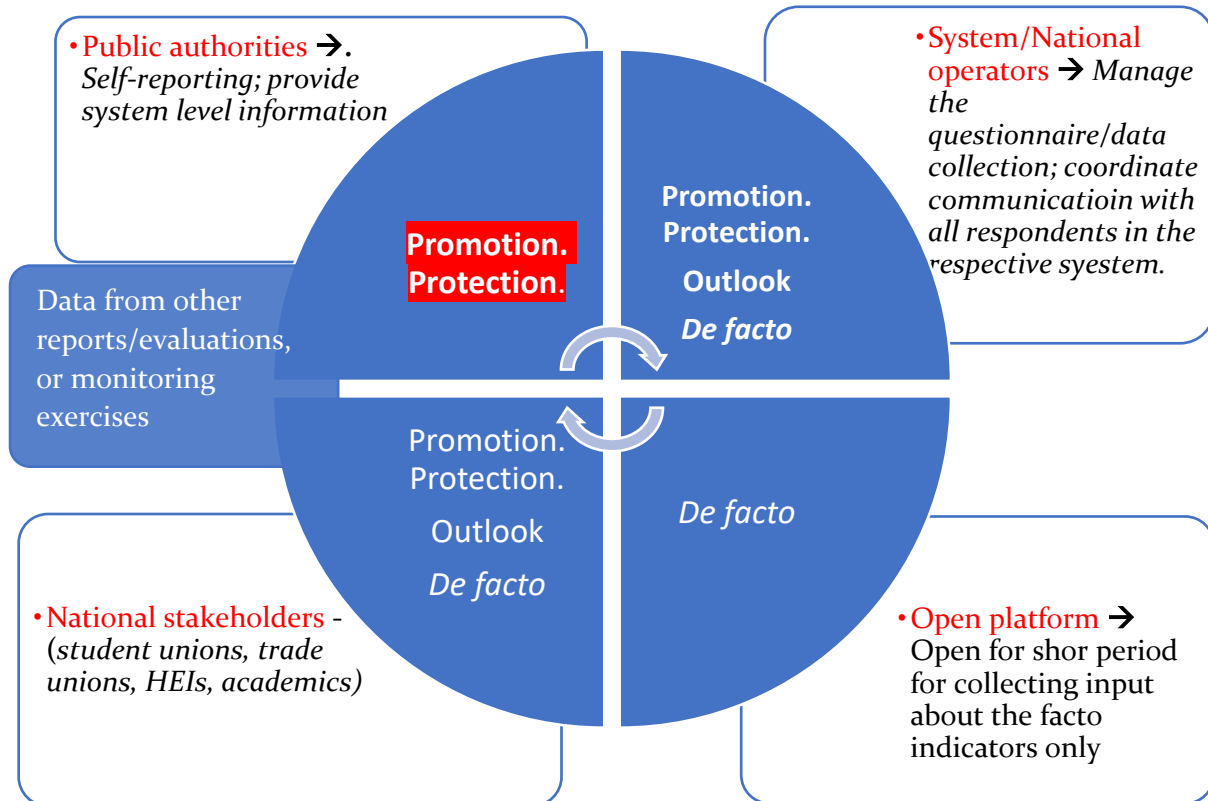


The monitoring of the fundamental values in the EHEA is not a rigid quantitative measuring exercise. Rather, the monitoring framework and the monitoring tool are designed, as requested by the EHEA ministers, to help enhance the protection and promotion of fundamental values and “foster self-reflection, constructive dialogue and peer-learning across national authorities, higher education institutions and organisations, while also making it possible to assess the degree to which these are honoured and implemented in our systems” (EHEA, 2020a). It is in part for this reason that both quantitative and qualitative elements are proposed to be used.

3. Monitoring Tool for the Fundamental Values of Higher Education in the EHEA

The monitoring tool for assessing the fundamental values of higher education within the European Higher Education Area (EHEA) is a comprehensive but simple instrument designed to help evaluate, protect, and promote these values. Figure 3 below illustrates the combination of data collection techniques and sources used within the tool to collect reliable and valid data for both *de jure* and *de facto* indicators of the monitoring framework (see Figure 1).

Figure 3: Data collection techniques and data sources used within the monitoring tool for the Fundamental Values of Higher Education in the EHEA



3.1 Respondents and data collection

Data will be collected using this tool from several categories of respondents:

- **Public authorities from the respective system.** One or several respondents will be delegated by the ministry to check/fill out only the *de jure* section of the questionnaire, except for outlook. This will give a chance to public authorities to present their own perspective and report directly on how they have fulfilled the commitments assumed in order to protect and promote the fundamental values of higher education. Public authorities will not be required to answer the items regarding outlook or *de facto* situation.
- **Representatives of 4 categories of higher education stakeholders.** The operator, in coordination with the project team and the BFUG will identify four individual respondents from the system, representing each of the following categories of stakeholders: national/system-wide student union, staff union, academic staff, and university leadership (e.g., rector). These respondents will check/fill out both *de jure* section of the questionnaire, including outlook, and *de facto* section.
- **Open platform respondents.** An online section of the tool will be created and will remain open for two weeks at the end of the data collection phase. Any members of the academic communities from that system (students or staff) and any higher education

professional working in the respective system (such as in professional associations, quality assurance agencies, etc.) will have the possibility to fill out the *de facto* section of the survey using this platform.

Each group of respondents will receive the EHEA statements for each fundamental value as separate files, for their reference, together with the questionnaire and detailed guidelines for responding.

3.2 System operators / National operators

A questionnaire will be used for data collection from each higher education system. In addition, existing other reports will be identified that provide useful data for the purpose of monitoring.

The questionnaire will be administered by a system operator, selected by the monitoring project team in coordination with BFUG. A professional online survey software will be used.

Systems operators are not experts on fundamental academic values, although they are expected to be knowledgeable in matters of higher education policy. Their role will not be to provide information or interpret it but ensure that information is collected rigorously from all respondent categories and crosschecked. For most items in the questionnaire, not only 'yes' or 'no' answers are required but respondents are also asked to provide evidence for their answers (links to laws, regulations, policy papers, other reports, etc., as detailed in *Annex 1*). It will be the task of the operators to factually check that such evidence is provided and to check the answers against this evidence.

To help minimize the time effort in the case of two categories of respondents (public authorities and higher education stakeholders), the operators will pre-fill the *de jure* section of the questionnaire for the respective systems, except for outlook. The respondents will be required to confirm or correct and complete the answers provided/pre-filled by the national operators. However, respondents will also be given the option to answer a blank questionnaire, with no pre-fill, should they wish so.

To ensure smooth and consistent data collection, all operators will receive extensive training prior to the administration of the questionnaire. Training will be conducted online by the project team. Operators will receive an honorarium for their work. Instructions for the operators (one per system) will be distributed. These instructions and training will be based on the detailed presentation of the monitoring mechanism and monitoring tool presented and the experience and knowledge gathered in the piloting phase of the monitoring tool on four EHEA higher education systems.

3.3 The online section of the tool (the open platform)

For the 2027 monitoring report on the fundamental values, a simple online platform for monitoring is proposed to be developed within the Erasmus+ funded project, ensuring adequate protection of the data collected. Based on a BFUG decision it can be hosted/promoted on the EHEA website or separately. After 2027, the database can be transferred to be used in future monitoring exercises or, if preferred, another database can be developed or used (as the level of complexity of the online section of the tool - open platform - is low).

3.4 The questionnaire

In order to monitor all fundamental values, the EHEA statements on the fundamental values have been analyzed in order to extract the exact dimensions/subdimensions of each value and the commitments regarding them. Figure 4 illustrates the process of identifying the subdimensions for a fundamental value. As already indicated above, the statements are taken as given and it is not the intention of the monitoring framework to improve, complete, correct or amend them in any way, by adding new dimensions, deleting exiting dimensions or interpreting them in a manner that departs from the text of the statements as adopted by the ministers. The statements are in fact clear and eminently usable for the purpose of monitoring as they are.

Figure 4 – The process of identifying the subdimensions for institutional autonomy – organizational autonomy

“Higher education institutions need to be able and willing to define their leadership and governance models. This organisational autonomy also entails the autonomy to set an institution’s priorities and strategic direction. It should ensure participatory rights for the different members of the academic community. Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation. Public as well as institutional regulations and policy must ensure campus integrity and prevent the use of force and reprisals against academic staff and students, which would constitute a violation of the fundamental values of the European Higher Education Area.”

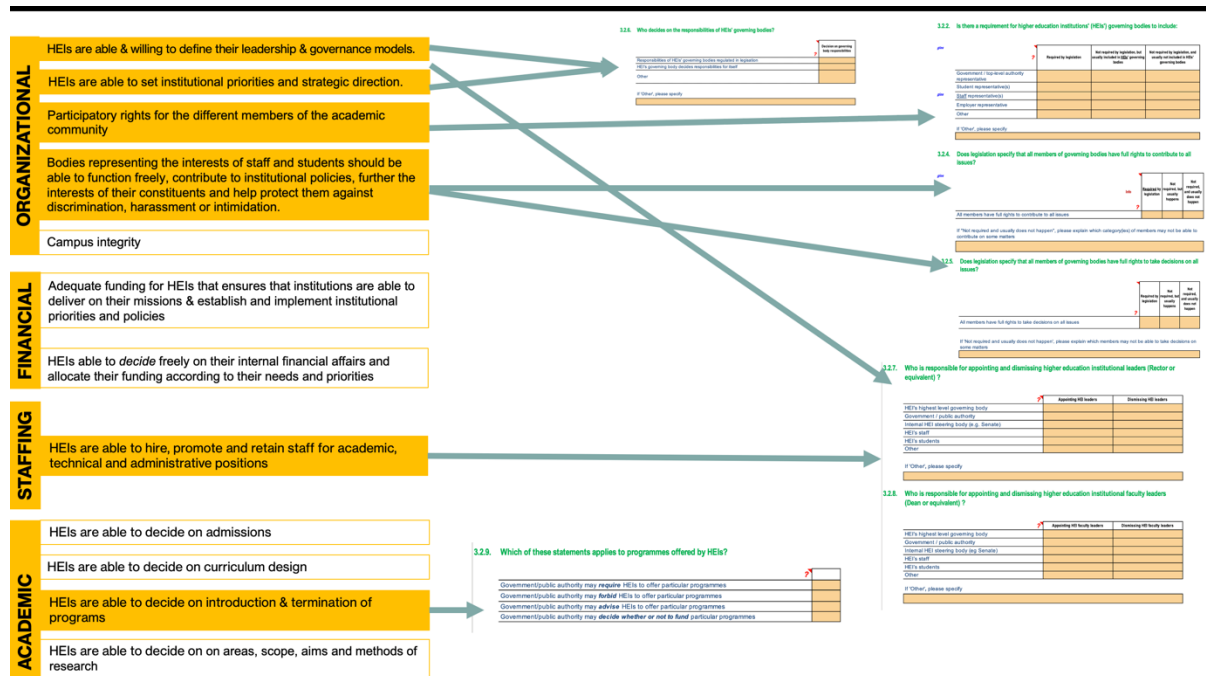
DIMENSIONS

- HEIs are able & willing to define their leadership & governance models.
- HEIs are able to set institutional priorities and strategic direction.
- Participatory rights for the different members of the academic community
- Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation.
- Campus integrity



For each dimension – indicators were considered considering the monitoring framework elements (de jure – protection/promotion). For this the existing EURYDICE questionnaire on fundamental values was used or new questions were generated using the EURYDICE model.

Figure 5 – Questionnaire development based on the identified dimensions for each fundamental value.



Dimensions of the fundamental values

Listed below are all the dimensions and subdimensions of the six fundamental values from the Ministerial Communiques and their annexes. The dimensions and subdimensions of each fundamental value are accompanied by a reference quote from the ministerial communiqué.

3.4.1 Academic freedom

- The main dimension that are monitored from the facto/the jure perspective are:
 1. **freedom to research**
 2. **freedom to teach**
 3. **freedom to learn**
 4. **freedom to disseminate knowledge (intramurally and extramurally)**

“Academic freedom designates the freedom of the academic community - including academic staff and students – in respect of research, teaching and learning and, more broadly, the dissemination of research and teaching outcomes both within and outside the higher education sector. In essence the concept ensures that the academic community may engage in research, teaching, learning and communication in society without fear of reprisal.”

- **freedom to research**

“Academic freedom must be framed by rigorous scientific and professional standards, respect for the rights of others, ethical conduct and the awareness of the impact of research on humans and their environment. It is crucial in order to advance the standards of academic disciplines and fields of enquiry. As such, academic freedom protects not only individual scholarship and expression but also the free functioning of academic institutions in democratic societies. Institutional autonomy is constitutive for academic

freedom. Academic freedom designates the freedom of the academic community - including academic staff and students - in respect of research, teaching and learning and, more broadly, the dissemination of research and teaching outcomes both within and outside the higher education sector. In essence the concept ensures that the academic community may engage in research, teaching, learning and communication in society without fear of reprisal... The freedom to research includes the right, consistent with professional standards of the respective discipline, to determine: what shall (or shall not) be researched; how it shall be researched; who shall research, with whom and for what purpose research shall be pursued; the methods by which, and avenues through which, research findings shall be disseminated. These questions cannot be addressed in a vacuum. Determining which research programmes or disciplines are offered at any given institution is a complex question involving public authorities and institutions in difficult, strategic choices. Research requires financing – which may come from both public and private sources – and in many cases also requires careful consideration of ethical issues.”

- **freedom to teach**

“The freedom to teach can only be realised concretely in combination with public and social responsibility and institutional autonomy. Public authorities have the responsibility to ensure that relevant higher education programmes are offered to citizens, while autonomous higher education institutions assume a large responsibility for research underpinning programmes, and for how programmes are taught. Academic staff also exercise a strong responsibility in setting the curriculum and programme components, and developing the teaching methods employed.”

- **freedom to learn**

“Values are inter-connected, and the freedom to teach also raises the question of who is to be taught and is thus intimately linked to the freedom to learn. In turn these values relate to equitable access, with a range of issues on criteria and conditions for access to higher education needing to be addressed through societal dialogue and administrative procedures.”

- **freedom to disseminate knowledge (intramurally and extramurally)**

“... the dissemination of research and teaching outcomes both within and outside the higher education sector. In essence the concept ensures that the academic community may engage in research, teaching, learning and communication in society without fear of reprisal. ... The freedom to research includes the right, consistent with professional standards of the respective discipline, to determine: ...the methods by which, and avenues through which, research findings shall be disseminated.”

3.4.2 Institutional autonomy

The main dimension that are monitored from the facto/the jure perspective are:

1. Organizational autonomy
2. Financial autonomy
3. Staffing autonomy
4. Academic autonomy

The subdimensions are presented below:

A. ORGANIZATIONAL AUTONOMY

- **HEIs are able & willing to define their leadership & governance models.**
- **HEIs are able to set institutional priorities and strategic direction.**
- **Participatory rights for the different members of the academic community**
- **Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation.**

Campus integrity

“Higher education institutions need to be able and willing to define their leadership and governance models. This organisational autonomy also entails the autonomy to set an institution’s priorities and strategic direction. It should ensure participatory rights for the different members of the academic community. Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation. Public as well as institutional regulations and policy must ensure campus integrity and prevent the use of force and reprisals against academic staff and students, which would constitute a violation of the fundamental values of the European Higher Education Area.”

B. FINANCIAL AUTONOMY

- **Adequate funding for HEIs that ensures that institutions are able to deliver on their missions & establish and implement institutional priorities and policies**
- **HEIs able to decide freely on their internal financial affairs and allocate their funding according to their needs and priorities**

“Higher education institutions must be funded adequately to deliver on their missions and should decide freely on their internal financial affairs and allocate their funding according to their needs and priorities. They should be able to exercise their financial autonomy independently from external actors – in compliance with general rules for transparency and financial accountability. Regardless of their role in funding an institution, public authorities as well as private funders and donors should provide such funding within a framework that ensures that institutions are able to establish and implement institutional priorities and policies. In such a setting, neither additional funds granted on a competitive basis and/or earmarked for pre-defined purposes nor legal regulation of tuition fees shall be considered an infringement of an institution’s financial autonomy. Within a framework of public responsibility, adequate and sustainable public funding remains the main precondition to guarantee institutional autonomy.”

C. STAFFING AUTONOMY

- **HEIs are able to hire, promote and retain staff for academic, technical and administrative positions** - *“Higher education institutions should be able to hire, promote and retain staff for academic, technical and administrative positions. In exercising their staffing autonomy, higher education institutions should ensure fairness, transparency and non-discrimination. The policies and practice of higher education institutions as well as public authorities should respect and uphold the legal rights and academic freedom of their staff.”*

D. ACADEMIC AUTONOMY

- **HEIs are able to decide on admissions**
- **HEIs are able to decide on curriculum design**
- **HEIs are able to decide on introduction & termination of programs**
- **HEIs are able to decide on on areas, scope, aims and methods of research**
“Higher education institutions must enjoy academic autonomy in order to ensure that the individual members of the academic community can exercise their academic freedom. As part of their academic autonomy, higher education institutions must be able to decide e.g. on admissions, curriculum design and the introduction and termination of programmes. Academic autonomy also includes the capacity to decide on areas, scope, aims and methods of research in accordance with the law, academic standards and good research practice, as well as the values of academic integrity.”

3.4.3 Student and staff participation in governance of higher education

- **regulation on participation for all forms and levels of governance** - *“Regardless of the various governance models throughout the EHEA, student and staff participation in higher education governance should be applied to all systems and institutions within the EHEA, whether public or private, for profit or not-for-profit, and at all levels of governance – transnational, European, national, regional, institutional, and sub-institutional”*
- **clear and transparent regulations, provisions and procedures on student and staff participation.**
- **creation of an environment conducive to purposeful and mutually beneficial relations between stakeholders.**

“At all levels and regardless of specific governance arrangements, higher education leaders have a responsibility to create an environment conducive to purposeful and mutually beneficial relations between stakeholders. The dialogue between all relevant stakeholders should be rooted in clear and transparent regulations, provisions and procedures and be based on mutual trust, recognition and cooperation.”

- **guarantee of inclusion of student and staff in decision-making**
“The freedom of students and staff to express their views on their institution’s policies and priorities as well as the policies of public authorities for the higher education system and the institutions that constitute it, without fear of reprisal, and that both higher education institutions and systems have a responsibility to listen to the critical voices and take them into account is an inseparable element of academic freedom”
- **guarantee of stable material learning and working conditions**
“Student and staff participation in higher education governance is strongly connected to their material conditions, and higher education can thrive only once public authorities as well as higher education institutions provide them with stable learning and working conditions”
- **clear and transparent regulations, provisions and procedures on student and staff participation**

“At the system and transnational levels, democratic higher education governance requires public authorities to commit to its principles and practice, adopt the required provisions in the pertinent laws, and otherwise respect autonomy and participation”

- **guarantee of inclusion of student and staff in decision-making**
“While at the level of higher education systems, several kinds of decision may ultimately fall within the competence of elected public representatives in parliament or by public authorities whose mandate emanates from elected public representatives, these should consult with the democratically elected and representative student and staff organisations. In contexts where policies are developed outside of frameworks with legislative or other governance responsibilities, such as the EHEA, duly elected student and staff representatives should be part of all policy discussions, following the good practice example of the Bologna Follow-Up Group”
- **guarantee of inclusion of student and staff in decision-making**
“In all contexts, duly elected student and staff representatives should be consulted on all issues put before the governing bodies. These may include but are not limited to the freedom to learn, the organisation and content of education, curriculum design and quality assurance, equitable access to higher education, strategic objectives and governance designs, financial matters, academic staff recruitment and retention, secure employment conditions, freedom from threats, retaliation, dismissal, or other sanctions in relation to the content of their research, teaching or stated professional views”
- **inclusion of respect to participation as a criteria for recognition of HE**
“participation and cooperation are essential to fulfilling the main missions of higher education and to ensuring the long-term success of our shared goals and commitments in the EHEA. It should be taken into account when recognising higher education institutions as a part of any given national education system and be included in the quality assurance criteria”
- **promotion of engagement in the life of the institution, including through participation in student and staff elections**
“The elections of student and staff representatives at all levels of higher education governance should be organised freely and autonomously, be representative and adhere to democratic principles to be legitimate. Institutions as well as student and staff organisations should seek to stimulate participation in student and staff elections as well as encourage participation of students and staff and engage in the life of the institution with a view to enhancing its democratic legitimacy and representativity.”
- **financial and other resources support for inclusion of student and staff in decision-making**
“Higher education institutions and systems should provide support, including financial and other resources, for sustainable representation of students and staff and ensuring the independence of representatives and their organisations”.

3.4.4 Academic integrity

- **Existence of ai regulations, standards and guidelines**
- **Existence of legal provisions for monitoring bodies**

“Public authorities, higher education institutions and the academic community share the responsibility for providing framework conditions that foster academic integrity. This involves establishing transparent regulations, standards and guidelines to be implemented at the level of higher education institutions and providing for independent bodies to monitor the implementation. The frameworks, the measures and the associated sanctions should be proportionate to the intended aim and any violations committed.”
- **Existence of QA procedures including academic integrity policies (including any of the following components: review by internal and external bodies, in line with EQF, compliant to ESG)**

“To ensure appropriate and fit for purpose processes at institutional and programme level, the reference to the academic integrity policies in learning and teaching, research, in administrative procedures and in institutional governance should be included in quality assurance procedures and be reviewed by the appropriate internal and external bodies in line with European and national frameworks, including the European Standards and Guidelines on Quality Assurance (ESGs).”
- **Existence of regularly updated legal provisions on integrity with regard to digital technologies**

“Special attention needs to be paid to ensure academic integrity in the context of emerging digital technologies, such as the use of artificial intelligence in education, as well as in the handling of data. Public authorities together with the academic community should adopt recommendations on good educational practice, therein creating and periodically reviewing frameworks and guidelines to ensure they keep pace with developments and, when necessary, setting standards and limits for its use.”
- **International cooperation activities within established frameworks**

“Public authorities should establish adequate frameworks and also cooperate at international level, such as within the framework of the Council of Europe, in order to counter and as far as possible eliminate diploma mills, contract cheating practices and other forms of organised misconduct and corruption including in the administrative processes and institutional governance of the academic institutions.”
- **Adequate funding and administrative frameworks**

“Public authorities should ensure that all organisational, cultural, legislative, financial and other measures promote a healthy working environment and error culture, while avoiding regulatory loopholes that allow impunity for academic misconduct. This includes ensuring adequate and sustainable funding for higher education and creating administrative frameworks that promote collaboration over competition and quality over quantity in academic outputs.”
- **Requirement for HEIs to develop codes of ethics**

“Institutions should develop Codes of Ethics describing issues of integrity and transparency in easily understandable language. These Codes of Ethics should be co-created with students, academic and administrative staff and should describe the ethical principles, types of

individual and organised misconduct, be it in teaching, learning, research or administration, and the appropriate and differentiated measures to take, including sanctions. The Codes of Ethics should also identify the university bodies responsible for support and guidance in case of violations. To ensure consistency between academic and legal measures, the cases of misconduct which lie outside of the remit of academic sanctions should be described. Higher education institutions should actively promote awareness of the Codes of Ethics and other relevant standards among target groups. To this end, Higher education institutions are responsible for providing staff with relevant training.”

- **Requirement for HEIs to do training and guidance on academic integrity**

“Higher education institutions should empower the academic community through proper training, adequate guidance and support for their academic community to develop their understanding of academic integrity and the skills and competences required to apply it.”

3.4.5 Public responsibility for higher education

- **Public authorities’ duty to further all major purposes of higher education through supportive legal and regulatory provisions regarding:**

- **preparation for the labor market**
- **preparation for life as active citizens of democratic societies**
- **personal development**
- **the development and maintenance of a broad and advanced knowledge base.**

“Public authorities should further all major purposes of higher education: preparation for the labour market, preparation for life as active citizens of democratic societies, personal development, and the development and maintenance of a broad and advanced knowledge base”

- **Public authorities’ duty to ensure that the frameworks within which higher education is conducted are put in place and function adequately, respectively:**

- **qualifications framework**
- **frameworks for quality assurance**
- **recognition of foreign qualifications**
- **information on higher education provision**
- **funding frameworks**
- **frameworks for the social dimension of higher education**

“... assume exclusive responsibility to ensure that the frameworks within which higher education is conducted are put in place and function adequately, including the legal framework, the qualifications framework of the higher education system, frameworks for quality assurance, the recognition of foreign qualifications, information on higher education provision, the funding frameworks, and the frameworks for the social dimension of higher education. ... Public authorities should assume leading responsibility for ensuring that all qualified candidates enjoy effective equal opportunities to undertake and complete higher education, irrespective of their background. ... Public authorities, at their respective levels, have the primary responsibility for putting in place supportive regulatory frameworks that enable

higher education institutions to effectively pursue their educational, research and outreach missions. Public responsibility may be exercised through legislation and other regulations but also through other means such as policies or funding. ... They should assume a substantial responsibility for financing and ensuring provision of higher education. All higher education within an education system should be provided and funded within the framework established by the competent public authorities, regardless of whether the provision and funding are public or private.”

- **Public authorities’ duty to ensure that consultation takes place regarding the configuration and substance of these frameworks.**

“Public authorities should exercise this responsibility in consultation with the higher education community and other stakeholders. They should specifically ensure that legal and regulatory frameworks foster and enable institutional autonomy, academic freedom, and self-governance by the higher education community. “

- **Public authorities consult and seek input regarding the configuration and substance of these frameworks from:**

- **the higher education sector**
- **internal university constituencies**
- **relevant external stakeholders**

“Public authorities should consult and seek input from the higher education sector, internal university constituencies, and relevant external stakeholders regarding the configuration and substance of these frameworks.”

3.4.6 Public responsibility of higher education

The main dimensions (responsibilities of the academic communities), as extracted from the respective statement (excepts below, next to each responsibility) are:

The academic communities have the following responsibilities:

- **To pursue truth through research and the production of knowledge as a public good** – *“..pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good.”*
- **To ensure quality of teaching, learning and research** – *“...uphold and develop the standards of teaching, learning, and research within and across academic disciplines. “*
- **To pursue transparency regarding work in higher education and in the dissemination of results** – *“continuously inform broader society of its work and results”.*
- **To proactively engage with social problems** – *“...engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions.”*
- **To promote democracy** – *“...foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency.”*

- **To prepare active citizens** – “...equip graduates with general, specialized and ethical knowledge, understanding, support them in developing the ability to act and to decide what action to take and what action to refrain from taking”
- **To ensure equity** – “...offer access to higher education to qualified candidates without regard to their economic, social, ethnic, or other background and provide support in order to enable those admitted to complete their studies with success.”
- **To proactively engage with modern challenges** - Contribute to “addressing major challenges of modern societies, (e.g., the survival of our planet, issues of war and peace, democracy, and living together) through research, learning and teaching, societal outreach and innovation and technology transfer.”
- **To engage in and with the public sphere** – “...engage in and with the public sphere, including in public debate, to ensure that our societies be developed and governed on the basis of factual knowledge as well as critical and constructive thinking.”
- **To improve opportunities** and serve society as a whole– “...help improve opportunities for all members of society.”

4. Project team: who will conduct the monitoring? (monitoring mechanism)

4.1 General setting

For the 2027 monitoring report on fundamental values, the monitoring report is proposed to be carried out through an Erasmus+ funded project led by the co-chairs of the WG on Fundamental Values, under the supervision of the Fundamental Values Working Group and the BFUG.

After the 2027, dependent on the decision of the BFUG, the monitoring of fundamental values can be carried out by a variety of organisations. The options identified so far are the following:

- **Eurydice.** Eurydice has the professional expertise and the experience to conduct this type of monitoring using the tool developed and presented in this report. However, the scope of monitoring (all EHEA systems, six values) might exceed the staff resources of Eurydice. The option provided by Eurydice before the 2024 Ministerial Conference was to alternate between a comprehensive monitoring report for the Ministerial Conference with a thematic monitoring report that could be a report on the fundamental values.
- **An independent research or consulting organisation.** For reasons of independence, transparency, and financial efficiency, the monitoring could be tendered, and an independent research or consulting organisation be selected to undertake it, using the tool as already developed. Eurydice could act as a coordinating agency, alone or in coordination with the BFUG or a small group delegated by the BFUG to act as a supervisory body.
- **A consortium of independent research or consulting organisations.** This would work in the same way, except that there will be not one, but a consortium of organisations selected and entrusted to undertake the monitoring, using the tool as developed.

4.2 Project team role

In any version, a small project team will be constituted to manage the monitoring. This team's responsibilities will include the selection, training and coordination of the national system operators, to administer the tool, analyse the collected data, draft the report, collect feedback and finalize the report.

The monitoring tool for assessing the fundamental values of higher education within the European Higher Education Area (EHEA) is a comprehensive instrument designed to evaluate, protect, and promote these core values.

4.3 The role of BFUG members

The BFUG (Bologna Follow-Up Group) will provide guidance throughout the monitoring process of fundamental values within the European Higher Education Area (EHEA) as in the other Bologna monitoring efforts. The Working Group on Fundamental Values, responsible for leading the monitoring process of the fundamental values in close cooperation with the Monitoring Working Group will report its findings and progress at each BFUG meeting, facilitating a continuous exchange of feedback and ensuring that any issues that may arise will be promptly addressed. This will allow the BFUG to offer strategic advice, support the implementation of best practices, and maintain the integrity and effectiveness of the monitoring framework.

For the 2027 report, the working group on Fundamental Values will coordinate the process as the co-chairs of the Working Group are proposed to lead the project. Each step of the implementation process, as it was done in the 2020-2024 mandate, will be discussed during the fundamental values working group meetings, including the list of selected national operators.

At the end of the process the BFUG can validate, acknowledge or not the final report and report to the 2027 Ministerial Conference.

Annex 1

The Questionnaire: questions for each fundamental value and technical instructions for answering; coding instructions; and explanation of how questions were generated

I. Academic freedom

A1. Protection – colour overview¹

Protection - colour code	Explanation
Full	<p>1. The concept of ‘academic freedom’ is specifically mentioned in legislation or is protected through legislative or judicial decisions AND</p> <p>2. The concept is specified in legislation in line with the respective EHEA statement, including ALL dimensions of academic freedom:</p> <ul style="list-style-type: none"> - freedom to research - freedom to teach - freedom to learn - freedom to disseminate knowledge (intramurally and extramurally)
Adequate	<p>The concept of ‘academic freedom’ is specifically mentioned in legislation or is protected through legislative or judicial decisions AND</p> <p>2. The concept is defined/specified in legislation in line with the EHEA definition but includes only 3 out of the 4 dimensions of academic freedom:</p> <ul style="list-style-type: none"> - freedom to research - freedom to teach - freedom to learn - freedom to disseminate knowledge (intramurally and extramurally)
Intermediary	<p>1. The concept of ‘academic freedom’ is specifically mentioned in legislation or is protected through legislative or judicial decisions AND</p> <p>2. The concept is defined/specified in legislation in line with the EHEA definition but includes only 2 out of the 4 dimensions of academic freedom:</p> <ul style="list-style-type: none"> - freedom to research - freedom to teach - freedom to learn - freedom to disseminate knowledge (intramurally and extramurally)
Inadequate	<p>1. The concept of ‘academic freedom’ is specifically mentioned in legislation or protected through legislative or judicial decisions) AND</p> <p>2. The concept is defined/specified in legislation in line with the EHEA definition but includes only 1 out of the 4 dimensions of academic freedom:</p> <ul style="list-style-type: none"> - freedom to research - freedom to teach - freedom to learn - freedom to disseminate knowledge (intramurally and extramurally)

¹ Questions in this block are for public authorities and higher education stakeholders respondents.

Absent	The concept of ‘academic freedom’ is not specifically mentioned in any type of legislation or judicial decisions, OR the definition in legislation does not align with any of the 4 dimensions specified in the EHEA definition.
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A2. Protection - questions and instructions for coding

Questions	Instructions for coding
<p>Q1.1. Is academic freedom legally protected in your higher education system? Please tick all that apply.</p> <p><input type="checkbox"/> Yes, in constitution</p> <p><input type="checkbox"/> Yes, in law</p> <p><input type="checkbox"/> Yes, in judicial decisions</p> <p><input type="checkbox"/> No</p> <p>Q1.2. <i>[shown to those who selected ‘Yes’ for Q1.1]</i> If yes, please indicate the definitions and references/links to the sources for these definitions.</p>	<p>Q1.1-2. If the answer is ‘Yes’ to any of three options (constitution, law, judicial decisions) AND the source is provided, the concept of academic freedom is considered explicitly mentioned.</p> <p>If the answer is ‘No’, <i>de jure</i> protection of academic freedom is seen as ‘absent’ (red colour).</p> <p>If the answer is ‘Yes’ to any of the three options, but no source is provided or identified by the operator, the answer is considered incomplete. It will be the responsibility of the operator to check and complete the answer after receiving answers from all categories of respondents. The operator will also assess if system-level legal provisions are in line with the EHEA definition, comparing the legal sources motioned in the answers and the EHEA statement with the definition.</p>
<p>Q1.3. <i>[shown to those who selected ‘Yes’ for Q1.1]</i> If the concept of academic freedom mentioned is defined in different legal instruments in the respective system, are these definitions consistent?</p> <p><input type="radio"/> Yes, they are fully or mostly consistent.</p> <p><input type="radio"/> No, there is a contradiction between constitution and laws.</p> <p>Q1.4. <i>[shown to those who selected ‘No’ for Q1.3]</i> If there are contradictions or inconsistencies, please explain.</p>	<p>Q1.3. If the answer is ‘Yes’, proceed to Q1.5.</p> <p>If the answer is ‘No’, an explanation is to be provided narratively in Q1.4.</p> <p>If the answer is ‘No’ and no explanation is provided in Q1.4, the answer is considered incomplete. It will be the responsibility of the operator to clarify and complete the information while taking note of the type of answer received from public authorities.</p>
<p>Q1.5. What dimensions of academic freedom are legally protected in your system?</p> <p><input type="checkbox"/> Freedom to research</p> <p><input type="checkbox"/> Freedom to teach</p> <p><input type="checkbox"/> Freedom to learn</p> <p><input type="checkbox"/> Freedom of knowledge dissemination (Intramural)</p> <p><input type="checkbox"/> Freedom of knowledge dissemination (Extramural)</p> <p><input type="checkbox"/> None of the above</p> <p><input type="checkbox"/> Cannot answer</p> <p>Q1.6. <i>[To be answered only by those who selected ‘Freedom to research’, ‘Freedom to teach’,</i></p>	<p>Q1.5. For ‘full protection’, all 4 dimensions are covered.</p> <p>For ‘adequate protection’- 3 dimensions.</p> <p>For ‘intermediary protection’- 2 dimensions.</p> <p>For ‘inadequate protection’ – 1 dimension.</p> <p>If the answer is ‘None of the above’, <i>de jure</i> protection of academic freedom is seen as ‘absent’.</p> <p>If the answer to Q1.5 is ‘Cannot answer’, the indicator is considered incomplete, the category and colour-code are not assigned for this indicator (it remains blank).</p> <p>Q1.6. is supplementary to Q1.5.</p> <p>If not all 3 groups (tenured, non-tenured staff and students) are selected OR ‘Unspecified in the</p>

<p><i>'Freedom of knowledge dissemination (Intramural)' or 'Freedom of knowledge dissemination (Extramural)' for Q1.5]</i> To what groups do these protections apply?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tenured staff (permanent contract) <input type="checkbox"/> Non-tenured staff (fixed term contract) <input type="checkbox"/> Students <input type="checkbox"/> Unspecified in the legislation 	<p>legislation' is selected, 'full protection' from Q5 should be demoted to 'adequate'.</p>
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B1. Protection outlook - colour overview²

Protection outlook - colour coding	Explanation
Positive	<p>There are documented plans to increase protection of academic freedom:</p> <ul style="list-style-type: none"> - in upcoming legislation (generically) - in upcoming judicial decisions - by defining the concept of academic freedom better in upcoming legislation
Unchanged	<p>There are no documented plans to increase OR decrease protection of academic freedom.</p>
Negative	<p>There are documented plans to diminish existing protection of academic freedom:</p> <ul style="list-style-type: none"> - in upcoming legislation - in upcoming judicial decisions

B2. Protection outlook - questions and instructions for coding

Questions	Instructions for coding
<p>Q1.7. Are there plans currently to change the legal protection of academic freedom (e.g. in upcoming legislation or judicial decisions)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, increase legal protection <input type="checkbox"/> Yes, decrease legal protection <input type="checkbox"/> No, neither increase nor decrease legal protection <input type="checkbox"/> Cannot answer <p>Q1.8. [shown to those who selected 'Yes' for Q1.7] If yes, please explain what upcoming legislation/judicial decisions are planned. As much as possible, provide sources (e.g. parliamentary debates, news, draft legislation, etc.) and a short list of all known examples.</p>	<p>Q1.7-8. If 'Yes, increase legal protection' is selected, protection outlook is 'positive'.</p> <p>If 'Yes, decrease legal protection' is selected, protection outlook is 'negative'.</p> <p>If 'No, neither increase nor decrease', protection outlook is 'unchanged'.</p> <p>If the answer to Q1.7 is 'Cannot answer' or 'Yes', but no sources or examples are provided or identified by the operator in Q1.8, the indicator is considered incomplete, the category and colour-code are not assigned to the indicator 'protection outlook'. It will be the duty of the operator to check and finalize, if possible, while noting the initial responses of the stakeholders.</p>

² This block of questions is only for the higher education stakeholders respondents.

C1. Promotion colour overview³

Promotion – colour coding	Explanation
Very significant	System-level authorities have developed: <ol style="list-style-type: none"> Guidelines to support the exercise of academic freedom AND Mechanisms (initiatives/policies/funding) to support the exercise of academic freedom AND Requirements for an external body (<i>i.e.</i>, from outside the HEIs) to evaluate how academic freedom is ensured in HEIs.
Significant	System-level authorities have developed 2 out of the 3 sets of initiatives listed immediately above.
Intermediary	System-level authorities have developed 1 out of the 3 sets of initiatives listed above.
Absent	System-level authorities have NOT developed any guidelines or mechanisms (initiatives/policies/ funding) to support the exercise of academic freedom AND there are NO requirements for an external body to evaluate how the exercise of academic freedom is ensured in HEIs.
Negative	System-level authorities have developed (non-legal) guidelines/mechanisms that weaken the protection of academic freedom.

C2. Promotion - questions and instructions for coding

Questions	Instructions for coding
<p>Q1.9. Are there non-legal system-level guidelines to support the exercise of academic freedom?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Cannot answer</p> <p>Q1.10. [shown to those who selected ‘Yes’ for Q1.9] If yes, please indicate the sources and list briefly all known examples.</p>	<p>Q1.9-10. If the answer is ‘Yes’ AND sources are provided, system-level guidelines count towards the promotion score (yellow to dark green).</p> <p>If the answer is ‘Cannot answer’ or ‘Yes’, but no source is provided or identified by the operator, the dimension is considered incomplete, and no colour is assigned (this box remains blank).</p>
<p>Q1.11. Are there non-legal system-level mechanisms and policies available to support the exercise of academic freedom? Please tick all that apply.</p> <p><input type="checkbox"/> Yes, specific initiatives</p> <p><input type="checkbox"/> Yes, policies</p> <p><input type="checkbox"/> Yes, dedicated funding</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Cannot answer</p>	<p>Q1.11-12. If the answer is ‘Yes’ AND sources are provided, system-level mechanisms count towards the promotion score.</p> <p>If the answer is ‘Cannot answer’ or ‘Yes’, but no source or explanation is provided or identified by the operator, the dimension is considered incomplete.</p>

³ Questions in this block are for public authorities and higher education stakeholders respondents.

<p>Q1.12. [shown to those who selected 'Yes' for Q1.11] If yes, please list specific initiatives/policies/funding that are available. As much as possible, provide sources (e.g. parliamentary or government documents, news reports, etc.)</p>	
<p>Q1.13. Are there requirements for an external body to evaluate how academic freedom is ensured in HEIs? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p> <p>Q1.14. [shown to those who selected 'Yes' for Q1.13] If yes, please indicate briefly the body and specify the requirements.</p>	<p>Q1.13-14. If the answer is 'Yes' AND the source is provided, requirements for external body count towards the promotion score.</p> <p>If the answer is 'Cannot answer' or 'Yes', but no source or explanation is provided or identified by the operator, the dimension is considered incomplete.</p>

D1. Promotion outlook - colour overview⁴

Protection outlook - colour coding	Explanation
Positive	There are documented plans to promote academic freedom by: <ol style="list-style-type: none"> 1. Developing new guidelines to support the exercise of academic freedom OR 2. Developing new mechanisms (initiatives/policies/regulations) to support the exercise of academic freedom OR 3. Requiring an external body to evaluate how the exercise of academic freedom is ensured in HEIs.
Unchanged	There are no plans to increase OR decrease promotion of academic freedom.
Negative	There are plans to diminish existing promotion of academic freedom.

⁴ This block of questions is for stakeholders respondents.

D2. Promotion outlook - questions and instructions for coding

Questions	Instructions for coding
<p>Q1.15. Are there plans to change the system-level guidelines, mechanisms or procedures related to academic freedom? Please tick all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, to develop new guidelines to support promotion of academic freedom <input type="checkbox"/> Yes, to develop new mechanisms (initiatives/ policies/ regulations) to support promotion of academic freedom <input type="checkbox"/> Yes, to require an external body to evaluate how the exercise of academic freedom is ensured in HEIs <input type="checkbox"/> Yes, to make changes that will result in diminishing promotion <input type="checkbox"/> No changes planned <input type="checkbox"/> Cannot answer <p>Q1.16. [shown to those who selected 'Yes' for Q1.15] If yes, please specify briefly what changes are expected.</p>	<p>Q1.15-16.</p> <p>If 'Yes, develop new guidelines' OR 'Yes, develop new mechanisms' OR 'Yes, require an external body to evaluate' is selected, protection outlook is 'positive'.</p> <p>If 'Yes, make changes diminishing promotion' is selected, protection outlook is 'negative'.</p> <p>If 'No changes planned', protection outlook is 'unchanged'.</p> <p>If the answer to Q1.15 is 'Cannot answer' or 'Yes', but no sources or examples are provided or identified by the operator in Q1.16, the indicator is considered incomplete, the category and colour-code are not assigned to the indicator 'promotion outlook'.</p>

E. De facto⁵ - questions and instructions for coding

Questions	Instructions for coding
<p>Q1.17. Are there positive developments at the system level that support academic freedom in practice?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer <p>Q1.18. [shown to those who selected 'Yes' for Q1.17] If yes, please provide a short inventory of positive developments. Give all known examples since 2020 [or another date, depending on the time of the monitoring].</p>	<p><i>De facto</i> responses are not colour-coded. They will be summarized by the operator and presented as bullet point lists of key developments, infringements, and threats.</p>
<p>Q1.19. In your system, are there infringements that limit the exercise of academic freedom in practice?</p> <p>Infringements of academic freedom are defined as any actions that break or violate the legal provisions for the protection of academic freedom in your system or the provisions of the EHEA statement on academic freedom (provided with this questionnaire). Infringements of academic freedom can be, or result from, actions of state or non-state actors, political or non-political organizations, from outside or inside the university (such as students, staff, university administrators or their organizations).</p> <ul style="list-style-type: none"> <input type="radio"/> Yes 	

⁵ This block of questions is for stakeholders and open platform respondents.

<p><input type="radio"/> No <input type="radio"/> Cannot answer</p> <p>Q1.20. <i>[shown to those who selected 'Yes' for Q1.19]</i> If yes, provide an inventory of infringements. Give all known examples since 2020. <i>[or another date, depending on the time of the monitoring].</i></p> <hr/> <p>Q1.21. In your system, are there threats that might limit the exercise of academic freedom in practice? Threats to academic freedom are any actions that may lead to but have not yet resulted in infringements of academic freedom.</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p> <p>Q1.22. <i>[shown to those who selected 'Yes' for Q1.21]</i> If yes, provide an inventory of threats. Give all known examples since 2020. <i>[or another date, depending on the time of the monitoring].</i></p>	
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II. Institutional autonomy

A1. Protection - colour overview⁶

Protection - colour coding	Explanation
Full	<p>1. The concept of ‘institutional autonomy’ is specifically mentioned in legislation or is protected through legislative or judicial decisions AND</p> <p>2. The concept is defined/specified in legislation in line with the respective EHEA statement to include ALL 4 dimensions of institutional autonomy:</p> <ul style="list-style-type: none"> - Organizational autonomy - Financial autonomy - Staffing autonomy - Academic autonomy
Adequate	<p>1. The concept of ‘institutional autonomy’ is specifically mentioned in legislation, or is protected through legislative or judicial decisions) AND</p> <p>2. The concept is defined/specified in legislation in line with the respective EHEA statement to include 3 of 4 dimensions of institutional autonomy.</p>
Intermediary	<p>1. The concept of ‘institutional autonomy’ is specifically mentioned in legislation, or is protected through legislative or judicial decisions AND</p> <p>2. The concept is defined/specified in legislation in line with the respective EHEA statement to include 2 of 4 dimensions of institutional autonomy.</p>
Inadequate	<p>1. The concept of ‘institutional autonomy’ is specifically mentioned in legislation as a right or protected through legislative or judicial decisions AND</p> <p>2. The concept is defined/specified in legislation in line with the respective EHEA statement to include 1 of 4 dimensions of institutional autonomy.</p>
Absent	<p>The concept of ‘institutional autonomy’ is not specifically mentioned in any type of legislation or judicial decisions OR the definition in legislation does not align with any of 4 dimensions defined in the respective EHEA statement.</p>

A2. Protection – questions and instructions for coding

Questions	Instructions for coding
<p>Q2.1. Is institutional autonomy legally protected in your higher education system? Please tick all that apply.</p> <p><input type="checkbox"/> Yes, in constitution</p> <p><input type="checkbox"/> Yes, in law</p> <p><input type="checkbox"/> Yes, in judicial decisions</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Cannot answer</p>	<p>Q2.1-2. If the answer is ‘Yes’ to any of three options (constitution, law, judicial decisions) AND the source is provided, the concept of institutional autonomy is considered explicitly mentioned.</p> <p>If the answer is ‘No’, de jure protection of institutional autonomy is seen as ‘absent’.</p>

⁶ Questions in this block are for public authorities and higher education stakeholders respondents.

<p>Q2.2. [shown to those who selected 'Yes' for Q2.1] If yes, please indicate the definitions and references/links to the sources for these definitions.</p>	<p>If the answer is 'Cannot answer' or 'Yes' to any of the three options, but no source is provided or identified by the operator, the answer is considered incomplete, no colour is assigned (remains blank).</p>
<p>Q2.3. What dimensions of institutional autonomy are legally protected? Please tick all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizational autonomy <input type="checkbox"/> Financial autonomy <input type="checkbox"/> Staffing autonomy <input type="checkbox"/> Academic autonomy <input type="checkbox"/> Not specified <input type="checkbox"/> Cannot answer <p>Q2.4. What types of higher education institutions are entitled to institutional autonomy by virtue of the existing legislation in your system? Please, tick all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Public institutions <input type="checkbox"/> Private for-profit institutions <input type="checkbox"/> Private not-for-profit institutions <input type="checkbox"/> Not specified 	<p>Q2.3. For 'full protection', all 4 dimensions are covered.</p> <p>For 'adequate protection'- 3 dimensions are covered.</p> <p>For 'intermediary protection'- 2 dimensions are covered.</p> <p>For 'inadequate protection' - 1 dimension is covered.</p> <p>If the answer is 'None of the above', <i>de jure</i> protection of institutional autonomy is considered 'absent'.</p> <p>If the answer to Q2.3 is 'Not specified', the indicator is considered incomplete, no colour is assigned (remains blank).</p>

B1. Protection outlook - colour overview⁷

Protection outlook - colour coding	Explanation
Positive	<p>There are plans to increase protection of institutional autonomy EITHER:</p> <ul style="list-style-type: none"> - In upcoming legislation (generically) OR - in upcoming judicial decisions OR - by defining the concept in upcoming legislation
Unchanged	<p>There are no plans to increase OR decrease protection of institutional autonomy.</p>
Negative	<p>There are plans to diminish the existing protection of institutional autonomy EITHER:</p> <ul style="list-style-type: none"> - in upcoming legislation OR - in upcoming judicial decisions

⁷ This block of questions is for stakeholders respondents.

B2. Protection outlook – questions and instructions for coding

Questions	Instructions for coding
<p>Q2.5. Are there plans currently to change the legal protection of institutional autonomy (e.g. in upcoming legislation or judicial decisions)?</p> <p><input type="checkbox"/> Yes, increase legal protection</p> <p><input type="checkbox"/> Yes, decrease legal protection</p> <p><input type="checkbox"/> No, neither increase nor decrease legal protection</p> <p><input type="checkbox"/> Cannot answer</p> <p>Q2.6. [shown to those who selected ‘Yes’ for Q2.5] If yes, please explain what upcoming legislation/judicial decisions are planned. As much as possible, provide sources (e.g. parliamentary debates, news, draft legislation, etc.) and a short list of all known examples.</p>	<p>Q2.5-6</p> <p>If ‘Yes, increase legal protection’ is selected, protection outlook is ‘positive’.</p> <p>If ‘Yes, decrease legal protection’ is selected, protection outlook is ‘negative’.</p> <p>If ‘No, neither increase nor decrease’, protection outlook is ‘unchanged’.</p> <p>If the answer to Q2.5 is ‘Cannot answer’ or ‘Yes’, but no sources or examples are provided or identified by the operator in Q2.6, the indicator is considered incomplete, and no colour is assigned to the indicator ‘protection outlook’ (remain blank).</p>

C1. Promotion - colour overview⁸

Promotion - colour coding	Explanation
Very significant	System-level authorities have developed: <ol style="list-style-type: none"> Guidelines to support the exercise of institutional autonomy AND Mechanisms (initiatives/policies/funding) to support the exercise of institutional autonomy AND Requirements for an external body to evaluate how the exercise of institutional autonomy is ensured in HEIs.
Significant	System-level authorities have developed 2 out of the 3 sets of initiatives listed immediately above.
Intermediary	System-level authorities have developed 1 out of the 3 sets of initiatives listed above.
Absent	System-level authorities have NOT developed any guidelines or mechanisms (initiatives/policies/funding) to support the exercise of institutional autonomy AND there are NO requirements for an external body to evaluate how the exercise of institutional autonomy is ensured in HEIs.
Negative	System-level authorities have developed guidelines/mechanisms that weaken institutional autonomy.

⁸ This block of questions is for public authorities and HE stakeholders respondents.

C2. Promotion – questions and instructions for coding

Questions	Instructions for coding
<p>Q2.7. Are there HE system-level guidelines to support the exercise of institutional autonomy?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer <p>Q2.8. [shown to those who selected ‘Yes’ for Q2.7] If yes, please indicate the sources and shortlist all known examples.</p>	<p>Q2.7-8. If the answer is ‘Yes’ AND the source is provided, system-level guidelines count towards the promotion score.</p> <p>If the answer is ‘Cannot answer’ or ‘Yes’, but no source is provided or identified by the operator, the dimension is considered incomplete (no colour assigned).</p>
<p>Q2.9. Are there HE system-level mechanisms (not legal or regulatory) available to support the exercise of institutional autonomy? Please tick all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, specific initiatives <input type="checkbox"/> Yes, policies <input type="checkbox"/> Yes, funding <input type="checkbox"/> No <input type="checkbox"/> Cannot answer <p>Q2.10. [shown to those who selected ‘Yes’ for Q2.9] If yes, please explain what specific initiatives/policies/funding are available. As much as possible, provide sources (e.g. parliamentary or governmental documents, news reports, etc.) and a list with all known examples.</p>	<p>Q2.9-10. If the answer is ‘Yes’ AND the source is provided, system-level mechanisms count towards the promotion score.</p> <p>If the answer is ‘Cannot answer’ or ‘Yes’, but no source or explanation is provided or identified by the operator, the dimension is considered incomplete (no colour assigned).</p>
<p>Q2.11. Are there requirements for an external body to evaluate how the exercise of institutional autonomy is ensured in HEIs?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer <p>Q2.12. [shown to those who selected ‘Yes’ for Q2.11] If yes, please indicate the body and specify the requirements.</p>	<p>Q2.11-12. If the answer is ‘Yes’ AND the source is provided, requirements for external body count towards the promotion score.</p> <p>If the answer is ‘Cannot answer’ or ‘Yes’, but no source or explanation is provided or identified by the operator, the dimension is considered incomplete (no colour assigned).</p>

D1. Promotion outlook - colour overview⁹

Protection outlook - colour coding	Explanation
Positive	There are plans to promote institutional autonomy by: <ol style="list-style-type: none"> 1. Developing new guidelines to support the exercise of institutional autonomy OR 2. Developing new mechanisms/initiatives/policies/regulations to support the exercise of institutional autonomy OR 3. Requiring an external body to evaluate how institutional autonomy is ensured in HEIs.
Unchanged	There are no plans to increase OR decrease promotion of institutional autonomy.
Negative	There are plans to diminish the existing promotion of institutional autonomy.

D2. Promotion outlook – questions and instructions for coding

Questions	Instructions for coding
<p>Q2.13. Are there plans to change the existing system-level guidelines, mechanisms or procedures regarding institutional autonomy? Please tick all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, develop new guidelines to better promote institutional autonomy <input type="checkbox"/> Yes, develop new mechanisms (initiatives/ policies/ regulations) to better promote institutional autonomy <input type="checkbox"/> Yes, require an external body to evaluate how institutional autonomy is ensured in HEIs <input type="checkbox"/> Yes, make changes diminishing support for autonomy <input type="checkbox"/> No changes planned <input type="checkbox"/> Cannot answer <p>Q2.14. [shown to those who selected ‘Yes’ for Q2.13] If yes, please explain what guidelines and mechanisms are planned to be introduced. As much as possible, provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.</p>	<p>Q2.13-14</p> <p>If ‘Yes, develop new guidelines’ OR ‘Yes, develop new mechanisms’ OR ‘Yes, require an external body to evaluate’ is selected, promotion outlook is ‘positive’.</p> <p>If ‘Yes, make changes diminishing promotion’ is selected, promotion outlook is ‘negative’.</p> <p>If ‘No changes planned’, promotion outlook is ‘unchanged’.</p> <p>If the answer to Q2.13 is ‘Cannot answer’ or ‘Yes’, but no sources or examples are provided or identified by the operator in Q2.14, the indicator is considered incomplete, the category and colour-code are not assigned to the indicator ‘promotion outlook’.</p>

⁹ This block of questions is for stakeholders respondents.

E. De facto¹⁰ - questions and instructions for coding

Questions	Instructions for coding
<p>Q2.15. Are there positive developments at the system level that support institutional autonomy in practice?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer <p>Q2.16. [shown to those who selected 'Yes' for Q2.15] If yes, please provide a short inventory of positive developments. Give all known examples since 2020 [or another date specified by the project team, depending on when the monitoring is undertaken].</p>	<p><i>De facto</i> responses are not coded, they are summarized by the operator and presented as bullet point lists of key development, infringement, and threats.</p>
<p>Q2.17. Are there infringements at the system level that limit the exercise of institutional autonomy in practice?</p> <p>Infringements of institutional autonomy are defined as any actions that break or violate the legal provisions for the protection of institutional autonomy in your system or the provisions of the EHEA statement on institutional autonomy. Infringements of institutional autonomy can be, or result from, actions of state or non-state actors, political or non-political organizations, from outside or inside the university (such as students, staff, university administrators or their organizations).</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer <p>Q2.18. [shown to those who selected 'Yes' for Q2.17] If yes, provide an inventory of infringements. Give all known examples since 2020 [or another date, depending on the time of the monitoring].</p>	
<p>Q2.19. Are there threats at the system level that might limit the exercise of institutional autonomy in practice?</p> <p>Threats to institutional autonomy are any actions that may lead to but have not yet resulted in infringements of institutional autonomy.</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer <p>Q2.20. [shown to those who selected 'Yes' for Q2.19]. If yes, provide an inventory of threats. Give all known examples since 2020 [or another date, depending on the time of the monitoring].</p>	

¹⁰ This block of questions is filled in by HE stakeholders and open platform respondents.

III. Student and staff participation in governance of higher education

A1. Protection - colour overview¹¹

Protection - colour coding	Explanation
Full	<p>1. The concepts of ‘student participation’ AND ‘staff participation’ are explicitly mentioned in legislation or they are protected through legislative or judicial decisions) AND</p> <p>2. The concepts are defined/specified in legislation in line with the respective EHEA statement to include ALL the rights that guarantee inclusion of students AND staff in decision-making and decision-taking regarding HEIs :</p> <ul style="list-style-type: none"> - self-organise autonomously without undue interference - elect and be elected to the relevant governing bodies - have their views represented and taken into account - initiate debates and table proposals in all governing bodies and participate in discussion of and decision on them - be heard and have a vote on internal organisation and administration - be consulted on further development of the relevant HEI through their representative organisations (unions). AND <p>3) System-level guarantees are provided to ensure stable learning conditions for students AND stable working conditions for academic staff AND</p> <p>4) Regulations regarding the recognition of HEIs include the requirement for HEIs to respect the right of students AND staff to participate in governance as a condition for recognition.</p>
Adequate	<p>1. The concepts of ‘student participation’ AND ‘staff participation’ are explicitly mentioned in legislation, or they are protected through legislative or judicial decisions AND</p> <p>2. These concepts are defined/specified in legislation in line with the respective EHEA statement to include 4 or 5 of the 6 rights listed immediately above, which guarantee inclusion of students AND staff in decision-making and decision-taking.</p> <p>3) System-level guarantees are provided, ensuring stable learning conditions for students OR stable working conditions for academic staff</p> <p>4) The regulations regarding recognition of HEIs include the requirement to respect the participation of students OR staff in governance as a condition for recognition.</p>

¹¹ Questions in this block are for public authorities and higher education stakeholders respondents.

Intermediary	<p>1. The concepts of ‘student participation’ AND ‘staff participation’ are explicitly mentioned in legislation as a right, or they are protected through legislative or judicial decisions) AND</p> <p>2. The concepts are defined/specified in legislation in line with the respective EHEA statement to include 2 or 3 of the 6 rights listed above, which guarantee inclusion of students AND staff in decision-making and decision-taking regarding HEIs,</p> <p>3) System-level guarantees are provided to ensure stable learning conditions for students OR stable working conditions for academic staff</p> <p>4) The regulations regarding recognition of HEIs include the requirement to respect the participation of students OR staff in governance as a condition for recognition.</p>
Inadequate	<p>1. The concepts of ‘student participation’ AND ‘staff participation’ are explicitly mentioned in legislation as a right, or they are protected through legislative or judicial decisions) AND</p> <p>2. The concepts are defined/specified in legislation in line with the respective EHEA statement to include only 1 of 6 rights listed above, which guarantee inclusion of students AND staff in decision-making and decision-taking regarding HEIs.</p> <p>3) System-level guarantees are provided to ensure stable learning conditions for students AND stable working conditions for academic staff</p> <p>4) The regulations regarding recognition of HEIs include the requirement to respect the participation of students OR staff in governance as a condition for recognition.</p>
Absent	<p>The concepts of ‘student participation’ and ‘staff participation in HEI governance’ are not specifically mentioned in any type of legislation or judicial decisions and there are no provisions to protect them OR the definition of student and staff participation in legislation does not align with the dimensions detailed in the respective EHEA statement.</p>

A2. Protection – questions and instructions for coding

Questions	Instructions for coding
<p>Q3.1. Is the concept of student participation in higher education governance explicitly mentioned in legislation in your higher education system? Please tick all that apply.</p> <p><input type="checkbox"/> Yes, in constitution.</p> <p><input type="checkbox"/> Yes, in law.</p> <p><input type="checkbox"/> Yes, in judicial decisions.</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Cannot answer</p>	<p>Q3.1 If the answer is ‘Yes’ to any of three options (constitution, law, judicial decisions) AND the source is provided in Q3.2, the concept of ‘student participation’ is considered explicitly mentioned.</p> <p>If the answer is ‘No’, <i>de jure</i> protection of student participation is seen as ‘absent’.</p> <p>If the answer is ‘Cannot answer’ or ‘Yes’ to any of the three options, but no</p>

Q3.2. [shown to those who selected 'Yes' for Q3.1]
If yes, please indicate the definitions and references/links to the official sources for these definitions.

Q3.3. Is the concept of staff participation in higher education governance explicitly mentioned in legislation? (Please, tick all that apply)

- Yes, in constitution.
- Yes, in law.
- Yes, in judicial decisions
- No
- Cannot answer

Q3.4. [shown to those who selected 'Yes' for Q3.3]
If yes, please indicate the definitions and references/links to the sources for these definitions.

Q3.5. Do regulations or procedures for HEIs to ensure participation of students and staff in HEI governance apply to private institutions?

- Yes, everything is the same
- No, there are no regulations or procedures about student and staff participation for private institutions
- Yes, but there are separate regulations and procedures for private institutions
- Cannot answer

Q3.6. Is there a difference between the regulations or for HEIs to ensure participation of students and staff in HEI governance in for-profit and not-for-profit institutions?

- Yes
- No
- Cannot answer

Q3.7. [shown to those who selected 'Yes' for Q3.6]
If yes, please specify briefly and give reference/ link to the source.

Q3.8. In accordance with the statement for this value, EHEA members committed to adopt and enforce regulations and procedures regarding student and staff participation at all levels of governance. Please, mark in the following table all cases for which such regulations and procedures exist.

	Students	Staff	Cannot answer
Transnational/European governance			
National governance			

source is provided or identified by the operator, **the answer is considered incomplete.**

Q3.3. If the answer is 'Yes' to **any** of three options (constitution, law, judicial decisions) AND the source is provided in Q3.5, **the concept of staff participation is considered explicitly mentioned.**

If the answer is 'No', *de jure* protection of student participation is seen as **'absent'**.

If the answer is 'Cannot answer' or 'Yes' to any of the three options, but **no source** is provided or identified by the operator, **the answer is considered incomplete.**

Regional (sub-national) governance				
Institutional governance				
Departmental governance				

Q3.9. Please mark in the table below the rights of students and staff that are legally protected in your higher education system

	Students	Staff	Cannot answer
Right to self-organise autonomously without undue interference			
Right to elect and be elected to the relevant governing bodies			
Right to have their views represented and taken into account			
Right to initiate debates and table proposals in all governing bodies and participate in discussion of and decision on them			
Right to be heard and have a vote on internal organisation and administration			
Right to be consulted on further development of the relevant HEI through their representative organisations (unions).			

Q3.9-10. For **'full protection'**, all 6 rights should be covered in legislation for students AND staff (apart from requirements to other dimensions).

For **'adequate protection'**- 4-5 rights should be covered in legislation for students AND staff (apart from requirements to other dimensions).

For **'intermediary protection'**- 2-3 rights should be covered in legislation for students OR staff (apart from requirements to other dimensions).

For **'inadequate protection'** -1 right should be covered in legislation for students OR staff (apart from requirements to other dimensions).

If 'Cannot answer' is chosen or **no evidence** is provided or identified by the operator in Q3.10., **the answer is considered incomplete.**

Q3.10. For any right marked as legally protected, please provide reference/link to the source.

Q3.11. If rights are guaranteed to staff, do they apply to the following types of staff? Please tick all that apply.

- Tenured staff (permanent contract)
- Non-tenured staff (fixed term contract)
- Full-time staff
- Part-time staff
- The rights are guaranteed without specification of staff types
- Different rights are guaranteed to different types of staff

<input type="checkbox"/> Cannot answer	
<p>Q3.12. Are stable learning conditions for students guaranteed in your higher education system?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, they are legally guaranteed <input type="checkbox"/> Yes, there are non-legal guidelines/policies/funding for this <input type="checkbox"/> No <input type="checkbox"/> Cannot answer <p>Q3.13. [shown to those who selected 'Yes' for Q3.12] If yes, please briefly introduce how 'stable' is defined and give reference/ link to the source.</p> <p>Q3.14. Are stable working conditions for academic staff guaranteed in your higher education system?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, legally guaranteed <input type="checkbox"/> Yes, there are guidelines/policies/initiatives/ funding for this <input type="checkbox"/> No <input type="checkbox"/> Cannot answer <p>Q3.15. [shown to those who selected 'Yes' for Q3.14] If yes, please briefly introduce how 'stable' is defined and give reference/ link to the source.</p>	<p>Q3.12-15 For assessment of protection, the option 'Yes, they are legally guaranteed' is to be checked in Q3.12. and Q3.14. To qualify for compliance, both answers must be supported by evidence.</p> <p>If 'Cannot answer' is chosen or no evidence is provided or identified by the operator for Q3.12, and Q3.14., the answer is considered incomplete.</p>
<p>Q3.16. Do national rules for the recognition of HEIs include recommendations regarding the participation of students and staff in governance?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, there are recommendations for participation of students and staff <input type="checkbox"/> Yes, but only for staff <input type="checkbox"/> Yes, but only for students <input type="checkbox"/> No, there are no recommendations on participation of either students or staff in the national rules on recognition of HEIs <input type="checkbox"/> Cannot answer <p>Q3.17. [shown to those who selected 'Yes' for Q3.16] If yes, please provide reference/ link to the source.</p>	<p>Q3.16-17. For 'full protection', recommendations must be in place for students AND staff.</p> <p>For 'adequate protection'- recommendations must be in place for students OR staff.</p> <p>For 'intermediary protection' or 'inadequate protection' – recommendations in the rules for recognition of HEIs are optional.</p> <p>If 'Cannot answer' is chosen or no evidence is provided or identified by the operator, the answer is considered incomplete.</p>

B1. Protection outlook - colour overview¹²

Protection outlook - colour coding	Explanation
Positive	There are documented plans to increase protection of student OR staff participation in HE governance in EITHER: <ul style="list-style-type: none"> - upcoming legislation generically OR - upcoming judicial decisions OR - by defining the concept in upcoming legislation
Unchanged	There are no documented plans to increase OR decrease protection of student OR staff participation in HE governance.
Negative	There are documented plans to diminish existing protection of student OR staff participation in HE governance: <ul style="list-style-type: none"> - in upcoming legislation - in upcoming judicial decisions

B2. Protection outlook – questions and instructions for coding

Questions	Instructions for coding
<p>Q3.18. Are there plans currently to change the legal protection of student or staff participation in HEI governance (e.g. in upcoming legislation or judicial decisions)?</p> <p><input type="checkbox"/> Yes, increase legal protection for student participation in governance</p> <p><input type="checkbox"/> Yes, increase legal protection for staff participation in governance</p> <p><input type="checkbox"/> Yes, decrease legal protection for student participation in governance</p> <p><input type="checkbox"/> Yes, decrease legal protection for staff participation in governance</p> <p><input type="checkbox"/> No, neither increase nor decrease legal protection</p> <p><input type="checkbox"/> Cannot answer</p> <p>Q3.19. [shown to those who selected ‘Yes’ for Q3.18] If yes, please explain what upcoming legislation/judicial decisions are planned. As much as possible, provide sources (e.g. parliamentary debates, news, draft legislation, etc.) and a short list of all known examples.</p>	<p>Q3.18-19. If ‘Yes, increase legal protection’ for either students or staff is selected, protection outlook is ‘positive’.</p> <p>If ‘Yes, decrease legal protection’ is selected for either students or staff, protection outlook is ‘negative’.</p> <p>If ‘No, neither increase nor decrease’, protection outlook is ‘unchanged’</p> <p>If ‘Yes, increase legal protection’ is selected for some respondents and ‘Yes, decrease legal protection’ by another, the system operator will check and clarify. If both are true, this will be coded as both ‘positive’ and ‘negative’ (half-half of the respective system on the map)</p> <p>If the answer to Q3.18. is ‘Cannot answer’ or ‘Yes’, but no sources or examples are provided or identified by the operator n Q3.19, the indicator is considered incomplete, and no colour is assigned.</p>

¹² This block of questions is for the HE stakeholders respondents.

C1. Promotion - colour overview¹³

Promotion - colour coding	Explanation
Very significant	<p>System-level authorities have developed:</p> <ol style="list-style-type: none"> Guidelines or mechanisms (initiatives/policies/funding) to promote the inclusion of students AND staff in decision-making and decision-taking regarding HEIs and support all 6 of their rights as defined in respective EHEA statement: <ul style="list-style-type: none"> - self-organise autonomously without undue interference - elect and be elected to the relevant governing bodies - have their views represented and taken into account - initiate debates and table proposals in all governing bodies and participate in discussion of and decision on them - be heard and have a vote on internal organisation and administration - be consulted on further development of the relevant HEI through their representative organisations (unions). Guidelines and mechanisms (initiatives/policies/funding) for promoting stable learning conditions for students AND working conditions for academic staff
Significant	<p>System-level authorities have developed:</p> <ol style="list-style-type: none"> Guidelines or mechanisms (initiatives/policies/funding) to promote inclusion of students AND staff in decision-making and decision-taking regarding HEIs and support 3 to 5 out of the 6 rights listed immediately above. Guidelines and mechanisms (initiatives/policies/funding) for promoting stable learning conditions for students AND working conditions for academic staff
Intermediary	<p>System-level authorities have developed:</p> <ol style="list-style-type: none"> Guidelines or mechanisms (initiatives/policies/funding) to promote inclusion of students OR staff in decision-making and decision-taking regarding HEIs and support only 1 or 2 of the 6 rights listed above. Guidelines and mechanisms (initiatives/policies/funding) for promoting stable learning conditions for students OR working conditions for academic staff
Absent	<p>System-level authorities have NOT developed any guidelines or mechanisms (initiatives/policies/funding) to support the exercise of student and staff participation in governance AND to promote stable learning conditions for students and working conditions for academic staff.</p>
Negative	<p>System-level authorities have developed guidelines/mechanisms that weaken the exercise of student and staff participation in HE governance.</p>

¹³ Questions in this block are for public authorities and higher education stakeholders respondents.

C2. Promotion – questions and instructions for coding

Questions	Instructions for coding																												
<p>Q3.20. Are there HE system-level guidelines or mechanisms (initiatives/policies/funding) to support the participation of students and staff in HEI governance? Please tick all that apply.</p> <table border="1" data-bbox="169 479 1046 1256"> <thead> <tr> <th></th> <th>For students</th> <th>For staff</th> <th>Cannot answer</th> </tr> </thead> <tbody> <tr> <td>Right to self-organise autonomously without undue interference</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Right to elect and be elected to the relevant governing bodies</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Right to have their views represented and taken into account</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Right to initiate debates and table proposals in all governing bodies and participate in discussion of and decision on them</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Right to be heard and have a vote on internal organisation and administration</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Right to be consulted on further development of the relevant HEI through their representative organisations (unions).</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Q3.21. <i>[shown to those who selected ‘Yes’ for Q3.20]</i> For any right marked as supported by guidelines, policies or funding, please provide reference/link to the source.</p>		For students	For staff	Cannot answer	Right to self-organise autonomously without undue interference				Right to elect and be elected to the relevant governing bodies				Right to have their views represented and taken into account				Right to initiate debates and table proposals in all governing bodies and participate in discussion of and decision on them				Right to be heard and have a vote on internal organisation and administration				Right to be consulted on further development of the relevant HEI through their representative organisations (unions).				<p>Q3.20-21 (dimension 2 under this indicator, see table immediately above)</p> <p>For ‘very significant promotion’, all 6 rights should be promoted for students AND staff.</p> <p>For ‘significant promotion’- 3 to 5 rights should be promoted for students AND staff.</p> <p>For ‘intermediary promotion’- 1 or 2 rights should be promoted for students OR staff.</p> <p>Not a single right promoted for students AND staff qualifies as ‘absent promotion’.</p> <p>If the answer is ‘Cannot answer’ or no evidence is provided or identified by the operator in Q3.21 to support the answers, dimension 1 is considered incomplete.</p>
	For students	For staff	Cannot answer																										
Right to self-organise autonomously without undue interference																													
Right to elect and be elected to the relevant governing bodies																													
Right to have their views represented and taken into account																													
Right to initiate debates and table proposals in all governing bodies and participate in discussion of and decision on them																													
Right to be heard and have a vote on internal organisation and administration																													
Right to be consulted on further development of the relevant HEI through their representative organisations (unions).																													
<p>Q3.22. Are there any guidelines or mechanisms (initiatives/policies/funding) promoting stable learning conditions for students in the given national context?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p> <p>Q3.23 <i>[shown to those who selected ‘Yes’ for Q3.22]</i> If yes, please explain what guidelines or mechanisms (initiatives/policies/funding) are in place.</p> <p>Q3.24. Are there any system-level guidelines, policies or initiatives promoting stable working conditions for the staff?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p>	<p>Q3.22.-25. (dimension 2 under this indicator, see table above with colour coding instructions)</p> <p>For ‘very significant promotion’ and ‘significant promotion’, the respective numbers of measures promoting stable conditions for students (Q3.22.) AND staff (Q3.24.) should be in place.</p> <p>For ‘intermediary promotion’- measures promoting stable conditions for students (Q3.22) OR staff (Q3.24) should be in place.</p>																												

<p>Q3.25 [shown to those who selected 'Yes' for Q3.24] If yes, please explain what guidelines or mechanisms (initiatives/policies/funding) are in place.</p>	<p>The answer 'No' in Q3.22 and Q3.24 qualifies as 'absent promotion'.</p> <p>If the answer is 'Cannot answer' or no evidence are provided to support the answers from Q3.22 and Q3.22, the dimension 2 is considered incomplete.</p>
	<p>The score for this indicator results from combining the scores for dimensions 1 and 2, as explained in the colour-coding table above.</p>

D1. Promotion outlook – colour overview¹⁴

Protection outlook - colour coding	Explanation
Positive	<p>There are documented plans to promote participation of students and staff in HE governance by:</p> <ol style="list-style-type: none"> 1. Developing new guidelines to support the participation of students and staff OR 2. Developing new mechanisms (initiatives/policies/regulations) to support the participation of students and staff
Unchanged	<p>There are no documented plans to increase OR decrease promotion of participation of students and staff.</p>
Negative	<p>There are documented plans to diminish existing promotion of participation of students and staff.</p>

D2. Promotion outlook – questions and instructions for coding

Questions	Instructions for coding								
<p>Q3.26. Are there plans to change system-level mechanisms promoting student and/or staff participation in HE governance? Please tick all that apply.</p> <table border="1" data-bbox="167 1720 861 1937"> <thead> <tr> <th></th> <th>For students</th> <th>For staff</th> <th>Cannot answer</th> </tr> </thead> <tbody> <tr> <td>Yes, to develop guidelines/policies/funding supporting participation</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		For students	For staff	Cannot answer	Yes, to develop guidelines/policies/funding supporting participation				<p>Q3.26-27</p> <p>If 'Yes, to develop guidelines supporting participation' is selected for either students or staff is, promotion outlook is 'positive'.</p> <p>If 'Yes, to adopt policies that would diminish participation' is selected, protection outlook is 'negative'.</p> <p>If 'No changes planned', protection outlook is 'unchanged'</p>
	For students	For staff	Cannot answer						
Yes, to develop guidelines/policies/funding supporting participation									

¹⁴ This block of questions is for the HE stakeholders respondents.

Yes, to adopt policies that would diminish participation				<p>If ‘Yes, to develop guidelines supporting participation’ is selected by some respondents, and ‘Yes, to adopt policies that would diminish participation’ by others, the operator will check and finalize. If both are true, both colours will be included in the respective box (half-half).</p> <p>If the answer to Q3.26 is ‘Cannot answer’ or ‘Yes’, but no sources or examples are provided or identified by the operator in Q3.27, the indicator is considered incomplete, the category and colour-code are not assigned to the and no colour is assigned.</p>
No changes planned				
<p>Q3.27. [shown to those who selected ‘Yes’ for Q3.26] If yes, please explain what guidelines and mechanisms are planned to be introduced. As much as possible, provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.</p>				

E. De facto¹⁵ - questions and instructions for coding

Questions	Instructions for coding
<p>Q3.28. Are there positive developments in your higher education system that support participation of students and staff in HE governance in practice?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer <p>Q3.29. [shown to those who selected ‘Yes’ for Q3.28] If yes, please provide a short inventory of positive developments that you find relevant. Give all known examples since 2020 [or another date specified by the project team depending on when the monitoring is undertaken].</p>	<p><i>De facto</i> responses are not coded, they are summarized by the operator and presented as bullet point lists of key developments, infringements, and threats.</p>
<p>Q3.30. Are there infringements in your higher education system with regard to participation of students and staff in HE governance in practice?</p> <p>Infringements of the right to participation of students and staff in HE governance are defined as any actions that break or violate the legal provisions for the protection of participation of students and staff in governance in your system or the provisions of the respective EHEA fundamental value statement.</p> <p>Infringements of participation of students and staff in HEI governance can be, or result from, actions of state or non-state actors, political or non-political organizations, from outside or inside the university (such as students, staff, university administrators or their organizations).</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer 	
<p>Q3.31. [shown to those who selected ‘Yes’ for Q3.28] If yes, provide an inventory of infringements. Give all known examples since 2020 [or another date specified by the project team depending on when the monitoring is undertaken].</p>	

¹⁵ This block of questions is for the HE stakeholders and respondents on the open platform.

<p>Q3.32. Are there threats at the system level with regard to participation of students and staff in HE governance? Threats to participation of students and staff in HE governance are any actions that may lead to but have not yet resulted in infringements of the right to participation of students and staff in HE governance.</p> <p> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer </p> <p>Q3.33 [shown to those who selected 'Yes' for Q3.30] If yes, provide an <u>inventory</u> of threats. Give all known examples since 2020 [or another date specified by the project team depending on when the monitoring is undertaken].</p>	
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IV. Academic integrity

A1. Protection - colour overview¹⁶

Protection - colour coding	Explanation
Full	<p>The concept of academic integrity defined in line with the respective EHEA statement is explicitly mentioned in legislation AND all of the following are in place:</p> <ol style="list-style-type: none"> 1) System-level regulations, standards and guidelines on academic integrity, including: <ul style="list-style-type: none"> - provisions for independent bodies mandated to monitor the implementation of the regulations, standards and guidelines regarding academic integrity - specific provisions regarding integrity in activities making use of digital technologies - participation in international cooperation frameworks dedicated to ensuring academic integrity/implementation of the provisions of such frameworks in the respective system 2) System-level requirements that academic integrity policies in learning and teaching, research, in administrative procedures and in institutional governance be included in the quality assurance procedures at programme and institutional level, and be reviewed by the appropriate internal and external bodies in line with European and national frameworks. 3) System-level provisions requiring HEIs to adopt Code of Ethics describing issues of integrity and clarifying how to address them in all cases. 4) System-level provisions requiring that all organisational, cultural, legislative, financial and other measures promote a healthy working environment and error culture, while avoiding regulatory loopholes that allow impunity for academic misconduct.
Adequate	<p>The concept of academic integrity is explicitly mentioned in legislation or protected through judicial decisions but only 3 out of 4 specific provisions (above) formulated in line with the respective EHEA statement are in place.</p>

¹⁶ Questions in this block are for public authorities and higher education stakeholders respondents.

Intermediary	The concept of academic integrity is explicitly mentioned in legislation or protected through judicial decisions but only 2 out of 4 specific provisions (above) formulated in line with the respective EHEA statement are in place.
Inadequate	The concept of academic integrity is explicitly mentioned in legislation or protected through judicial decisions but only 1 out of 4 specific provisions (above) formulated in line with the respective EHEA statement is in place.
Absent	The concept of academic integrity is NOT specifically mentioned in any type of legislation or judicial decisions, and there are NO legal provisions regarding academic integrity formulated in line with the EHEA statement on this fundamental value.

A2. Protection – questions and instructions for coding

Questions	Instructions for coding
<p>Q4.1. Is academic integrity legally protected in your higher education system? Please tick all that apply.</p> <p><input type="checkbox"/> Yes, in constitution</p> <p><input type="checkbox"/> Yes, in law</p> <p><input type="checkbox"/> Yes, in judicial decisions</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Cannot answer</p> <p>Q4.2. <i>[shown to those who selected ‘Yes’ for Q4.1]</i> If yes, please indicate the definitions and references/links to the sources for these definitions.</p>	<p>Q4.1-2. If the answer is ‘Yes’ to any of three options (constitution, law, judicial decisions) AND the source is provided in Q4.2, the concept of academic integrity is considered explicitly mentioned.</p> <p>If the answer is ‘No’, de jure protection of academic integrity is seen as ‘absent’.</p> <p>If the answer is ‘Cannot answer’ or ‘Yes’ to any of the three options, but no source is provided or identified by the operator, the answer is considered incomplete.</p>
<p>Q4.3. What dimensions of academic integrity are covered by the existing legal regulations? Please, tick all that apply</p> <p><input type="checkbox"/> Existence of external bodies mandated to evaluate the implication of the standards and regulations regarding academic integrity</p> <p><input type="checkbox"/> Provisions regarding academic integrity when using digital technologies</p> <p><input type="checkbox"/> Requirements to participate in international cooperation frameworks for integrity</p> <p><input type="checkbox"/> Requirements for QA procedures (for learning, teaching, admin procedures, and institutional governance) to include academic integrity provisions, and for these provisions to be reviewed by</p>	<p>Q4.3</p> <p>For ‘full protection’, all 4 dimensions are covered.</p> <p>For ‘adequate protection’- 3.</p> <p>For ‘intermediary protection’- 2.</p> <p>For ‘inadequate protection’ – 1.</p> <p>If the answer is ‘None of the above’, de jure protection of</p>

<p>the appropriate internal and external bodies in line with European and national frameworks.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Requirements for HEIs to adopt Code of Ethics <input type="checkbox"/> Provisions requiring that organisational, cultural, legislative, financial and other measures (including training) promote a healthy working environment and error culture, while avoiding regulatory loopholes that allow impunity for academic misconduct. <input type="checkbox"/> None of the above <p>Cannot answer</p> <p>Q4.4. <i>[shown together with Q4.3]</i> For all dimensions covered by existing regulations, please provide links/references to the sources.</p>	<p>academic integrity is seen as ‘absent’.</p> <p>If the answer to Q4.3 is ‘Cannot answer’ or Q4.4 provides no evidence, the indicator is considered incomplete, the category and colour-code are not assigned to the indicator ‘protection’.</p>
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B1. Protection outlook - colour overview¹⁷

Protection outlook - colour coding	Explanation
Positive	There are documented plans to increase protection of academic integrity EITHER: <ul style="list-style-type: none"> - in upcoming legislation generally or as a right OR - in upcoming judicial decisions OR - by defining the concept in upcoming legislation
Unchanged	There are no documented plans to increase OR decrease protection of academic integrity
Negative	There are documented plans to diminish the existing protection of academic integrity: <ul style="list-style-type: none"> - in upcoming legislation - in upcoming judicial decisions

B2. Protection outlook – questions and instructions for coding

Questions	Instructions for coding
<p>Q4.5. Are there plans currently to change the legal protection of academic integrity (e.g. in upcoming legislation or judicial decisions)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, increase legal protection <input type="checkbox"/> Yes, decrease legal protection <input type="checkbox"/> No, neither increase nor decrease legal protection <input type="checkbox"/> Cannot answer <p>Q4.6. <i>[shown to those who selected ‘Yes’ for Q4.5]</i> If yes, please explain what upcoming legislation/judicial decisions are planned. As much</p>	<p>Q4.5-6</p> <p>If ‘Yes, increase legal protection’ is selected, protection outlook is ‘positive’.</p> <p>If ‘Yes, decrease legal protection’ is selected, protection outlook is ‘negative’.</p> <p>If ‘No, neither increase nor decrease’, protection outlook is ‘unchanged’</p> <p>If the answer to Q4.12 is ‘Cannot answer’ or ‘Yes’, but no sources or examples are provided or are identified by the operator in</p>

¹⁷ This block of questions is filled in by the HE stakeholders respondents.

as possible, provide sources (e.g. parliamentary debates, news, draft legislation, etc.) and a short list of all known examples.	Q4.13, the indicator is considered incomplete, and no colour is assigned.
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C1. Promotion - colour overview¹⁸

Promotion -colour coding	Explanation
Very significant	System-level authorities have developed: <ol style="list-style-type: none"> Guidelines to support the exercise of academic integrity AND Mechanisms (initiatives/policies/funding) to promote academic integrity AND Specifically, QA procedures to evaluate how academic integrity is ensured in HEIs.
Significant	System-level authorities have developed 2 out of the 3 sets of initiatives listed immediately above.
Intermediary	System-level authorities have developed only 1 out of the 3 sets of initiatives listed immediately above.
Absent	System-level authorities have NOT developed any guidelines or mechanisms (initiatives/policies/funding) to support the exercise of academic integrity AND there are NO QA procedures to evaluate how academic integrity is ensured in HEIs.
Negative	System-level authorities have developed guidelines/mechanisms that weaken academic integrity.

C2. Promotion – questions and instructions for coding

Questions	Instructions for coding
<p>Q4.7. Are there system-level guidelines to support the exercise of academic integrity?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Cannot answer</p> <p>Q4.8. [shown to those who selected 'Yes' for Q4.8] If yes, please indicate the sources and a short list of all known examples.</p>	<p>Q4.7-8. If the answer is 'Yes' AND the source is provided, system-level guidelines count towards promotion score.</p> <p>If the answer is 'Cannot answer' or 'Yes', but no source is provided, the dimension is considered incomplete.</p>
<p>Q4.9. Are there system-level mechanisms (not legal or regulatory) available to support the exercise of academic integrity? (tick all that apply)</p> <p><input type="checkbox"/> Yes, specific initiatives</p> <p><input type="checkbox"/> Yes, policies</p>	<p>Q4.9-10. If the answer is 'Yes' AND the source is provided, system-level mechanisms count towards promotion score.</p>

¹⁸ Questions in this block are for public authorities and higher education stakeholders respondents.

<p><input type="checkbox"/> Yes, funding <input type="checkbox"/> No <input type="checkbox"/> Cannot answer</p> <p>Q4.10 [shown to those who selected 'Yes' for Q4.9] If yes, please explain what specific initiatives/policies/funding are available. As much as possible, provide sources (e.g. parliamentary debates, news, draft legislation, etc.) and a list of all known examples.</p>	<p>If the answer is 'Cannot answer' or 'Yes', but no source or explanation is provided, the dimension is considered incomplete.</p>
<p>Q4.11. Are there QA procedures developed to evaluate how academic integrity is ensured in HEIs?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p> <p>Q4.12 [shown to those who selected 'Yes' for Q4.18] If yes, please specify the body and the requirements</p>	<p>Q4.11-12. If the answer is 'Yes' AND the source is provided, requirements for external body count towards promotion score.</p> <p>If the answer is 'Cannot answer' or 'Yes', but no source or explanation is provided, the dimension is considered incomplete.</p>
	<p>The combined scores for three dimensions give the final promotion score:</p> <p>'Yes' to Q4.7, 4.9, 4.11 supported by evidence is coded as 'Very significant' promotion.</p> <p>'Yes' to 2 of 3 questions is coded as 'Significant' promotion.</p> <p>'Yes' to 1 of 3 questions is coded as 'Intermediary' promotion.</p> <p>If any of the dimensions is incomplete, no colour is assigned (indicator remains blank).</p>

D1. Promotion outlook - colour overview¹⁹

Protection outlook - colour coding	Explanation
Positive	<p>There are documented plans to promote academic integrity by:</p> <ol style="list-style-type: none"> 1. Developing new guidelines to support the exercise of academic integrity <p>OR</p>

¹⁹ This block of questions is filled in by the HE stakeholders.

	<p>2. Developing new mechanisms (initiatives/policies/regulations) to support the exercise of academic integrity OR</p> <p>3. Developing QA procedures to evaluate how the exercise of academic integrity is ensured in HEIs.</p>
Unchanged	There are no plans to increase OR decrease promotion of academic integrity.
Negative	There are plans to diminish existing promotion of academic integrity.

D2. Promotion outlook – questions and instructions for coding

Questions	Instructions for coding
<p>Q4.13. Are there plans to change the system level guidelines, mechanisms or procedures related to academic integrity?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, to develop new guidelines to support promotion of academic integrity <input type="checkbox"/> Yes, to develop new mechanisms (initiatives/policies/regulations) to support promotion of academic integrity <input type="checkbox"/> Yes, to develop QA procedures to evaluate how academic integrity is ensured in HEIs <input type="checkbox"/> Yes, to make changes diminishing promotion <input type="checkbox"/> No changes planned <input type="checkbox"/> Cannot answer <p>Q4.14. [shown to those who selected ‘Yes’ for Q4.13] If yes, please explain what guidelines, mechanisms and procedures are planned to be introduced. As much as possible, provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.</p>	<p>Q4.12-13</p> <p>If ‘Yes, to develop new guidelines’ OR ‘Yes, to develop new mechanisms’ OR ‘Yes, develop QA procedures’ is selected, promotion outlook is ‘positive’.</p> <p>If ‘Yes, to make changes diminishing promotion’ is selected, promotion outlook is ‘negative’.</p> <p>If ‘No changes planned’, promotion outlook is ‘unchanged’.</p> <p>If the answer to Q4.12 is ‘Cannot answer’ or ‘Yes’, but no sources or examples are provided in Q4.13, the indicator is considered incomplete.</p> <p>If both ‘Yes’ and ‘No’ answers are provided and supported by evidence, the operator will check, and if both are true, both colours will be assigned (half-half in the respective box).</p>

E. De facto²⁰ – questions and instructions for coding

Questions	Instructions for coding
<p>Q4.14. Are there positive developments at the system level with regard to the protection, promotion or practice of academic integrity?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer <p>Q4.15 [shown to those who selected ‘Yes’ for Q4.14]</p>	<p><i>De facto</i> responses are not coded, summarized by the operator and presented as bullet point lists of key developments,</p>

²⁰ This block of questions is for the HE stakeholders and open platform respondents.

<p>If yes, please provide a short inventory of positive developments that you find relevant. Give all known examples since 2020. <i>[or another period indicated by the project team depending on when monitoring takes place]</i></p>	<p>infringements, and threats.</p>
<p>Q4.16. Do public authorities from your system, the higher education communities and their members fulfil their obligations as detailed in the respective EHEA statement about academic integrity?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p> <p>Q4.16 <i>[shown to those who selected 'Yes' for Q4.25]</i> If yes, please explain briefly.</p>	
<p>Q4.17. Are there threats at the system level that might limit the exercise of academic integrity in practice?</p> <p>Threats to academic integrity are any actions that may lead to but have not yet resulted in limitations to the fulfilment of the obligations for any stakeholders detailed in the academic integrity EHEA statement.</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p> <p>Q4.18 <i>[shown to those who selected 'Yes' for Q4.17]</i> If yes, provide an inventory of threats. Give all known examples since 2020. <i>[or another period indicated by the project team depending on when monitoring takes place]</i></p>	

V. Public responsibility for higher education

A1. Protection - colour overview²¹

Protection - colour coding	Explanation
Full	<p>1. Explicit legal provisions or judicial decisions exist meant to further ALL of the following 4 major purposes of higher education:</p> <ul style="list-style-type: none"> - preparation for the labour market - preparation for life as active citizens of democratic societies - personal development - the development and maintenance of a broad and advanced knowledge base.

²¹ Questions in this block are for public authorities and higher education stakeholders respondents.

	<p>AND</p> <p>2. Explicit legal provisions or judicial decisions exist meant to ensure that ALL of the following frameworks within which higher education is conducted are put in place and function adequately:</p> <ul style="list-style-type: none"> - qualifications framework of the higher education system - frameworks for quality assurance - recognition of foreign qualifications - information on higher education provision - funding frameworks - the frameworks for the social dimension of higher education. <p>AND</p> <p>3. Explicit legal provisions or judicial decisions exist requiring public authorities to consult and seek input regarding the configuration and substance of frameworks from the following 3 types of stakeholders:</p> <ul style="list-style-type: none"> - the higher education sector - internal university constituencies - relevant external stakeholders.
Adequate	2 out of the 3 sets of legal provisions/judicial decisions detailed immediately above exist.
Intermediary	1 out of the 3 sets of legal provisions/judicial decisions detailed above exist.
Inadequate	None of the 3 sets of legal provisions/jurisprudence detailed above exist.
Absent	The concept of responsibility for higher education or its dimensions outlined in the respective EHEA statement are not explicitly mentioned in any type of legislation or judicial decisions.

A2. Protection – questions and instructions for coding

Questions	Instructions for coding																				
<p>Q5.1. Have public authorities adopted legislation and regulations that support achieving the purposes of higher education as detailed in the EHEA definition of public responsibility for higher education? Please tick all that apply.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> <th style="width: 10%;">Cannot answer</th> </tr> </thead> <tbody> <tr> <td>preparation for the labour market</td> <td></td> <td></td> <td></td> </tr> <tr> <td>preparation for life as active citizens of democratic societies</td> <td></td> <td></td> <td></td> </tr> <tr> <td>personal development</td> <td></td> <td></td> <td></td> </tr> <tr> <td>the development and maintenance of a broad and advanced knowledge base</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	Cannot answer	preparation for the labour market				preparation for life as active citizens of democratic societies				personal development				the development and maintenance of a broad and advanced knowledge base				<p>Q5.1 is considered answered positively only if ALL its 5 items are answered positively.</p> <p>Q5.3 is considered answered positively only if ALL its 6 items are answered positively.</p> <p>Q5.5 is considered answered positively only if ALL its 3 items are answered positively.</p> <p>For Q5.1, Q5.3 and Q5.5, if the answer is Yes but no sources are</p>
	Yes	No	Cannot answer																		
preparation for the labour market																					
preparation for life as active citizens of democratic societies																					
personal development																					
the development and maintenance of a broad and advanced knowledge base																					

Q5.2. For all dimensions covered by existing regulations, please provide links/references to the sources

Q5.3. Have public authorities adopted legislation and regulations to ensure that the necessary frameworks within which higher education is conducted are put in place and function adequately, as detailed in the EHEA definition of public responsibility for higher education?

Please tick all that apply.

	Yes	No	Cannot answer
qualifications framework of the higher education system			
frameworks for quality assurance			
recognition of foreign qualifications			
information on higher education provision			
funding frameworks			
frameworks for the social dimension of higher education			

Q5.4. For all dimensions covered by existing regulations, please provide links/references to the sources

Q5.5. Have public authorities adopted legislation and regulations requiring to consult and seek input regarding the configuration and substance of the frameworks for higher education from the following types of stakeholders? Please tick all that apply.

	Yes	No	Cannot answer
the higher education sector			
internal university constituencies			
relevant external stakeholders			

Q5.6. For all dimensions covered by existing regulations, please provide links/references to the sources.

provided or identified by the operator, the indicator is considered incomplete and will remain blank.

B1. Protection outlook – colour overview²²

Protection outlook colour coding	Explanation
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²² This block of questions is for the HE stakeholders.

Positive	<p>There are documented plans to adopt new legislation and regulations to create or improve any of the following:</p> <p>1. Legal provisions to further all major purposes of higher education:</p> <ul style="list-style-type: none"> - preparation for the labour market - preparation for life as active citizens of democratic societies - personal development - the development and maintenance of a broad and advanced knowledge base. <p>OR</p> <p>2. Legal provisions regarding the frameworks within which higher education is conducted:</p> <ul style="list-style-type: none"> - qualifications framework of the higher education system - frameworks for quality assurance - recognition of foreign qualifications - information on higher education provision - funding frameworks - the frameworks for the social dimension of higher education. <p>OR improve how:</p> <p>3. Public authorities consult and seek input regarding the configuration and substance of these frameworks from the higher education sector, internal university constituencies and relevant external stakeholders</p>
Unchanged	There are no documented plans to increase OR decrease protection of public responsibility for higher education.
Negative	There are documented plans to diminish existing protection of responsibility for higher education.

B2. Protection outlook – questions and instructions for coding

Questions	Instructions for coding
<p>Q5.7. Are there plans to adopt new legislation or regulations regarding the major purposes of higher education (preparation for the labour market, preparation for life as active citizens of democratic societies, personal development, development and maintenance of a broad and advanced knowledge base)? Please tick all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, to support to better pursuing any of them. <input type="checkbox"/> Yes, to make any of them more difficult to pursue. <input type="checkbox"/> No changes planned <input type="checkbox"/> Cannot answer 	<p>Q5.7-8</p> <p>If ‘Yes, to better pursue any of them’ is selected, protection outlook is ‘positive’.</p> <p>If ‘Yes, to make any of them more difficult to pursue’ is selected, protection outlook is ‘negative’.</p> <p>If ‘No changes planned’, protection outlook is ‘unchanged’</p> <p>If the answer to is ‘Cannot answer’ or ‘Yes’, but no sources or examples are provided in Q5.8 or none can be identified by the operator, the</p>

Q5.8. *[shown to those who selected 'Yes' for Q5.7]*
If yes, please provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.

Q5.9. Are there plans to make changes in the legislation and regulations regarding the frameworks within which higher education is conducted as detailed in the EHEA definition of public responsibility for higher education (frameworks for quality assurance; recognition of foreign qualifications; information on higher education provision; funding frameworks; the frameworks for the social dimension of higher education)? Please tick all that apply.

- Yes, there are plans to improve any of these frameworks.
- Yes, there are plans to weaken any of these frameworks.
- No plans for changes

Q5.10. *[shown to those who selected 'Yes' for Q5.9]*
If yes, please provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.

Q5.11. Are there plans to make changes in the legislation or regulations regarding the obligation of public authorities to consult and seek input regarding the configuration and substance of these frameworks from the higher education sector, internal university constituencies and relevant external stakeholders?

- Yes, there are plans to strengthen or make clearer this obligation.
- Yes, there are plans to weaken this obligation.
- No plans for changes

Q5.12. *[shown to those who selected 'Yes' for Q5.11]*
If yes, please provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.

indicator is considered incomplete, and no colour is assigned (remains blank).

If "Yes" is selected to both first two options, the operator will check and finalize. If both alternatives are documented, both colours will be assigned (half-half in this box/for this indicator).

Q5.9-10

If 'Yes, there are plans to improve any of these frameworks' is selected, protection outlook for these questions is **'positive'**.

If 'Yes, there are plans to weaken any of these frameworks' is selected, protection outlook is **'negative'**.

If 'No changes planned', protection outlook is **'unchanged'**

If the answer to is 'Cannot answer' or 'Yes', but **no sources or examples** are provided in Q5.10 or none can be identified by the operator, the indicator is considered incomplete, and no colour is assigned (remains blank).

If "Yes" is selected to both first two options in Q5.9, the operator will check and finalize. If both alternatives are documented, both colours will be assigned (half-half in this box/for this indicator).

Q5.11-12

If 'Yes, there are plans to strengthen or make clearer this obligation' is selected, protection outlook is **'positive'**.

If 'Yes, there are plans to weaken this obligation' is selected, protection outlook is **'negative'**.

If 'No changes planned', protection outlook for these questions is **'unchanged'**.

If the answer to is 'Cannot answer' or 'Yes', but **no sources or examples** are provided in Q5.112 or none can be identified by the operator, the indicator is considered incomplete, and no colour is assigned (remains blank).

	<p>If “Yes” is selected to both first two options in Q5.11, the operator will check and finalize. If both alternatives are documented, both colours will be assigned (half-half in this box/for this indicator).</p> <p>If outlook is positive in any of the questions Q 7, 9, and 11, the overall coding for this indicator is “positive”.</p> <p>If outlook is negative in any of the questions Q 7, 9, and 11, the overall coding for this indicator is “negative”.</p> <p>If both are present (“positive” and “negative” elements of outlook) for at least one of these questions, both colours will be assigned for this indicator (half-half in this box)</p>
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C1. Promotion – colour overview²³

Promotion – colour coding	Explanation
Very significant	<p>1. Policies and other initiatives exist intended to further the major purposes of higher education:</p> <ul style="list-style-type: none"> - preparation for the labour market - preparation for life as active citizens of democratic societies - personal development - the development and maintenance of a broad and advanced knowledge base. <p>AND</p> <p>2. Policies and other initiatives exist to ensure that the frameworks within which higher education is conducted function adequately:</p> <ul style="list-style-type: none"> - qualifications framework of the higher education system

²³ Questions in this block are for public authorities and higher education stakeholders respondents.

	<ul style="list-style-type: none"> - frameworks for quality assurance - recognition of foreign qualifications - information on higher education provision - funding frameworks - the frameworks for the social dimension of higher education. <p>AND</p> <p>3. Policies and other initiatives exist to ensure that public authorities consult and seek input regarding the configuration and substance of frameworks from the following 3 types of stakeholders:</p> <ul style="list-style-type: none"> - the higher education sector - internal university constituencies - relevant external stakeholders.
Significant	2 out of the 3 sets of policies and initiatives listed immediately above are present
Intermediary	1 out of the 3 sets of policies and initiatives listed above is present
Absent	System-level authorities have not developed any of the 3 sets of policies and initiatives listed here
Negative	System-level authorities have developed policies and initiatives that weaken responsibility for higher education.

C2. Promotion – questions and instructions overview

Questions	Instructions for coding																				
<p>Q 5.13. Have public authorities adopted policies and non-legal initiatives to support achieving the major purposes of higher education? Please tick all that apply.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Cannot answer</th> </tr> </thead> <tbody> <tr> <td>preparation for the labour market</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>preparation for life as active citizens of democratic societies</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>personal development</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>the development and maintenance of a broad and advanced knowledge base</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>Q5.14. For all dimensions covered by existing regulations, please provide links/references to the sources</p>		Yes	No	Cannot answer	preparation for the labour market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	preparation for life as active citizens of democratic societies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	the development and maintenance of a broad and advanced knowledge base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Q5.13 is considered answered positively only if ALL its items are answered positively.</p> <p>Q5.15 is considered answered positively only if ALL its items are answered positively.</p> <p>Q5.17 is considered answered positively only if ALL its items are answered positively.</p>
	Yes	No	Cannot answer																		
preparation for the labour market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		
preparation for life as active citizens of democratic societies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		
personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		
the development and maintenance of a broad and advanced knowledge base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

Q5.15. Have public authorities adopted policies and non-legal initiatives to ensure that the necessary frameworks within which higher education is conducted function adequately? Please tick all that apply.

	Yes	No	Cannot answer
qualifications framework of the higher education system			
frameworks for quality assurance			
recognition of foreign qualifications			
information on higher education provision			
funding frameworks			
frameworks for the social dimension of higher education			

Q5.16. For all dimensions covered by existing regulations, please provide links/references to the sources

Q5.17. Have public authorities adopted policies and non-legal initiatives to ensure that public authorities consult and seek input regarding the configuration and substance of the frameworks for higher education from the following 3 types of stakeholders? Please tick all that apply.

	Yes	No	Cannot answer
the higher education sector			
internal university constituencies			
relevant external stakeholders			

Q5.18. For all dimensions covered by existing regulations, please provide links/references to the sources

The final score is assigned by combining the scores for each of these questions as per the coding explanations in the table immediately above.

For Q5.13, Q5.15 and Q5.17, if the answer is yes but **no sources** are provided or identified by the operator, the indicator is considered incomplete and will remain blank

D1. Promotion outlook – colour overview²⁴

Protection outlook - colour coding	Explanation
Positive	There are documented plans to adopt new policies and other initiatives to: <ol style="list-style-type: none"> Further the major purposes of higher education OR Ensure that the frameworks within which higher education is conducted function adequately OR Enhance consultation and seeking input regarding the configuration and substance of these frameworks from the higher education sector, internal university constituencies and relevant external stakeholders
Unchanged	There are no plans to make any changes with regard to the existing policies and other initiatives in 1 to 3 immediately above.
Negative	There are documented plans to adopt new policies and other initiatives to: <ol style="list-style-type: none"> Prevent pursuing any of the major purposes of higher education OR

²⁴ This block of questions is for the HE stakeholders.

	<p>2. Weaken the frameworks within which higher education is conducted function adequately OR</p> <p>3. Reduce the obligation of public authority to consult and seek input regarding the configuration and substance of these frameworks from the higher education sector, internal university constituencies and relevant external stakeholders.</p>
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D2. Promotion outlook – questions and instructions for coding

Questions	Instructions for coding
<p>Q5.19. Are there plans to make changes with regard to the policies and other (non-legal) initiatives concerning the major purposes of higher education (preparation for the labour market; preparation for life as active citizens of democratic societies; personal development; the development and maintenance of a broad and advanced knowledge base)? Please tick all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, to adopt new policies and initiatives to support better pursuing any of these purposes. <input type="checkbox"/> Yes, to adopt new policies and initiatives that would make any of them more difficult to pursue. <input type="checkbox"/> No changes planned <input type="checkbox"/> Cannot answer <p>Q5.20. <i>[shown to those who selected 'Yes' for Q5.19]</i> If yes, please provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.</p> <p>Q5.21. Are there plans to make changes with regard to policies and non-legal initiatives regarding the frameworks within which higher education is conducted (frameworks for quality assurance; recognition of foreign qualifications; information on higher education provision; funding frameworks; the frameworks for the social dimension of higher education.)? Please tick all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, to adopt new policies and non-legal initiatives to improve any of these frameworks. <input type="checkbox"/> Yes, to adopt policy and non-legal initiatives to weaken any of these frameworks. <input type="checkbox"/> No plans for changes <p>Q5.22. <i>[shown to those who selected 'Yes' for Q5.21]</i> If yes, please provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.</p>	<p>Q5.19-20 If 'Yes, adopt new policies and initiatives to support better pursuing any of them' is selected, this counts towards 'positive' promotion outlook.</p> <p>If 'Yes, adopt new policies and initiatives meant to make any of them more difficult to pursue them' is selected, this counts towards 'negative' promotion outlook.</p> <p>If 'No changes planned', promotion outlook is 'unchanged'</p> <p>If the answer to is 'Cannot answer' or 'Yes', but no sources or examples are provided in Q5.20 or none can be identified by the operator, the indicator is considered incomplete, and no colour is assigned (remains blank).</p> <p>If 'Yes' is selected to both first two options in Q5.19, the operator will check and finalize. If both alternatives are documented, both colours will be assigned (half-half in this box/for this indicator).</p> <p>Q5.21-22 If 'Yes, adopt new policies and non-legal initiatives to improve any of these frameworks' is selected, this counts towards 'positive' promotion outlook.</p> <p>If 'Yes, adopt policy and non-legal initiatives to weaken any of these frameworks' is selected, this counts towards 'negative' promotion outlook.</p> <p>If 'No changes planned', protection outlook is 'unchanged'</p> <p>If the answer to is 'Cannot answer' or 'Yes', but no sources or examples are provided in Q5.22 or none can be identified by the operator, the indicator is considered incomplete, and no colour is assigned (remains blank).</p>

<p>Q5.23. Are there plans to make changes with regard to policies and non-legal initiatives regarding the obligation of public authorities to consult and seek input regarding the configuration and substance of these frameworks from the higher education sector, internal university constituencies and relevant external stakeholders? Please tick all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, adopt policies or other initiatives to strengthen or make clearer this obligation. <input type="checkbox"/> Yes, adopt policies or other initiatives to weaken this obligation. <input type="checkbox"/> No plans for changes <p>Q5.24. [shown to those who selected 'Yes' for Q5.23] If yes, please provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.</p>	<p>If “Yes” is selected to both first two options in Q5.21, the operator will check and finalize. If both alternatives are documented, both colours will be assigned (half-half in this box/for this indicator).</p> <p>Q5.23-24 If ‘Yes, there are plans to strengthen or make clearer this obligation’ is selected, this counts towards ‘positive’ protection outlook.</p> <p>If ‘Yes, there are plans to weaken this obligation’ is selected, this counts towards ‘negative’ protection outlook.</p> <p>If ‘No changes planned’, protection outlook for these questions is ‘unchanged’.</p> <p>If the answer to is ‘Cannot answer’ or ‘Yes’, but no sources or examples are provided in Q5.24 or none can be identified by the operator, the indicator is considered incomplete, and no colour is assigned (remains blank).</p> <p>If “Yes” is selected to both first two options in Q5.23, the operator will check and finalize. If both alternatives are documented, both colours will be assigned (half-half in this box/for this indicator).</p> <p>If outlook is positive in any of the questions Q5.19, 5.21, and 5.23, the overall coding for this indicator is ‘positive’.</p> <p>If outlook is negative in any of the questions Q5.7, 5.9, and 5.11, the overall coding for this indicator is ‘negative’.</p> <p>If both are present (‘positive’ and ‘negative’ elements of outlook) for at least one of these questions, both colours will be assigned for this indicator (half-half in this box)</p>
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E. De facto²⁵ – questions and instructions for coding

Questions	Instructions for coding
<p>Do public authorities fulfil their obligations under the principle of public responsibility for higher education as detailed in the respective EHEA value? More precisely:</p>	<p><i>De facto</i> responses are not coded, they are summarized by the operator and</p>

²⁵ This block of questions is for HE stakeholders and open platform respondents.

Q5.25. To what extent are the legal frameworks adopted to further all major purposes of higher education, where they exist, implemented in practice?

Please provide short narrative answers for:

- preparation for the labour market
- preparation for life as active citizens of democratic societies
- personal development
- the development and maintenance of a broad and advanced knowledge base.

Q5.26. To what extent are implemented in practice the existing legal and regulatory provisions adopted to ensure that the frameworks within which higher education is conducted are put in place and function adequately?

Please provide short narrative answers for:

- qualifications framework of the higher education system
- frameworks for quality assurance
- recognition of foreign qualifications
- information on higher education provision
- funding frameworks
- frameworks for the social dimension of higher education

Q5.27. Do public authorities consult and seek input in the configuration of the frameworks within which higher education is conducted?

Please provide short narrative answers for:

- The higher education sector
- Internal university constituencies
- Relevant external stakeholders

Q5.28. Are there positive developments in practice with regard to the exercise of public responsibility for higher education?

- Yes
- No
- Cannot answer

Q5.29. [shown to those who selected 'Yes' for Q5.28]

If yes, please provide a short inventory of positive developments that you find relevant. Give all known examples since 2020. [or another period depending on when monitoring is undertaken]

Q5.30. Are there threats at the system level that might limit the effective exercise of responsibility for higher education in practice?

Threats to responsibility for higher education are any actions that may lead to but have not yet resulted in limitations to the effective exercise of the responsibility for higher education.

- Yes
- No
- Cannot answer

Q5.31. [shown to those who selected 'Yes' for Q5.30]

If yes, provide an inventory of threats. Give all known examples since 2020. [or another period depending on when monitoring is undertaken]

presented as bullet point lists of key developments, fulfilments of obligations, and threats.

VI. Public responsibility of higher education

A1. Protection – colour overview²⁶

Protection – colour code	Explanation
Full	<p>System-level legislation and regulations exist that require and support higher education communities to undertake ALL of the following:</p> <ol style="list-style-type: none"> a. pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good b. uphold and develop the standards of teaching, learning, and research within and across academic disciplines. c. systematically inform broader society of its work and results d. engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions e. foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency. f. equip graduates with general, specialized and ethical knowledge, understanding, support them in developing the ability to act and to decide what action to take and what action to refrain from taking. g. offer access to higher education to qualified candidates without regard to their economic, social, ethnic, or other background and provide support in order to enable those admitted to complete their studies with success h. Contribute to addressing major challenges of modern societies, (e.g., the survival of our planet, issues of war and peace, democracy, and living together) through research, learning and teaching, societal outreach and innovation and technology transfer. i. engage in and with the public sphere, including in public debate, to ensure that our societies be developed and governed on the basis of factual knowledge as well as critical and constructive thinking j. help improve opportunities for all members of society
Adequate	6 to 9 out of the 10 sets of legal and regulatory provisions listed immediately above exist
Intermediary	3 to 5 out of the 10 sets of legal and regulatory provisions listed immediately above exist
Inadequate	1 or 2 out of the 10 sets of legal and regulatory provisions listed immediately above exist
Absent	The concept of ‘responsibility of higher education’ and its specific dimensions listed above are NOT explicitly mentioned in any type of legislation or judicial decisions

A2. Protection – questions and instructions for coding

Questions	Instructions for coding
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²⁶ Questions in this block are for public authorities and higher education stakeholders respondents.

Q. 6.1 Have system-level authorities adopted legislation and regulations that require and support higher education communities to fulfil the following functions? Please, tick all that apply.

	Yes	No	Cannot answer
pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good			
uphold and develop the standards of teaching, learning, and research within and across academic disciplines.			
systematically inform broader society of its work and results			
engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions			
foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency.			
equip graduates with general, specialized and ethical knowledge, understanding, support them in developing the ability to act and to decide what action to take and what action to refrain from taking.			
offer access to higher education to qualified candidates without regard to their economic, social, ethnic, or other background and provide support in order to enable those admitted to complete their studies with success			
contribute to addressing major challenges of modern societies, (e.g., the survival of our planet, issues of war and peace, democracy, and living together) through research, learning and teaching, societal outreach and innovation and technology transfer			
engage in and with the public sphere, including in public debate, to ensure that our societies be developed and governed on the basis of factual knowledge as well as critical and constructive thinking			
help improve opportunities for all members of society			

Q. 6.2. For all dimensions covered by existing regulations, please provide links/references to the sources.

Q6.1-2

10 'Yes' answers to Q6.1 are coded as 'full'.

6-9 'Yes' answers are coded as 'adequate'.

3-5 'Yes' answers are coded as 'intermediary'.

1-2 'Yes' answers are coded as 'inadequate'.

If only 'No' answers are selected, this will be coded as 'absent'.

'Yes' answers only count if backed by evidence provided by respondents and checked by the operator. If no evidence is provided or identified by the operator, they will count as 'Cannot answer'.

B1. Protection outlook – colour overview²⁷

Protection outlook – colour coding	Explanation
Positive	<p>There are plans to adopt new, better or more supportive legislation and regulations in any of the following areas listed under the responsibility of higher education in the respective EHEA statement:</p> <ol style="list-style-type: none"> a. pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good b. uphold and develop the standards of teaching, learning, and research within and across academic disciplines. c. systematically inform broader society of its work and results d. engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions e. foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency. f. equip graduates with general, specialized and ethical knowledge, understanding, support them in developing the ability to act and to decide what action to take and what action to refrain from taking. g. offer access to higher education to qualified candidates without regard to their economic, social, ethnic, or other background and provide support in order to enable those admitted to complete their studies with success h. contribute to addressing major challenges of modern societies, (e.g., the survival of our planet, issues of war and peace, democracy, and living together) through research, learning and teaching, societal outreach and innovation and technology transfer. i. engage in and with the public sphere, including in public debate, to ensure that our societies are developed and governed on the basis of factual knowledge as well as critical and constructive thinking j. help improve opportunities for all members of society.
Unchanged	There are no plans to change the existing legislations regarding any of these areas.
Negative	There are plans to discontinue existing supportive legislation and regulations in any area listed under the responsibility of higher education in the respective EHEA statement OR to adopt less supportive legislation.

B2. Protection outlook – questions and instructions for coding

Questions	Instructions for coding
<p>Q.6.3. Are there <u>plans to change legislation and regulations that require and support higher education communities to fulfil the following functions</u>? Please tick all that apply.</p>	<p>If ‘Yes, to strengthen this obligation’ answers are selected to Q.6.3., they</p>

²⁷ This block of questions is for the HE stakeholders.

	Yes, to strengthen this obligation	Yes, to decrease or erase this obligation	No	Cannot answer	
pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good					<p>will count towards a positive protection outlook. If any such answer is not backed by evidence provided by respondents and checked by the operator, they will count as 'Cannot answer'.</p> <p>If 'Yes, to decrease or erase this obligation' answers are selected, they will count towards a negative protection outlook. If any such answer is not backed by evidence provided by respondents and checked by the operator, they will count as 'Cannot answer'.</p> <p>If answers are a combination of positive and negative outlook elements, both colours will be used in this box (half-half)</p>
uphold and develop the standards of teaching, learning, and research within and across academic disciplines.					
systematically inform broader society of its work and results					
engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions					
foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency.					
equip graduates with general, specialized and ethical knowledge, understanding, support them in developing the ability to act and to decide what action to take and what action to refrain from taking.					
offer access to higher education to qualified candidates without regard to their economic, social, ethnic, or other background and provide support in order to enable those admitted to complete their studies with success					
contribute to addressing major challenges of modern societies (e.g., the survival of our planet, issues of war and peace, democracy, and living together) through research, learning and teaching, societal					

outreach and innovation and technology transfer					
engage in and with the public sphere, including in public debate, to ensure that our societies are developed and governed on the basis of factual knowledge as well as critical and constructive thinking					
help improve opportunities for all members of society					
<p>Q. 6.4. For all dimensions covered by existing regulations, please provide links/references to the sources. List all known examples.</p>					

C1. Promotion – colour overview²⁸

Promotion – colour coding	Explanation
Very significant	<p>System-level policy and other initiatives exist that support the fulfilment of all the obligations of higher education communities as outlined in the respective EHEA statement:</p> <ol style="list-style-type: none"> a. pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good b. uphold and develop the standards of teaching, learning, and research within and across academic disciplines. c. systematically inform broader society of its work and results d. engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions e. foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency. f. equip graduates with general, specialized and ethical knowledge, understanding, support them in developing the ability to act and to decide what action to take and what action to refrain from taking. g. offer access to higher education to qualified candidates without regard to their economic, social, ethnic, or other background and provide support in order to enable those admitted to complete their studies with success h. Contribute to addressing major challenges of modern societies, (e.g., the survival of our planet, issues of war and peace, democracy, and living together) through

²⁸ Questions in this block are for public authorities and higher education stakeholders respondents.

	<p>research, learning and teaching, societal outreach and innovation and technology transfer.</p> <p>i. engage in and with the public sphere, including in public debate, to ensure that our societies are developed and governed on the basis of factual knowledge as well as critical and constructive thinking</p> <p>j. help improve opportunities for all members of society.</p>
Significant	System-level policy and other initiatives exist that support the fulfilment of any 6 to 9 out of the 10 obligations of higher education communities listed immediately above.
Intermediary	System-level policy and other initiatives exist that support the fulfilment of any 3 to 5 out of the 10 obligations of higher education communities listed immediately above.
Inadequate	System-level policy and other initiatives exist that support the fulfilment of any 1 or 2 out of the 10 obligations of higher education communities listed immediately above.
Negative	System-level policy and initiatives, non-legal guidelines and mechanisms exist that weaken the obligations defined under the public responsibility of higher education in the respective EHEA statement.

C2. Promotion – questions and instructions for coding

Questions	Instructions for coding																								
<p>Q. 6.5. Have system-level authorities adopted policies and other initiatives that support the fulfilment of the obligations of higher education communities outlined in the EHEA definition of public responsibly of higher education? Please tick all that applies.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Cannot answer</th> </tr> </thead> <tbody> <tr> <td>pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good</td> <td></td> <td></td> <td></td> </tr> <tr> <td>uphold and develop the standards of teaching, learning, and research within and across academic disciplines.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>systematically inform broader society of its work and results</td> <td></td> <td></td> <td></td> </tr> <tr> <td>engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions</td> <td></td> <td></td> <td></td> </tr> <tr> <td>foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	Cannot answer	pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good				uphold and develop the standards of teaching, learning, and research within and across academic disciplines.				systematically inform broader society of its work and results				engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions				foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency.				<p>10 ‘Yes’ answers to Q.6.5 are coded as ‘full’.</p> <p>6-9 ‘Yes’ answers are coded as ‘adequate’.</p> <p>3-5 ‘Yes’ answers are coded as ‘intermediary’.</p> <p>1-2 ‘Yes’ answers are coded as ‘inadequate’.</p> <p>If only ‘No’ answers are selected, this will be coded as ‘absent’.</p> <p>‘Yes’ answers only count as ‘Yes’ if backed by evidence provided by respondents and checked by the operator. If no evidence is</p>
	Yes	No	Cannot answer																						
pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good																									
uphold and develop the standards of teaching, learning, and research within and across academic disciplines.																									
systematically inform broader society of its work and results																									
engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions																									
foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency.																									

equip graduates with general, specialized and ethical knowledge, understanding, support them in developing the ability to act and to decide what action to take and what action to refrain from taking.				provided or identified by the operator, they will count as ' cannot answer '.
offer access to higher education to qualified candidates without regard to their economic, social, ethnic, or other background and provide support in order to enable those admitted to complete their studies with success				
contribute to addressing major challenges of modern societies (e.g., the survival of our planet, issues of war and peace, democracy, and living together) through research, learning and teaching, societal outreach and innovation and technology transfer				
engage in and with the public sphere, including in public debate, to ensure that our societies are developed and governed on the basis of factual knowledge as well as critical and constructive thinking				
help improve opportunities for all members of society				
Q. 6.6. For all dimensions covered by existing policies and initiatives, please provide links/references to the sources				

D1. Promotion outlook – colour overview²⁹

Protection outlook - colour coding	Explanation
Positive	Documented plans exist for new policies and other initiatives to better support higher education communities in the fulfilment of their public responsibilities in any of the 10 areas (a. to j., above).
Unchanged	There are no plans to change existing policies and initiatives in any of the 10 areas in any direction (such as more supportive or less supportive new policies).
Negative	There are documented plans to adopt new policies and initiatives that will affect negatively the fulfilment of the public responsibility of higher education in any of the ten areas.

Questions	Instructions for coding
Q.6.7. Are there <u>plans to change</u> or adopt new policies and initiatives or amend existing policies and initiatives <u>regarding the public obligations of higher education communities as defined in the respective EHEA statement</u>? Please tick all that apply.	If 'Yes, to better support the fulfilment of this obligation' answers are selected to Q.6.7., they

²⁹ This block of questions is for the HE stakeholders.

	Yes, to better support the fulfilment of this obligation	Yes, affecting negatively the fulfilment of this obligation	No	Cannot answer	
pursue truth and the production, transmission, dissemination, curation, and use of knowledge as a public good					<p>will count towards a positive promotion outlook. If any such answer is not backed by evidence provided by respondents and checked by the operator, they will count as 'Cannot answer'.</p> <p>If 'Yes, affecting negatively the fulfilment of this obligation' answers are selected, they will count towards a negative promotion outlook. If any such answer is not backed by evidence provided by respondents and checked by the operator, they will count as 'Cannot answer'.</p> <p>If answers are a combination of positive and negative outlook elements, both colours will be used in this box (half-half)</p>
uphold and develop the standards of teaching, learning, and research within and across academic disciplines.					
systematically inform broader society of its work and results					
engage in the identification, analysis, and understanding of the problems that confront broader society and individual constituencies; participate in designing solutions					
foster and disseminate, and be guided by a culture of democracy, solidarity, and ethics; design and pursue policies and activities in ways that are consistent with fairness, non-discrimination, and transparency.					
equip graduates with general, specialized and ethical knowledge, understanding, support them in developing the ability to act and to decide what action to take and what action to refrain from taking.					
offer access to higher education to qualified candidates without regard to their economic, social, ethnic, or other background and provide support in order to enable those admitted to complete their studies with success					
contribute to addressing major challenges of modern societies, (e.g., the survival of our planet, issues of war and peace, democracy, and living together) through research, learning and teaching, societal					

outreach and innovation and technology transfer					
engage in and with the public sphere, including in public debate, to ensure that our societies be developed and governed on the basis of factual knowledge as well as critical and constructive thinking					
help improve opportunities for all members of society					
<p>Q. 6.8. For all dimensions covered by existing regulations, please provide links/references to the sources. List all known examples.</p>					

E. De facto³⁰ – questions and instructions for coding

Questions	Instructions for coding
<p>Q. 6.9. Do higher education communities from your system and their members fulfil their obligations under the principle of public responsibility for higher education as detailed in the respective EHEA value?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p> <p>Q.6.10. If Yes or No, please explain briefly, keeping in mind the 10 areas detailed in the statement.</p>	<p><i>De facto</i> responses are not coded, they are summarized by the operator and presented as bullet point lists of key developments, fulfilments of obligations, and threats.</p>
<p>Q.6.10 Are there any positive developments with regard to the fulfilment of the obligations of academic communities under the principle of the public responsibility of higher education as defined in the respective EHEA statement?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p> <p>Q. 6.11. If yes, please provide a short inventory of positive developments that you find relevant. Give all known examples since 2020. [or another period depending on when monitoring is undertaken]</p>	
<p>Q.6.12. Are there any identifiable threats at the system level that might limit the effective exercise of the public responsibility of higher education in practice? Threats to the responsibility of higher education are any actions that may lead to but have not yet resulted in limitations to the effective exercise of these obligations.</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Cannot answer</p>	

³⁰ This block of questions is for HE stakeholders and open platform respondents.

<p>Q.6.13. If yes, provide an inventory of threats. Give all known examples since 2020. [or another period depending on when monitoring is undertaken]</p>	
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