BPIR 2027

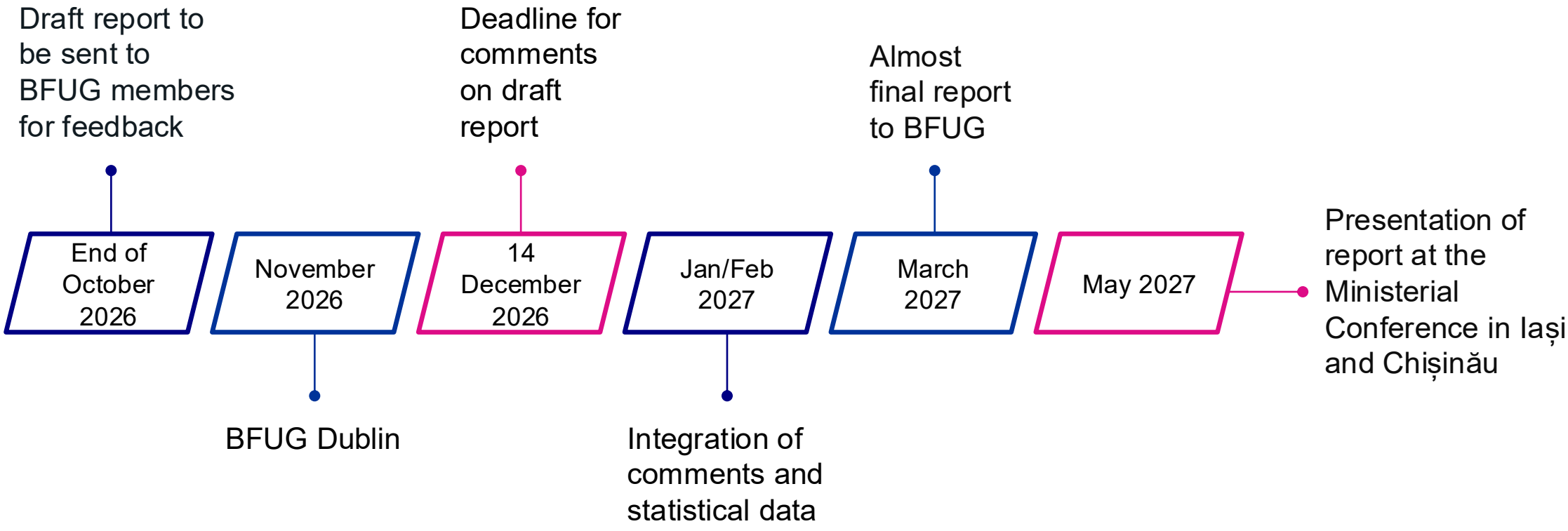
Structure of the report

1. Degree structures
2. Recognition
3. Quality assurance
4. Fundamental values
5. Social dimension
6. Internationalisation and mobility

Two types of information:

1. Indicators on policy developments
2. Narrative text on work supporting implementation in each thematic area

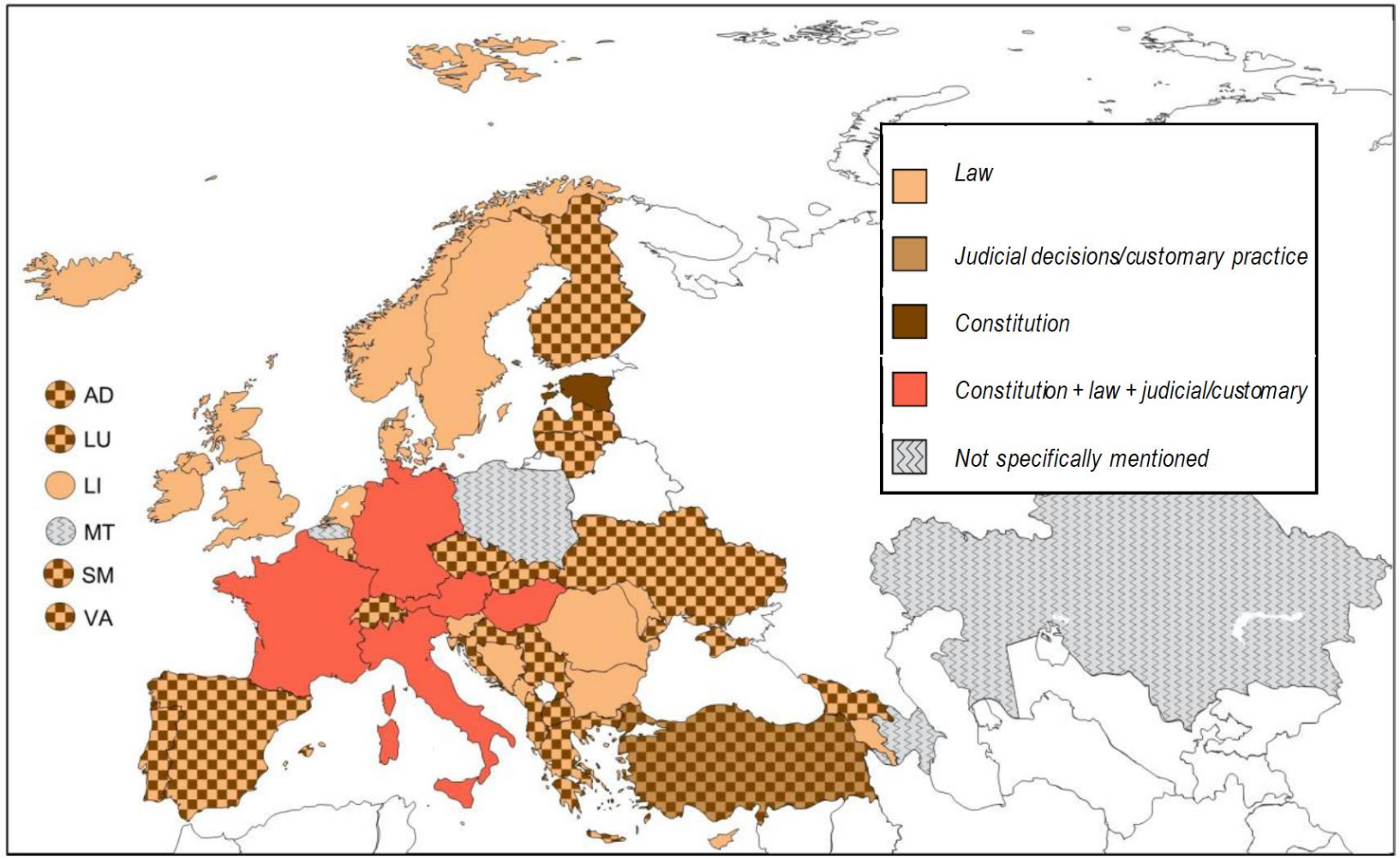
Timeline


Draft report to be sent to BFUG members for feedback
End of October 2026
November 2026
BFUG Dublin
Deadline for comments on draft report
14 December 2026
Jan/Feb 2027
Integration of comments and statistical data
Almost final report to BFUG
March 2027
May 2027
Presentation of report at the Ministerial Conference in Iași and Chișinău

Fundamental values: scope and approach

- **Scope.** Academic freedom, academic integrity, institutional autonomy and participation. Qualitative analysis of public responsibility.
- **Focus.** Legal provisions and formal arrangements within the broader monitoring of fundamental values.
- **Review.** National references, consistency between related responses and follow-up clarifications.
- **Key distinction.** Specific mention, definition and mechanisms to safeguard a value. Common criteria across different legal systems.

Academic freedom: sources of mention



44 of 49

systems report a specific mention

Interpretation

Terminology varies across systems.

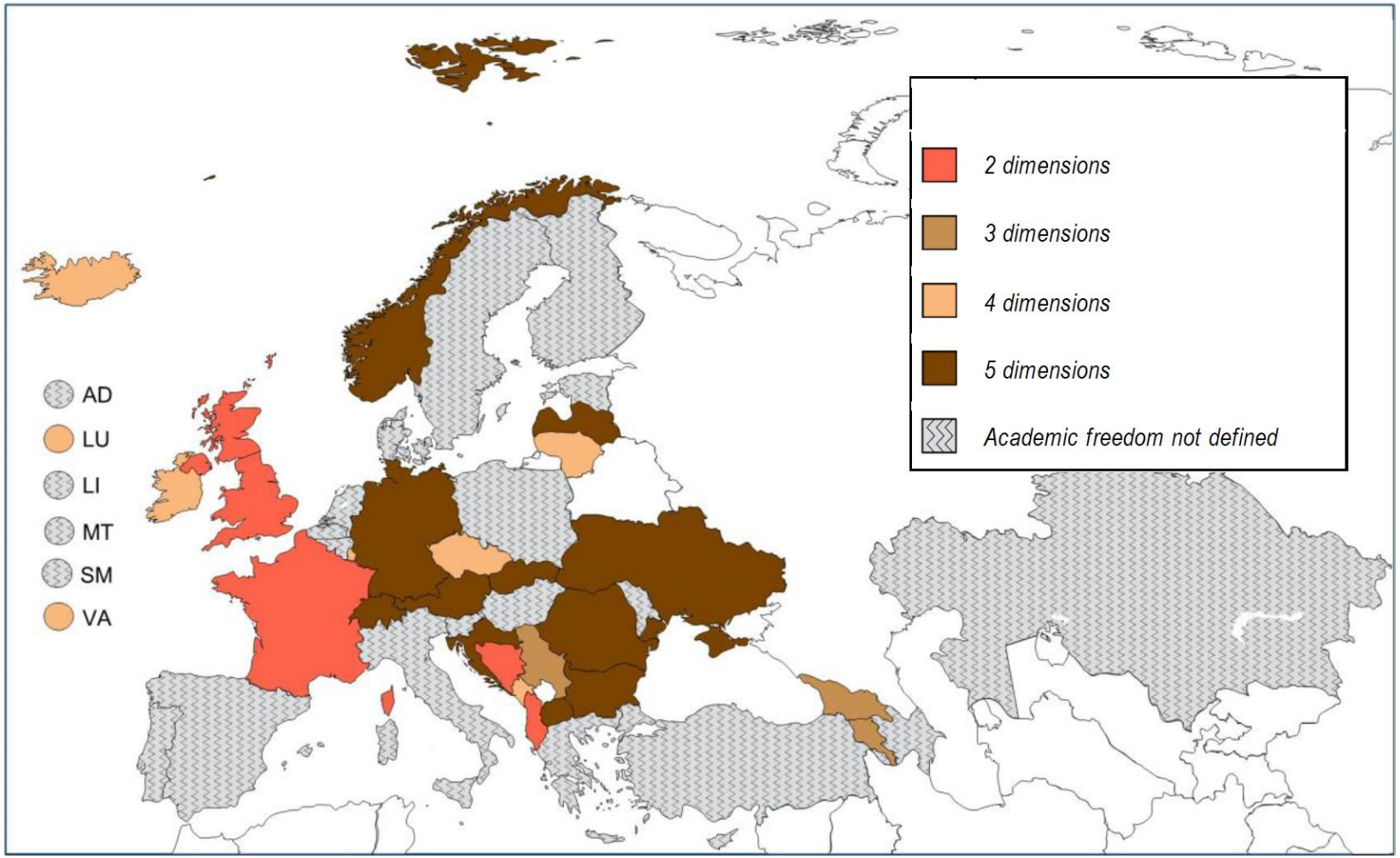
Judicial decisions and customary practice are combined in one response category.

Source type and number cannot be combined into a protection score.

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Figure 4.1 · 2025/2026 · Source: BFUG data collection

Academic freedom: breadth of definitions



26 systems

report a legislative definition

18 systems

mention academic freedom without a definition

11 of 26

Legislative definitions include all five dimensions

Figure 4.2 · 2025/2026 · Source: BFUG data collection

What counts as a legislative definition?

The legislative text must link academic freedom to at least some freedoms as constituent elements of the notion.

Greece: wording examined

Academic freedom “in research and teaching”

Identifies areas of application.
Does it also define the content?

Lithuania: enumeration

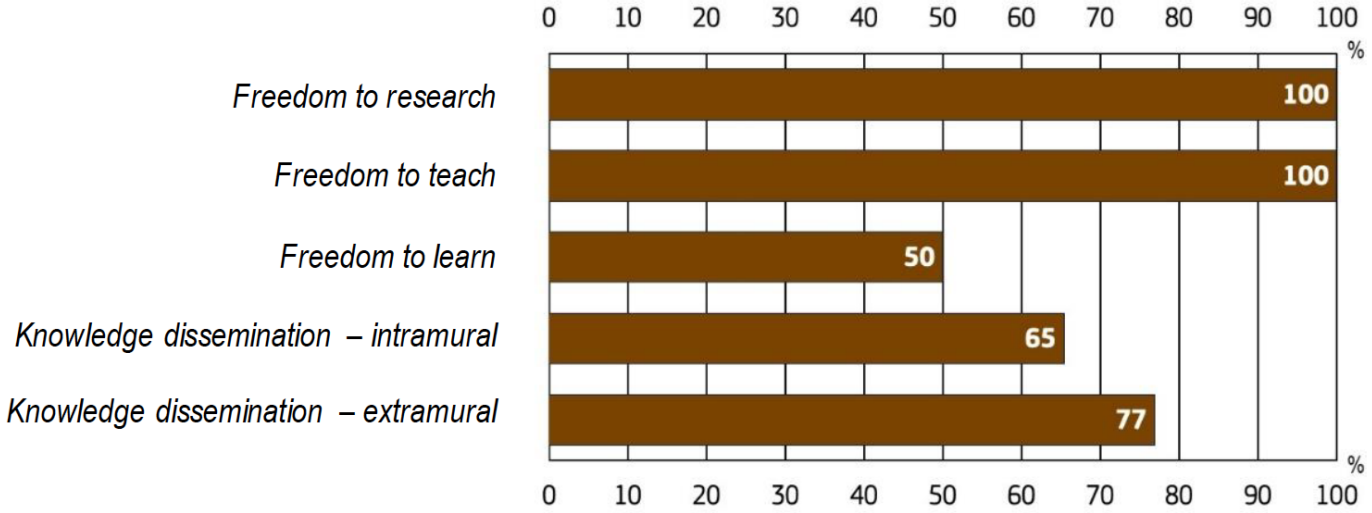
Academic freedom “encompasses” specified freedoms

Including the choice of research and teaching methods and dissemination of research results.

A system may provide legal guarantees without formulating a legislative definition.

Academic freedom: dimensions in definitions

Share of systems with each dimension in their legislative definition (N = 26)

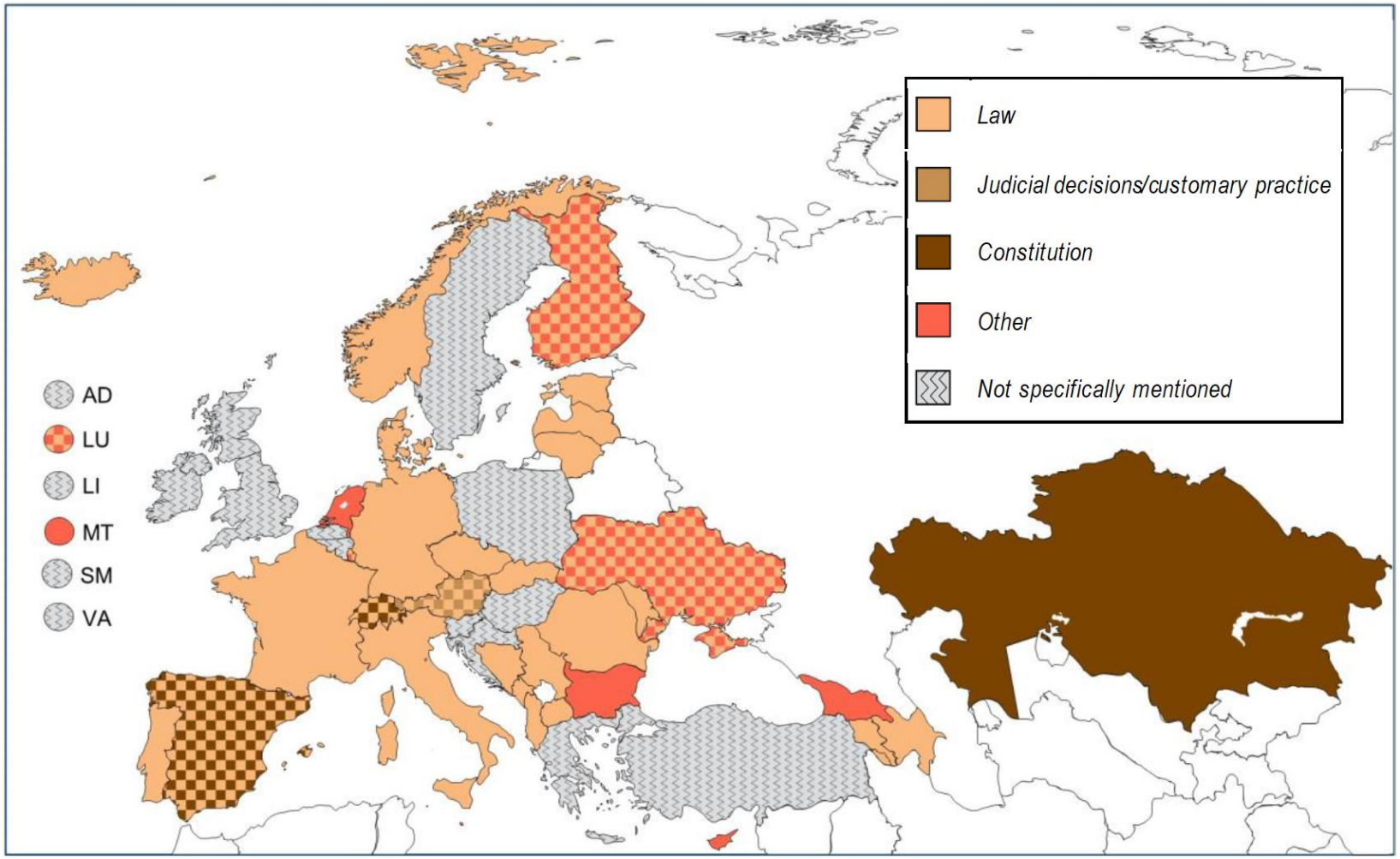


Research and teaching form a common core. Learning and knowledge dissemination are less consistently included, accounting for differences in the breadth of definitions.

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Figure 4.3 · 2025/2026 · Categories overlap · Source: BFUG data collection

Academic integrity: sources of mention



33 of 49

systems report a specific mention

Examples of sources reported under "Other":

Netherlands
Non-legislative codes

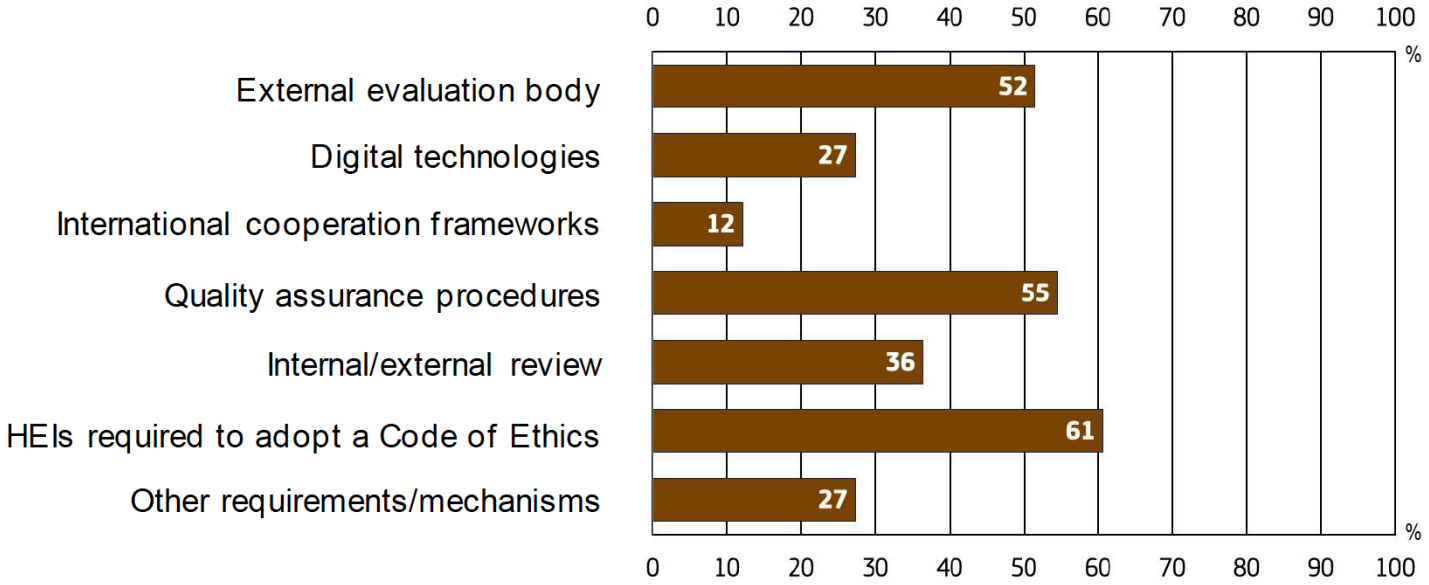
Cyprus
Internal institutional regulations

19 of 33 systems report a definition in legislation.

Figure 4.4 · 2025/2026 · Source: BFUG data collection

Academic integrity: legal requirements

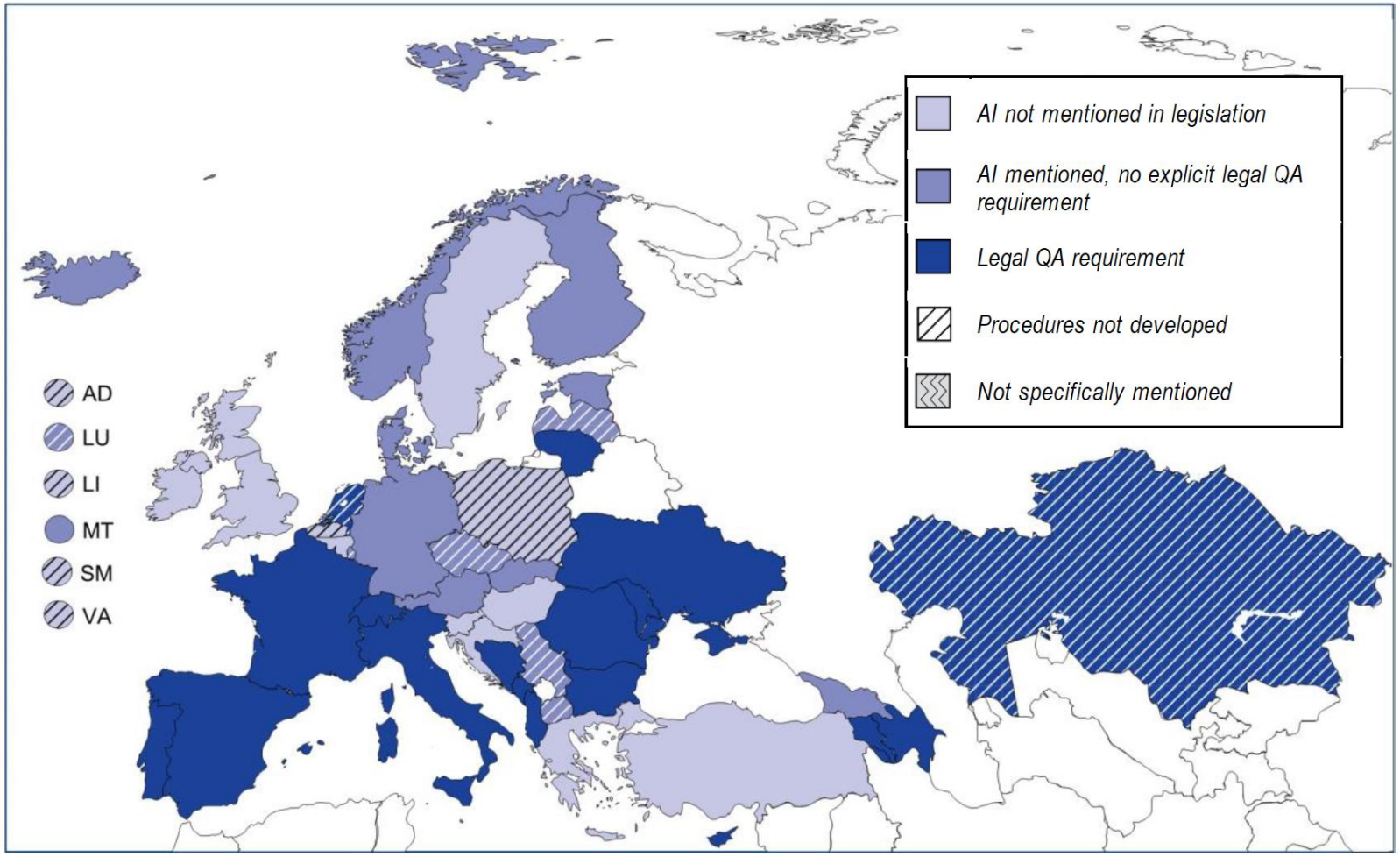
Percentage of systems reporting each requirement or mechanism (N = 33)



The most common provisions concern institutional responsibilities and oversight.

Figure 4.5 · 2025/2026 · Categories overlap · Source: BFUG data collection

Academic integrity: QA procedures



Examples:

Finland

No explicit legal QA requirement reported

QA procedures reported as developed

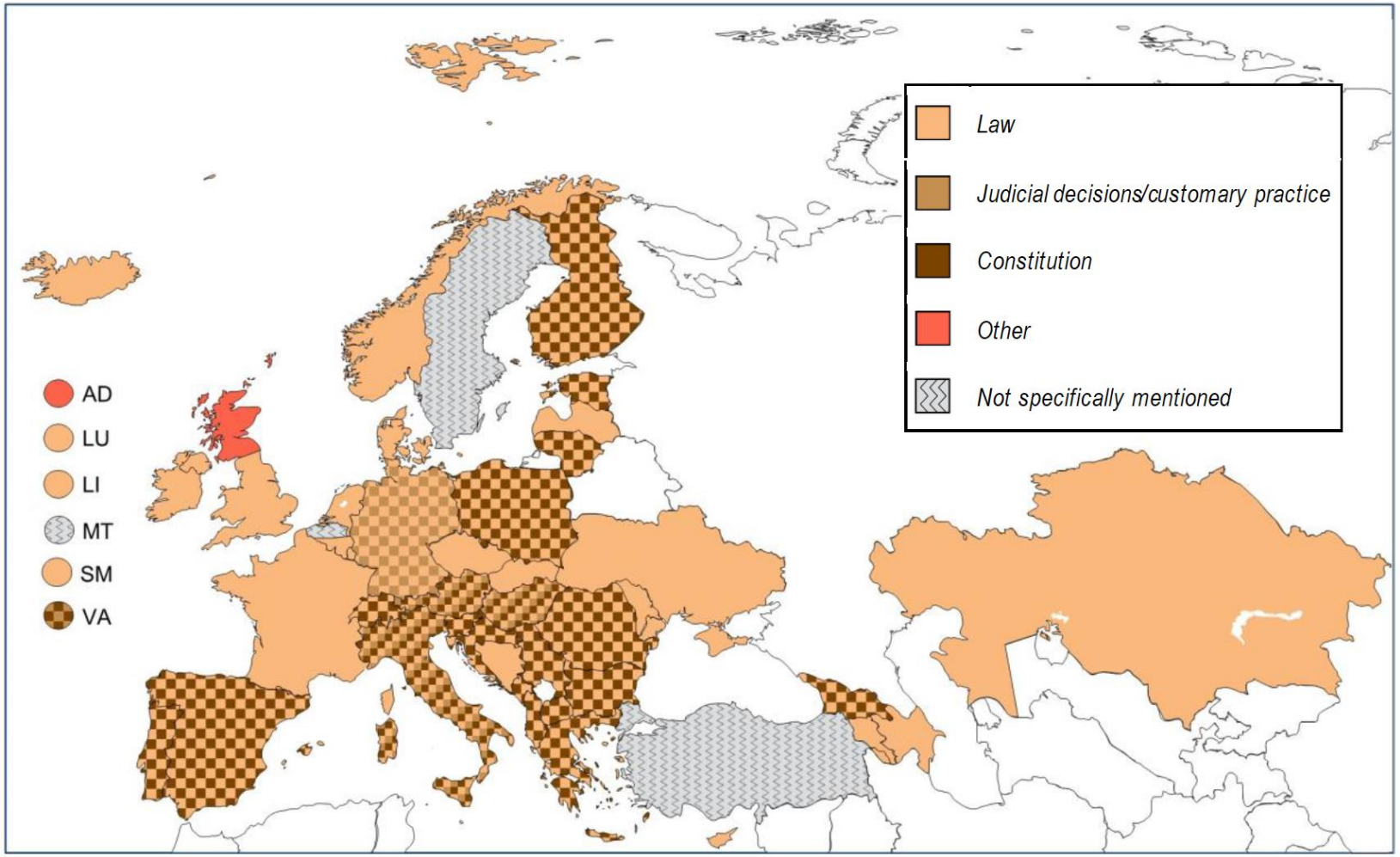
Kazakhstan

Legal QA requirement reported

Procedures not developed

Figure 4.6 · 2025/2026 · Source: BFUG data collection

Institutional autonomy: sources of mention



45 of 49

systems report a specific mention

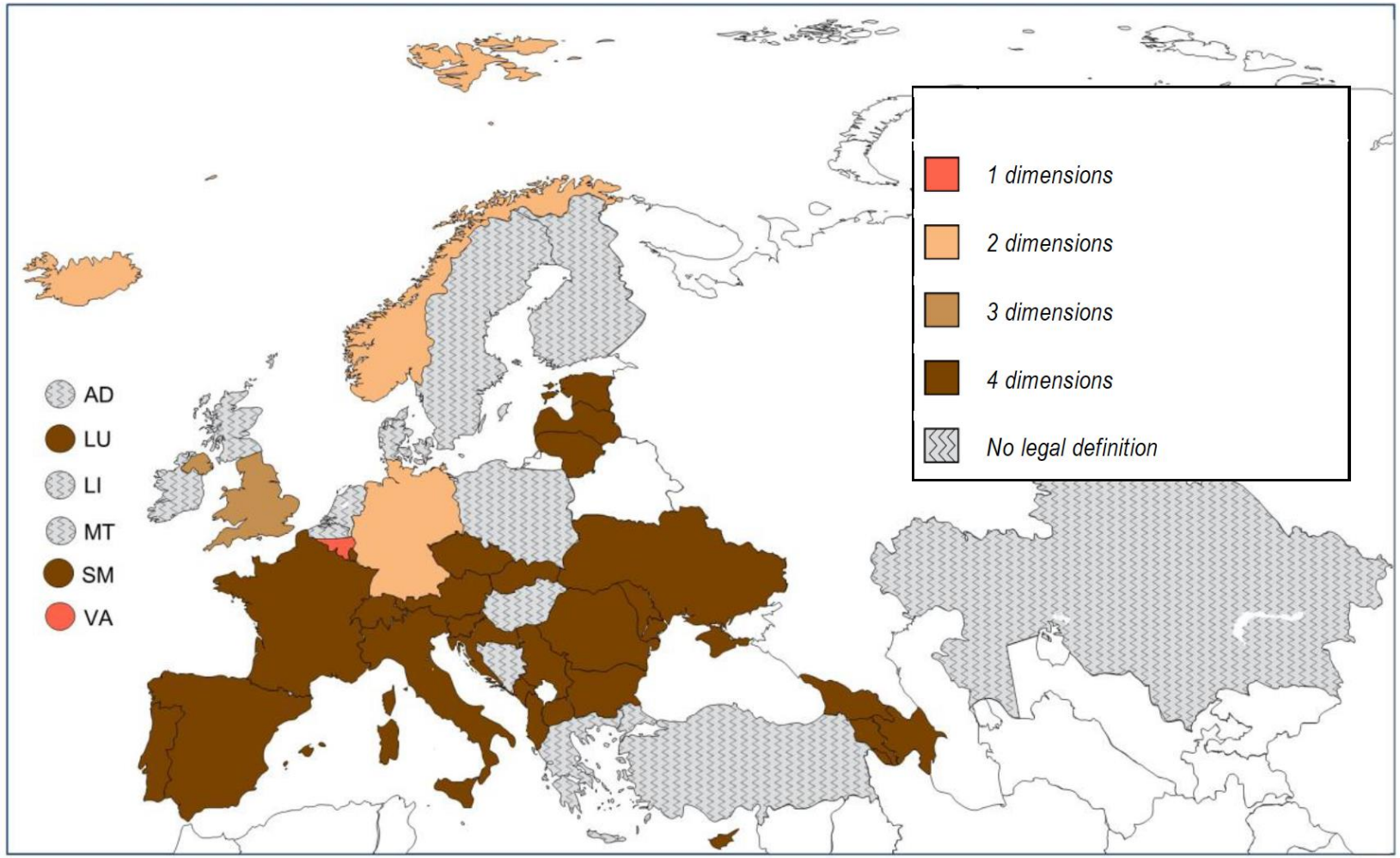
Law

The most frequently reported source

Reporting several sources does not, in itself, indicate stronger recognition of institutional autonomy.

Figure 4.7 · 2025/2026 · Source: BFUG data collection

Institutional autonomy: breadth of definitions



33 of 45

systems mentioning institutional autonomy report a legal definition

27 of 33

systems with a legal definition include all four dimensions

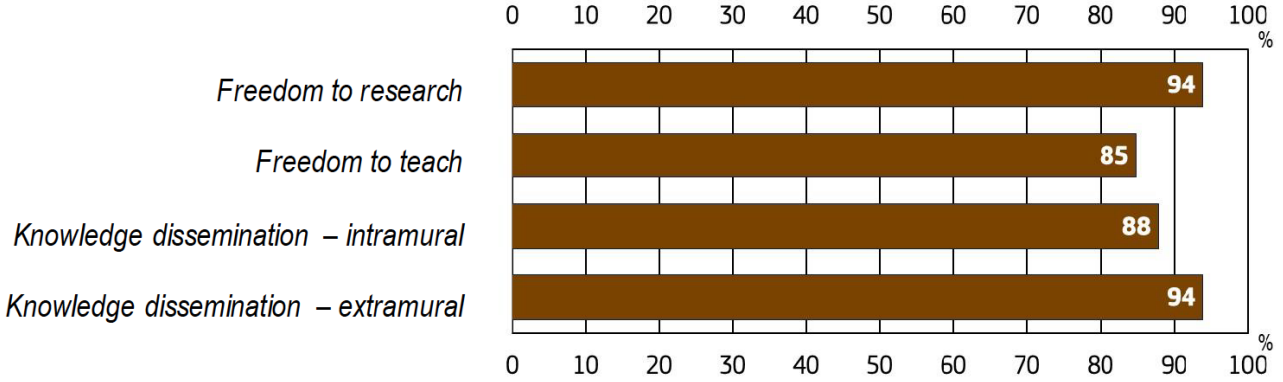
The number of dimensions included does not measure the degree of institutional autonomy.

Figure 4.8 · 2025/2026 · Source: BFUG data collection

Institutional autonomy: definition dimensions

Percentage of systems with each dimension in their legal definition (N = 33)

Figure 4.9: Dimensions covered by legal definitions of institutional autonomy, 2025/2026

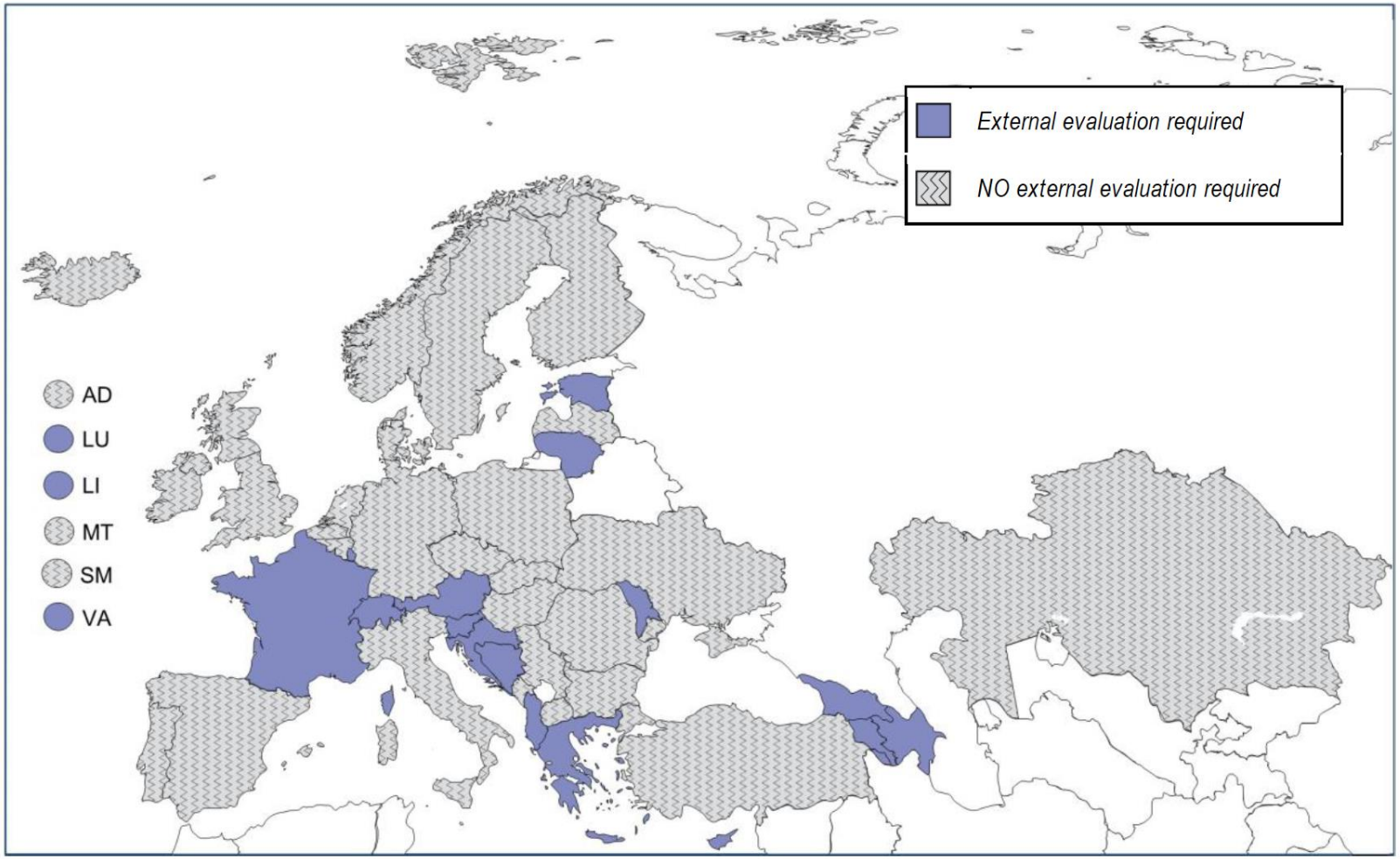


Source: BFUG data collection.

All four dimensions are widely included in legal definitions, with limited variation in their frequency.

Figure 4.9 · 2025/2026 · Categories overlap · Source: BFUG data collection

Institutional autonomy: external evaluation



18 of 49

systems report a requirement for external evaluation of institutional autonomy.

What it measures

Whether a formal requirement exists, not whether evaluations are actually carried out.

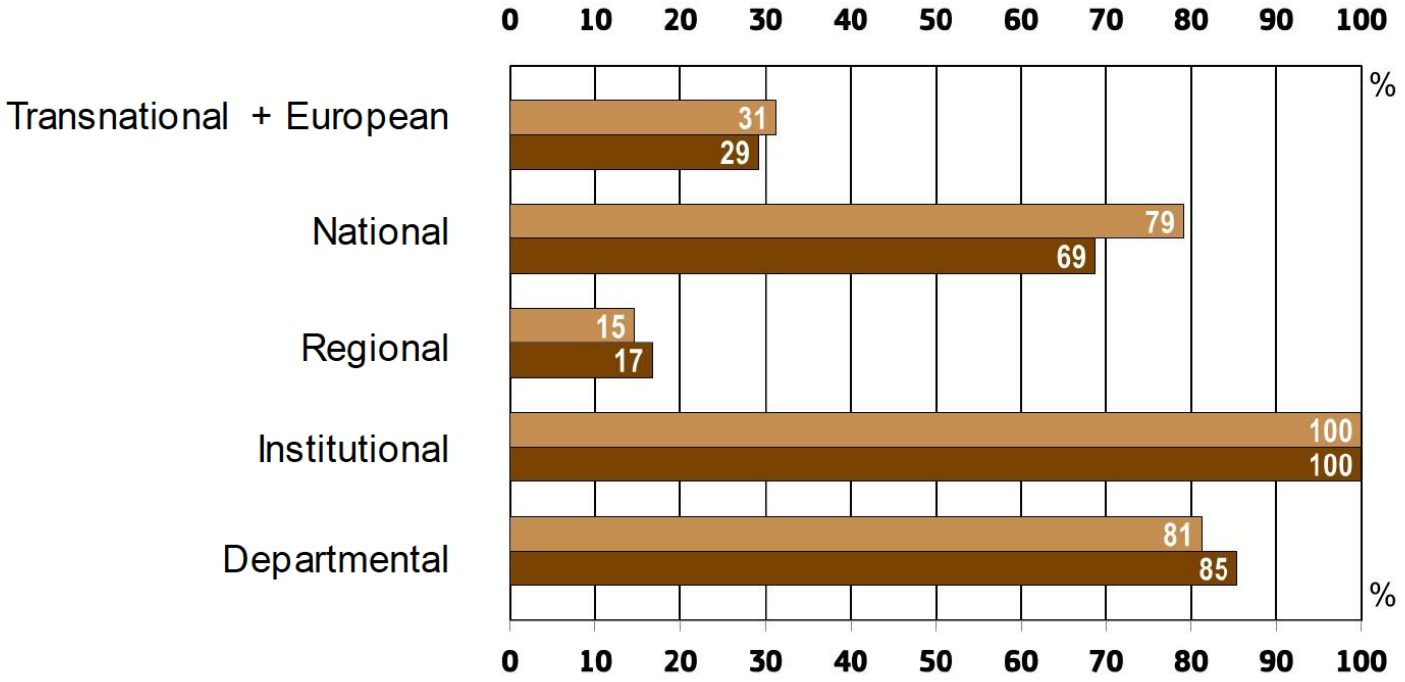
Comparison with 2024

Revised question wording limits direct comparison with 2024.

Figure 4.10 · 2025/2026 · Source: BFUG data collection

Participation: levels of governance

Percentage of systems reporting participation regulations and procedures, by governance level (N = 48)



Source: BFUG data collection.

All 48 systems report provisions for student and staff participation at institutional level. Coverage varies at other governance levels.

Figure 4.11 · 2025/2026 · Source: BFUG data collection

Participation: breadth of formal protection

Number of systems by number of formally protected participation rights



The six participation rights

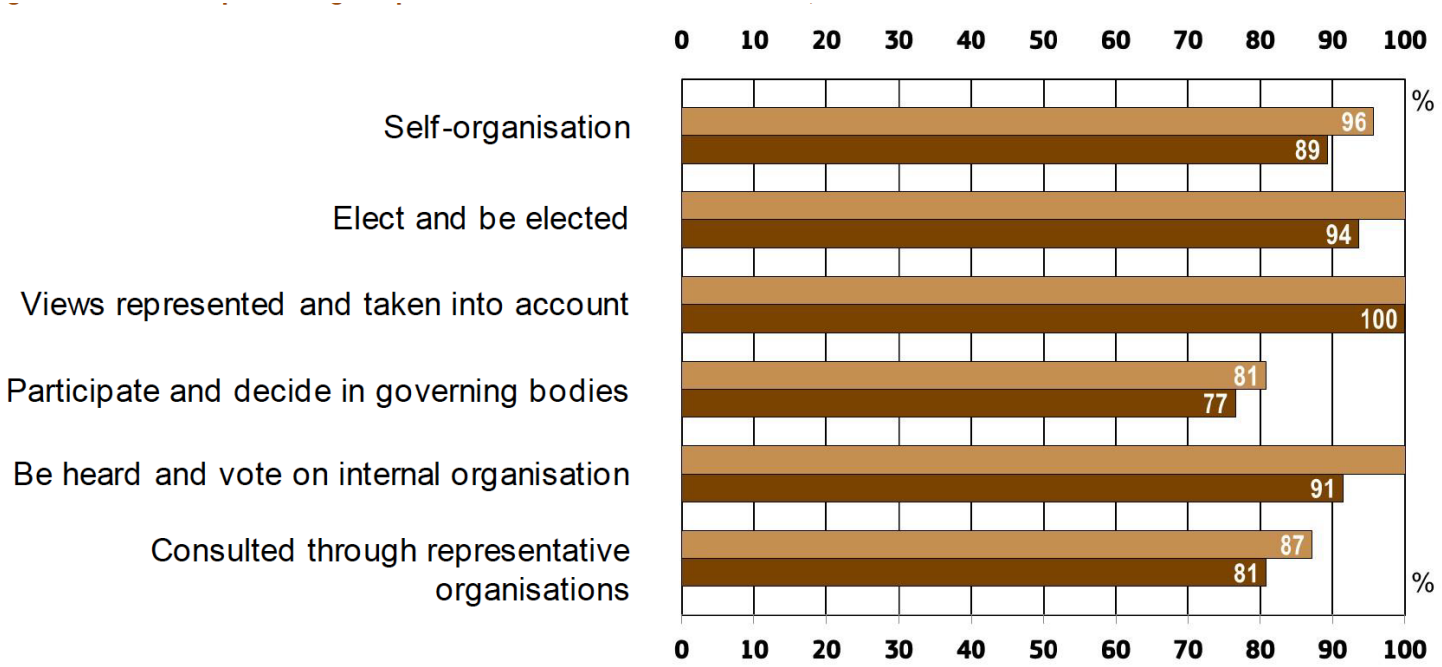
- Autonomous self-organisation
- Election to governing bodies
- Representation of views
- Participation in deliberation and decision-making
- Voting on internal organisation and administration
- Consultation through representative organisations

Protection of all six rights is the most common arrangement for both groups. The breadth of protection varies more for staff.

Figure 4.12 · 2025/2026 · Source: BFUG data collection

Participation: individual rights

Percentage of systems reporting formal protection of each participation right (N = 47)



The right to have views represented and taken into account is formally protected in all systems covered. Participation and decision-making in all governing bodies are less frequently protected.

Figure 4.13 · 2025/2026 · Source: BFUG data collection

Public responsibility of higher education

Qualitative overview of 16 functions reported in the questionnaire

Why a qualitative approach?

The functions differ in scope, and the evidence reported by systems rests on different foundations:

- explicit legal provisions
- broad institutional missions
- policy strategies
- quality-assurance frameworks
- institutional practices

What emerges

More frequently reported

Knowledge production and dissemination; teaching and research standards; graduate formation; access; innovation and societal challenges.

Less frequently reported

Community outreach, participation in public debate, and critical and constructive thinking in support of fact-based governance. These functions are still identified by a large majority of systems.

The qualitative approach makes visible both common trends and the different foundations of the responses.

2025/2026 · Source: BPIR questionnaire

Conclusion

The analysis shows widespread formal recognition of the fundamental values, with important differences in their content and supporting instruments.

What the analysis contributes

- It makes differences between systems visible.
- It applies common criteria to national responses.
- It distinguishes between mention, definition and implementation mechanisms.

How to read the indicators

They provide a basis for comparison and for identifying issues requiring further examination. Their interpretation should be combined with the other components of the monitoring exercise.

Formal provisions need to be read alongside the conditions in which fundamental values are exercised.

2025/2026 · Source: BPIR questionnaire