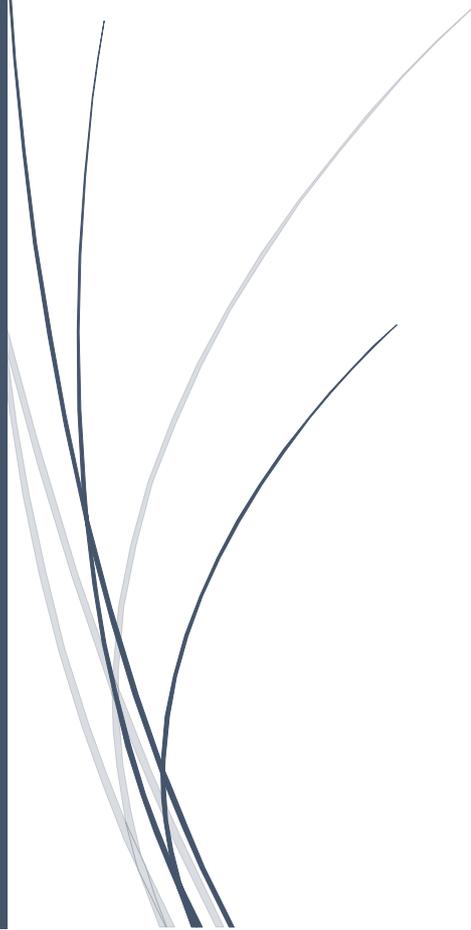


2026

Fundamental Values Survey

Consultation on the de facto perspective towards fundamental values



This project has received funding from the European Education and Culture Executive Agency (EACEA) through the ERASMUS-EDU-2024-EHEA under grant agreement Project 101228751 — NewFAV2
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Co-funded by the
European Union

New building blocks of the Bologna Process: implementing a common understanding of fundamental values – NewFAV 2

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1.1. Academic freedom

De facto

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

Questions	Instructions for coding
<p>Q1.17. Are there positive developments at the system level that support academic freedom in practice?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Q1.18. <i>[shown to those who selected 'Yes' for Q1.17]</i> If yes, please provide a short inventory of positive developments. Give all known examples since 2020 <i>[or another date, depending on the time of the monitoring]</i>.</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? 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> <p><input type="radio"/> Yes <input type="radio"/> No</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>	
<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</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>	

2.2 Institutional autonomy

De facto

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

Questions	Instructions for coding
<p>Q2.15. Are there positive developments at the system level that support institutional autonomy in practice?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Q2.16. <i>[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].</i></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>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> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Q2.18. <i>[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].</i></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> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Q2.20. <i>[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].</i></p>	

2.3 Student and staff participation in governance of higher education

De facto

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

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> <p><input type="radio"/> Yes <input type="radio"/> No</p> <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. 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> <p><input type="radio"/> Yes <input type="radio"/> No</p> <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>	
<p>Q3.32. Are there threats at the system level with regard to participation of students and staff in HE governance?</p> <p>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</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>	

2.4 Academic integrity

De facto

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

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> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Q4.15 <i>[shown to those who selected 'Yes' for Q4.14]</i> 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><i>De facto</i> responses are not coded, summarized by the operator and presented as bullet point lists of key developments, 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</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</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>	

2.5 Public responsibility for higher education

De facto

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

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>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:</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>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:</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 – frameworks for the social dimension of higher education <p>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:</p> <ul style="list-style-type: none"> – The higher education sector – Internal university constituencies – Relevant external stakeholders 	<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>Q5.28 Are there positive developments in practice with regard to the exercise of public responsibility for higher education?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>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]</p>	
<p>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.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>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]</p>	

2.6 Public responsibility of higher education

De facto

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

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</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</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?</p> <p>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</p>	
<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>	