2026

Fundamental Values Survey

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1.1. Academic freedom

Protection

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

Protection -colour coding	Explanation
Full	1. The concept of 'academic freedom' is **specifically mentioned** in legislation or is protected through legislative or judicial decisions **AND** 2. The concept is specified in legislation in line with the respective EHEA statement, including **ALL dimensions** of academic freedom: - freedom to research - freedom to teach - freedom to learn - freedom to disseminate knowledge (intramurally and extramurally)
Adequate	The concept of 'academic freedom' is **specifically mentioned** in legislation or is protected through legislative or judicial decisions **AND** 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: - freedom to research - freedom to teach - freedom to learn - freedom to disseminate knowledge (intramurally and extramurally)
Intermediary	1. The concept of 'academic freedom' is **specifically mentioned** in legislation or is protected through legislative or judicial decisions **AND** 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: - freedom to research - freedom to teach - freedom to learn - freedom to disseminate knowledge (intramurally and extramurally)
Inadequate	1. The concept of 'academic freedom' is **specifically mentioned** in legislation or protected through legislative or judicial decisions) **AND** 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: - freedom to research - freedom to teach - freedom to learn - freedom to disseminate knowledge (intramurally and extramurally)
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.

Questions	Instructions for coding
Q1.1. Is the concept of academic freedom specifically mentioned in the legislation? Please tick all that apply. ❑ Yes, in constitution ❑ Yes, in law (for e.g. education / higher education law) ❑ Yes, in judicial decisions or customary practice ❑ No Q1.2. If yes, please indicate the definitions and references/links to the sources for these definitions.	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**. If the answer is 'No', *de jure* protection of academic freedom is seen as '**absent'** (red colour). 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.
Q1.5. Is academic freedom defined in legislation and if yes what dimensions does it cover? ❑ Yes, freedom to research ❑ Yes, freedom to teach ❑ Yes, freedom to learn ❑ Yes, freedom of knowledge dissemination (Intramural) ❑ Yes, freedom of knowledge dissemination (Extramural) ❑ None of the above ❑ Other (please specify) Q1.5.1 If yes, please indicate the definitions and references/links to the sources **Q1.6 To what groups do these protections apply?** ❑ Tenured staff (permanent contract) ❑ Non-tenured staff (fixed term contract) ❑ Students ❑ Unspecified in the legislation	Q1.5. For '**full protection'**, all 5 dimensions are covered. For '**adequate protection'-** 3 dimensions. For '**intermediary protection'-** 2 dimensions. For '**inadequate protection'** – 1 dimension. If the answer is 'None of the above', *de jure* protection of academic freedom is seen as '**absent'.** Q1.6. is supplementary to Q1.5. If not all 3 groups (tenured, non-tenured staff and students) are selected OR 'Unspecified in the legislation' is selected, **'full protection' from Q5 should be demoted to 'adequate'**.

Protection outlook

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

Protection outlook: colour coding	**Explanation**
Positive	There are documented **plans to increase** protection of academic freedom: - in upcoming legislation (generically) - in upcoming judicial decisions - by defining the concept of academic freedom better in upcoming legislation
Unchanged	There are **no** documented **plans to increase OR decrease** protection of academic freedom.
Negative	There are documented **plans to diminish** existing protection of academic freedom: - in upcoming legislation - in upcoming judicial decisions

Questions	**Instructions for coding**
Q1.7. Are there plans currently to change the legal protection of academic freedom (e.g. in upcoming legislation or judicial decisions)? ❑ Yes, increase legal protection ❑ Yes, decrease legal protection ❑ No, neither increase nor decrease legal protection **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.	**Q1.7-8.** If 'Yes, increase legal protection' is selected, protection outlook is **'positive'.** If 'Yes, decrease legal protection' is selected, protection outlook is **'negative'.** If 'No, neither increase nor decrease', protection outlook is **'unchanged'.** If the answer to Q1.7 is '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.

Promotion

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

Promotion – colour coding	Explanation
Very significant	System-level authorities have developed: 1. Guidelines to support the exercise of academic freedom **AND** 2. Mechanisms (initiatives/policies/funding) to support the exercise of academic freedom **AND** 3. Requirements for an external body (*i.e.,* 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.

Questions	Instructions for coding
Q1.9. Are there non-legal system-level guidelines to support the exercise of academic freedom? ❍ Yes ❍ No **Q1.10** *[shown to those who selected 'Yes' for Q1.9]* **If yes**, please indicate the sources and list briefly all known examples.	Q1.9-10. If the answer is 'Yes' AND sources are provided, **system-level guidelines count towards the promotion score (yellow to dark green).** If the answer is '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).
Q1.11. Are there non-legal system-level mechanisms and policies available to support the exercise of academic freedom? Please tick all that apply. ❑ Yes, specific initiatives ❑ Yes, policies ❑ Yes, dedicated funding ❑ No **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.)	Q1.11-12. If the answer is 'Yes' AND sources are provided, **system-level mechanisms count towards the promotion score.** If the answer is 'Yes', but **no source or explanation** is provided or identified by the operator, **the dimension is considered incomplete.**
Q1.13. Are there requirements for an external body to evaluate how academic freedom is ensured in HEIs? ❍ Yes ❍ No **Q1.14.** *[shown to those who selected 'Yes' for Q1.13]* **If yes, please indicate briefly the body and specify the requirements.**	Q1.13-14. If the answer is 'Yes' AND the source is provided, **requirements for external body count towards the promotion score.** If the answer is 'Yes', but **no source or explanation** is provided or identified by the operator, **the dimension is considered incomplete.**

Promotion outlook

This block of questions is for stakeholders respondents.

Protection outlook -colour coding	Explanation
Positive	There are documented **plans to promote** academic freedom by: 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.

Questions	Instructions for coding
Q1.15. Are there plans to change the system-level guidelines, mechanisms or procedures related to academic freedom? Please tick all that apply. ❑ Yes, to develop new guidelines to support promotion of academic freedom ❑ Yes, to develop new mechanisms (initiatives/ policies/ regulations) to support promotion of academic freedom ❑ Yes, to require an external body to evaluate how the exercise of academic freedom is ensured in HEIs ❑ Yes, to make changes that will result in diminishing promotion ❑ No changes planned **Q1.16.** *[shown to those who selected 'Yes' for Q1.15]* **If yes,** please specify briefly what changes are expected.	**Q1.15-16.** If 'Yes, develop new guidelines' OR 'Yes, develop new mechanisms' OR 'Yes, require an external body to evaluate' is selected, protection outlook is **'positive'.** If 'Yes, make changes diminishing promotion' is selected, protection outlook is **'negative'.** If 'No changes planned', protection outlook is **'unchanged'.** If the answer to Q1.15 is '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'.**

De facto

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

Questions	Instructions for coding
Q1.17. Are there positive developments at the system level that support academic freedom in practice? ❍ Yes ❍ No **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].*	*De facto* responses are not colour-coded. They will be summarized by the operator and presented as bullet point lists of key developments, infringements, and threats.
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). ❍ Yes ❍ No **Q1.20** *[shown to those who selected 'Yes' for Q1.19]* **If yes**, provide an inventory of infringements. Give all known examples since 2020. *[or another date, depending on the time of the monitoring].*	
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. ❍ Yes ❍ No **Q1.22** *[shown to those who selected 'Yes' for Q1.21]* **If yes**, provide an inventory of threats. Give all known examples since 2020. *[or another date, depending on the time of the monitoring].*	

2.2 Institutional autonomy

Protection

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

Protection -colour coding	Explanation
Full	1. The concept of 'institutional autonomy' is **specifically mentioned** in legislation or is protected through legislative or judicial decisions **AND** 2. The concept is defined/specified in legislation in line with the respective EHEA statement to include **ALL 4 dimensions** of institutional autonomy: - Organizational autonomy - Financial autonomy - Staffing autonomy - Academic autonomy
Adequate	1. The concept of 'institutional autonomy' is **specifically mentioned** in legislation, or is protected through legislative or judicial decisions) **AND** 2. The concept is defined/specified in legislation in line with the respective EHEA statement to include **3 of 4 dimensions** of institutional autonomy.
Intermediary	1. The concept of 'institutional autonomy' is **specifically mentioned** in legislation, or is protected through legislative or judicial decisions **AND** 2. The concept is defined/specified in legislation in line with the respective EHEA statement to include **2 of 4 dimensions** of institutional autonomy.
Inadequate	1. The concept of 'institutional autonomy' is **specifically mentioned** in legislation as a right or protected through legislative or judicial decisions **AND** 2. The concept is defined/specified in legislation in line with the respective EHEA statement to include **1 of 4 dimensions** of institutional autonomy.
Absent	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.

Questions	Instructions for coding
Q2.1. Is institutional autonomy specifically mentioned in the legislation? Please tick all that apply. ❑ Yes, in constitution ❑ Yes, in law (for e.g. education / higher education law) ❑ Yes, in judicial decisions or customary practice ❑ No ❑ Other (please specify) 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. Q2.3. Is institutional autonomy defined in a legal document and if yes what dimensions does it cover Please tick all that apply. ❑ Yes, organizational autonomy ❑ Yes, financial autonomy ❑ Yes, staffing autonomy ❑ Yes, academic autonomy ❑ No, it is not defined	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**. If the answer is 'No', de jure protection of institutional autonomy is seen as '**absent**'. 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, no colour is assigned** (remains blank). Q2.3. For '**full protection**', all 4 dimensions are covered. For '**adequate protection**'- 3 dimensions are covered. For '**intermediary protection**'- 2 dimensions are covered. For '**inadequate protection**' – 1 dimension is covered.

❑ Other (please specify) If yes, please indicate the definitions and references/links to the sources for these definitions	If the answer is 'None of the above', *de jure* protection of institutional autonomy is considered '**absent'.**
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. ❑ Public institutions ❑ Private for-profit institutions ❑ Private not-for-profit institutions ❑ Not specified	If the answer to Q2.3 is 'Not defined', the indicator is considered incomplete, **no colour is assigned** (remains blank).

Protection outlook

This block of questions is for stakeholders respondents.

Protection outlook -colour coding	**Explanation**
Positive	There are **plans to increase** protection of institutional autonomy EITHER: - In upcoming legislation (generically) **OR** - in upcoming judicial decisions **OR** - by defining the concept in upcoming legislation
Unchanged	There are **no plans to increase OR decrease** protection of institutional autonomy.
Negative	There are **plans to diminish** the existing protection of institutional autonomy EITHER: - in upcoming legislation OR - in upcoming judicial decisions

Questions	**Instructions for coding**
Q2.5. Are there plans currently to change the legal protection of institutional autonomy (e.g. in upcoming legislation or judicial decisions)? ❑ Yes, increase legal protection ❑ Yes, decrease legal protection ❑ No, neither increase nor decrease legal protection **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.	**Q2.5-6** If 'Yes, increase legal protection' is selected, protection outlook is **'positive'.** If 'Yes, decrease legal protection' is selected, protection outlook is **'negative'.** If 'No, neither increase nor decrease', protection outlook is **'unchanged'.** If the answer to Q2.5 is '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).

Promotion

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

Promotion -colour coding	Explanation
Very significant	System-level authorities have developed: 1. Guidelines to support the exercise of institutional autonomy **AND** 2. Mechanisms (initiatives/policies/funding) to support the exercise of institutional autonomy **AND** 3. 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.

Questions	Instructions for coding
Q2.7. Are there HE system-level guidelines to support the exercise of institutional autonomy? ❍ Yes ❍ No **Q2.8** *.[shown to those who selected 'Yes' for Q2.7]* **If yes**, please indicate the sources and shortlist all known examples.	Q2.7-8. If the answer is 'Yes' AND the source is provided, **system-level guidelines count towards the promotion score.** If the answer is 'Yes', but **no source** is provided or identified by the operator, **the dimension is considered incomplete (no colour assigned).**
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. ❑ Yes, specific initiatives ❑ Yes, policies ❑ Yes, funding ❑ No **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.	Q2.9-10. If the answer is 'Yes' AND the source is provided, **system-level mechanisms count towards the promotion score.** If the answer is 'Yes', but **no source or explanation** is provided or identified by the operator, **the dimension is considered incomplete (no colour assigned).**
Q2.11. Are there requirements for an external body to evaluate how the exercise of institutional autonomy is ensured in HEIs? ❍ Yes ❍ No **Optional: Q2.12.** *[shown to those who selected 'Yes' for Q2.11]* **If yes, please indicate the body and specify the requirements.**	Q2.11-12. If the answer is 'Yes' AND the source is provided, **requirements for external body count towards the promotion score.** If the answer is 'Yes', but **no source or explanation** is provided or identified by the operator, **the dimension is considered incomplete (no colour assigned).**

Promotion outlook

This block of questions is for stakeholders respondents.

Protection outlook -colour coding	Explanation
Positive	There are **plans to promote** institutional autonomy by: 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.

Questions	Instructions for coding
Q2.13. Are there plans to change the existing system-level guidelines, mechanisms or procedures regarding institutional autonomy? Please tick all that apply. ❑ Yes, develop new guidelines to better promote institutional autonomy ❑ Yes, develop new mechanisms (initiatives/ policies/ regulations) to better promote institutional autonomy ❑ Yes, require an external body to evaluate how institutional autonomy is ensured in HEIs ❑ Yes, make changes diminishing support for autonomy ❑ No changes planned **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.	**Q2.13-14** If 'Yes, develop new guidelines' OR 'Yes, develop new mechanisms' OR 'Yes, require an external body to evaluate' is selected, promotion outlook is **'positive'.** If 'Yes, make changes diminishing promotion' is selected, promotion outlook is **'negative'.** If 'No changes planned', promotion outlook is **'unchanged'.** If the answer to Q2.13 is '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'.**

De facto

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

Questions	Instructions for coding
Q2.15. Are there positive developments at the system level that support institutional autonomy in practice? ❍ Yes ❍ No **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].*	*De facto* responses are not coded, they are summarized by the operator and presented as bullet point lists of key developments, infringements, and threats.
Q2.17. Are there infringements at the system level that limit the exercise of institutional autonomy in practice? 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). ❍ Yes ❍ No **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].*	
Q2.19. Are there threats at the system level that might limit the exercise of institutional autonomy in practice? Threats to institutional autonomy are any actions that may lead to but have not yet resulted in infringements of institutional autonomy. ❍ Yes ❍ No **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].*	

2.3 Student and staff participation in governance of higher education

Protection

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

Protection -colour coding	Explanation
Full	1. The concepts of 'student participation' **AND** 'staff participation' are **explicitly mentioned** in legislation or they are protected through legislative or judicial decisions) **AND** 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 : - 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** 3) System-level guarantees are provided to ensure stable learning conditions for students **AND** stable working conditions for academic staff **AND** 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.
Adequate	1. The concepts of 'student participation' **AND** 'staff participation' are **explicitly mentioned** in legislation, or they are protected through legislative or judicial decisions **AND** 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. 3) System-level guarantees are provided, ensuring stable learning conditions for students **OR** stable working conditions for academic staff 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.
Intermediary	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** 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, 3) System-level guarantees are provided to ensure stable learning conditions for students **OR** stable working conditions for academic staff 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.
Inadequate	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** 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. 3) System-level guarantees are provided to ensure stable learning conditions for students **AND** stable working conditions for academic staff 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.
Absent	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.

<table>
<tr><th>Questions</th><th>Instructions for coding</th></tr>
<tr><td>
Q3.9 Please mark in the table below the rights of students and staff that are protected in your higher education system

<table>
<tr><th>Students/staff</th><th>Protected in law</th><th>In regulations</th><th>In judicial decisions and customary practice</th><th>In institutional statues/by-laws</th></tr>
<tr><td>Right to self-organise autonomously</td><td></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><td></td></tr>
<tr><td>Right to have their views represented and taken into account</td><td></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><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><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><td></td></tr>
</table>

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
</td><td>
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 **no evidence** is provided or identified by the operator in Q3.10., **the answer is considered incomplete**.
</td></tr>
<tr><td>
Q3.12 Are stable learning conditions for students guaranteed in your higher education system?

- ❑ Yes, they are legally guaranteed
- ❑ Yes, there are non-legal guidelines/policies/funding for this
- ❑ No

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.

Q3.14. Are stable working conditions for academic staff guaranteed in your higher education system?

- ❑ Yes, legally guaranteed
- ❑ Yes, there are guidelines/policies/initiatives/ funding for this
- ❑ No

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.
</td><td>
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.

If **no evidence** is provided or identified by the operator for Q3.12, and Q3.14., **the answer is considered incomplete**.
</td></tr>
</table>

Q3.16. Do national rules for the recognition of HEIs include recommendations regarding the participation of students and staff in governance? ❑ Yes, there are recommendations for participation of students and staff ❑ Yes, but only for staff ❑ Yes, but only for students ❑ No, there are no recommendations on participation of either students or staff in the national rules on recognition of HEIs **Q3.17** *[shown to those who selected 'Yes' for Q3.16]* **If yes**, please provide reference/ link to the source.	Q3.16-17. For '**full protection'**, recommendations must be in place for students AND staff. For '**adequate protection'**- recommendations must be in place for students OR staff. For '**intermediary protection'** or '**inadequate protection'** – recommendations in the rules for recognition of HEIs are optional. If **no evidence** is provided or identified by the operator, **the answer is considered incomplete**.

Protection outlook

This block of questions is for the HE stakeholders respondents.

Protection outlook -colour coding	Explanation
Positive	There are documented **plans to increase** protection of student OR staff participation in HE governance in EITHER: - 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: - in upcoming legislation - in upcoming judicial decisions

Questions	Instructions for coding
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)? ❑ Yes, increase legal protection for student participation in governance ❑ Yes, increase legal protection for staff participation in governance ❑ Yes, decrease legal protection for student participation in governance ❑ Yes, decrease legal protection for staff participation in governance ❑ No, neither increase nor decrease legal protection **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	**Q3.18-19.** If 'Yes, increase legal protection' for either students or staff is selected, protection outlook is **'positive'.** If 'Yes, decrease legal protection' is selected for either students or staff, protection outlook is **'negative'.** If 'No, neither increase nor decrease', protection outlook is **'unchanged'** 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) If the answer to Q3.18. is '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.**

(e.g. parliamentary debates, news, draft legislation, etc.) and a short list of all known examples.	

Promotion

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

Promotion -colour coding	Explanation
Very significant	System-level authorities have developed: 1. **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: - 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). 2. **Guidelines and mechanisms (initiatives/policies/funding)** for promoting **stable learning conditions** for students **AND working conditions** for academic staff
Significant	System-level authorities have developed: 1. 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. 2. Guidelines and mechanisms (initiatives/policies/funding) for promoting stable learning conditions for students **AND** working conditions for academic staff
Intermediary	System-level authorities have developed: 1. 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. 2. Guidelines and mechanisms (initiatives/policies/funding) for promoting stable learning conditions for students **OR** working conditions for academic staff
Absent	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.
Negative	System-level authorities have developed guidelines/mechanisms that **weaken** the exercise of student and staff participation in HE governance.

Questions	Instructions for coding
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.	Q3.20-21 (dimension 2 under this indicator, see table immediately above) For '**very significant promotion**', all 6 rights should be promoted for students AND staff. For '**significant promotion**'- 3 to 5 rights should be promoted for students AND staff. For '**intermediary promotion**'- 1 or 2 rights should be promoted for students OR staff. Not a single right promoted for students AND staff qualifies as '**absent promotion**'. If **no evidence** is provided or identified by the operator in Q3.21 to support the answers, **dimension 1 is considered incomplete.**

	For students	For staff
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).	

Q3.21. *[shown to those who selected 'Yes' for Q3.20]* For any right marked as supported by guidelines, policies or funding, please provide reference/link to the source.

Q3.22. Are there any guidelines or mechanisms (initiatives/policies/funding) promoting stable learning conditions for students in the given national context? ❍ Yes ❍ No **Q3.23** *[shown to those who selected 'Yes' for Q3.22]* **If yes,** please explain what guidelines or mechanisms (initiatives/policies/funding) are in place. **Q3.24. Are there any system-level guidelines, policies or initiatives promoting stable working conditions for the staff?** ❍ Yes ❍ No **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.	Q3.22.-25. (dimension 2 under this indicator, see table above with colour coding instructions) 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. For '**intermediary promotion'**- measures promoting stable conditions for students (Q3.22) OR staff (Q3.24) should be in place. The answer 'No' in Q3.22 and Q3.24 qualifies as '**absent promotion'**. If no evidence are provided to support the answers from Q3.22 and Q3.22, **the dimension 2 is considered incomplete**.
	The score for this indicator results from combining the scores for dimensions 1 and 2, as explained in the colour-coding table above.

Promotion outlook

This block of questions is for the HE stakeholders respondents.

Protection outlook -colour coding	Explanation
Positive	There are documented **plans to promote** participation of students and staff in HE governance by: 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
Unchanged	There are **no documented plans to increase OR decrease** promotion of participation of students and staff.
Negative	There are documented **plans to diminish** existing promotion of participation of students and staff.

Questions	Instructions for coding
Q3.26. Are there plans to change system-level mechanisms promoting student and/or staff participation in HE governance? Please tick all that apply. For students / For staff Yes, to develop guidelines/policies/ funding **supporting** participation Yes, to adopt policies that would **diminish** participation No changes planned	**Q3.26-27** If 'Yes, to develop guidelines supporting participation' is selected for either students or staff is, promotion outlook is **'positive'.** If 'Yes, to adopt policies that would diminish participation' is selected, protection outlook is **'negative'.** If 'No changes planned', protection outlook is **'unchanged'** 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

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.	check and finalize. If both are true, both colours will be included in the respective box (half-half). If the answer to Q3.26 is '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.**

De facto

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

Questions	Instructions for coding
Q3.28. Are there positive developments in your higher education system that support participation of students and staff in HE governance in practice? ❍ Yes ❍ No **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 undertake*n].	*De facto* responses are not coded, they are summarized by the operator and presented as bullet point lists of key developments, infringements, and threats.
Q3.30. Are there infringements in your higher education system with regard to participation of students and staff in HE governance in practice? 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). ❍ Yes ❍ No **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 undertake*n].	
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. ❍ Yes ❍ No **Q3.33** *[shown to those who selected 'Yes' for Q3.30]* **If yes**, provide an inventory of threats. Give all known examples since 2020 [*or another date specified by the project team depending on when the monitoring is undertake*n].	

2.4 Academic integrity

Protection

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

Protection -colour coding	Explanation
Full	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: 1) System-level regulations, standards and guidelines on academic integrity, including: - 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	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.
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.

Questions	Instructions for coding
Q4.1. Is academic integrity legally protected in your higher education system? Please tick all that apply. ❑ Yes, in constitution ❑ Yes, in law (for e.g. education / higher education law) ❑ Yes, in judicial decisions or customary practice ❑ No ❑ Other (please specify) **Q4.2.** *[shown to those who selected 'Yes' for Q4.1]* **If yes or other**, please indicate the definitions and references/links to the sources for these definitions.	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**. If the answer is 'No', de jure protection of academic integrity is seen as '**absent**'. 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**.
4.3. What dimensions or requirements regarding academic integrity are covered by the existing legislation? Please, tick all that apply ❑ Existence of external bodies mandated to evaluate the implementation of the standards and regulations regarding academic integrity ❑ Provisions regarding academic integrity when using digital technologies ❑ Requirements to participate in international cooperation frameworks for integrity	Q4.3 For '**full protection**', all 4 dimensions are covered. For '**adequate protection**'- 3. For '**intermediary protection**'- 2.

❑ Requirements for QA procedures (for learning, teaching, admin procedures, and institutional governance) to include academic integrity provisions ❑ Provisions on academic integrity to be reviewed by the appropriate internal and external bodies in line with European and national frameworks. ❑ Requirements for HEIs to adopt Code of Ethics ❑ None of the above ❑ Other (please specify) Q4.4. For all dimensions covered by existing regulations, please provide links/references to the sources.	For '**inadequate protection**' – 1. If the answer is 'None of the above', de jure protection of academic integrity is seen as '**absent'.** If the answer to Q4.3 or Q4,4 provides no evidence, the indicator is considered incomplete, **the category and colour-code are not assigned to the indicator 'protection'.**

Protection outlook

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

Protection outlook -colour coding	**Explanation**
Positive	There are documented **plans to increase** protection of academic integrity EITHER: - 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: - in upcoming legislation - in upcoming judicial decisions

Questions	**Instructions for coding**
Q4.5. Are there plans currently to change the legal protection of academic integrity (e.g. in upcoming legislation or judicial decisions)? ❑ Yes, increase legal protection ❑ Yes, decrease legal protection ❑ No, neither increase nor decrease legal protection **Q4.6.** *[shown to those who selected 'Yes' for Q4.5]* **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.	**Q4.5-6** If 'Yes, increase legal protection' is selected, protection outlook is **'positive'.** If 'Yes, decrease legal protection' is selected, protection outlook is **'negative'.** If 'No, neither increase nor decrease', protection outlook is **'unchanged'** If the answer to Q4.12 is 'Yes', but **no sources or examples** are provided or are identified by the operator in Q4.13, the indicator is considered incomplete, **and no colour is assigned.**

Promotion

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

Promotion -colour coding	Explanation
Very significant	System-level authorities have developed: 1. Guidelines to support the exercise of academic integrity **AND** 2. Mechanisms (initiatives/policies/funding) to promote academic integrity **AND** 3. 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.

Questions	Instructions for coding
Q4.7. Are there system-level guidelines to support the exercise of academic integrity? ❍ Yes ❍ No **Q4.8** If yes, please indicate the definitions and references/links to the sources	Q4.7-8. If the answer is 'Yes' AND the source is provided, **system-level guidelines count towards promotion score.** If the answer is 'Yes', but **no source** is provided, **the dimension is considered incomplete.**
Q4.9. Are there system-level mechanisms (not legal or regulatory) available to support the exercise of academic integrity? (tick all that apply) ❑ Yes, specific initiatives ❑ Yes, policies ❑ Yes, funding ❑ No **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.	Q4.9-10. If the answer is 'Yes' AND the source is provided, **system-level mechanisms count towards promotion score.** If the answer is 'Yes', but **no source or explanation** is provided, **the dimension is considered incomplete.**
Q4.11. Are there QA procedures developed to evaluate how academic integrity is ensured in HEIs? ❍ Yes ❍ No **Q4.12 If yes, please specify the body and the requirements**	Q4.11-12. If the answer is 'Yes' AND the source is provided, **requirements for external body count towards promotion score.** If the answer is 'Yes', but **no source or explanation** is provided, **the dimension is considered incomplete.**
	The combined scores for three dimensions give the final promotion score: 'Yes' to Q4.7, 4.9, 4.11 supported by evidence is coded as **'Very significant' promotion.** 'Yes' to 2 of 3 questions is coded as **'Significant' promotion.**

	'Yes' to 1 of 3 questions is coded as **'Intermediary' promotion.** If any of the dimensions is incomplete, **no colour is assigned** (indicator remains blank).

Promotion outlook

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

Protection outlook – colour coding	**Explanation**
Positive	There are documented **plans to promote** academic integrity by: 1. Developing new guidelines to support the exercise of academic integrity **OR** 2. Developing new mechanisms (initiatives/policies/regulations) to support the exercise of academic integrity **OR** 3. Developing QA procedures to evaluate how the exercise of academic integrity is ensured in HEIs.
Unchanged	There are **no plans to increase OR decrease** promotion of academic integrity.
Negative	There are **plans to diminish** existing promotion of academic integrity.

Questions	**Instructions for coding**
Q4.13. Are there plans to change the system level guidelines, mechanisms or procedures related to academic integrity? ❑ Yes, to develop new guidelines to support promotion of academic integrity ❑ Yes, to develop new mechanisms (initiatives/ policies/regulations) to support promotion of academic integrity ❑ Yes, to develop QA procedures to evaluate how academic integrity is ensured in HEIs ❑ Yes, to make changes diminishing promotion ❑ No changes planned **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.	**Q4.12-13** If 'Yes, to develop new guidelines' OR 'Yes, to develop new mechanisms' OR 'Yes, develop QA procedures' is selected, promotion outlook is **'positive'.** If 'Yes, to make changes diminishing promotion' is selected, promotion outlook is **'negative'.** If 'No changes planned', promotion outlook is **'unchanged'.** If the answer to Q4.12 is 'Yes', but **no sources or examples** are provided in Q4.13, the indicator is considered incomplete. 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).

De facto

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

Questions	Instructions for coding
Q4.14. Are there positive developments at the system level with regard to the protection, promotion or practice of academic integrity? ❍ Yes ❍ No **Q4.15** *[shown to those who selected 'Yes' for Q4.14]* **If yes**, please provide a short inventory of positive developments that you find relevant. Give all known examples since 2020. *[or another period indicated by the project team depending on when monitoring takes place]*	*De facto* responses are not coded, summarized by the operator and presented as bullet point lists of key developments, infringements, and threats.
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? ❍ Yes ❍ No **Q4.16** *[shown to those who selected 'Yes' for Q4.25]* **If yes**, please explain briefly.	
Q4.17. Are there threats at the system level that might limit the exercise of academic integrity in practice? 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. ❍ Yes ❍ No **Q4.18** *[shown to those who selected 'Yes' for Q4.17]* **If yes**, provide an inventory of threats. Give all known examples since 2020. *[or another period indicated by the project team depending on when monitoring takes place]*	

2.5 Public responsibility for higher education

Protection

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

Protection -colour coding	Explanation
Full	1. Explicit legal provisions or judicial decisions exist meant to further ALL of the following **4** 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. **AND** 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: - 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. **AND** 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: - 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.

Questions	Instructions for coding
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. **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.	**Q5.1** is considered answered positively only if ALL its 5 items are answered positively. **Q5.3** is considered answered positively only if ALL its 6 items are answered positively. **Q5.5** is considered answered positively only if ALL its 3 items are answered positively. For **Q5.1**, Q**5.3** and **Q5.5**, if the answer is Yes but **no sources** are provided or identified by the operator, the indicator is considered incomplete and will remain blank.

	Yes	No
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		

	Yes	No
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
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.

Protection outlook

This block of questions is for the HE stakeholders.

Protection outlook colour coding	**Explanation**
Positive	There are **documented** plans to **adopt new legislation and regulations to create or improve any of the following**: 1. Legal provisions to further all 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. OR 2. Legal provisions regarding the frameworks within which higher education is conducted: - 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. **OR improve how:** 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
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.

Questions	**Instructions for coding**
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.	**Q5.7-8** If 'Yes, to better pursue any of them' is selected, protection outlook is **'positive'.**

❑ Yes, to support to better pursuing any of them. ❑ Yes, to make any of them more difficult to pursue. ❑ No changes planned **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. **Q.5.11.** 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.	If 'Yes, to make any of them more difficult to pursue' is selected, protection outlook is **'negative'.** If 'No changes planned', protection outlook is **'unchanged'** If the answer is 'Yes', but **no sources or examples** are provided in Q5.8 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, 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 '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 '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). 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). If outlook is positive in any of the questions Q 7, 9, and 11, the overall coding for this indicator is "positive". If outlook is negative in any of the questions Q 7, 9, and 11, the overall coding for this indicator is "negative".

	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)

Promotion

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

Promotion – colour coding	Explanation
Very significant	1. Policies and other initiatives exist intended to further 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. AND 2. Policies and other initiatives exist to ensure that the frameworks within which higher education is conducted function adequately: - 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. **AND** 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: - 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.

Questions	Instructions for coding
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. preparation for the labour market – Yes / No preparation for life as active citizens of democratic societies – Yes / No personal development – Yes / No the development and maintenance of a broad and advanced knowledge base – Yes / No **Q5.14. For all dimensions covered by existing regulations**, please provide links/references to the sources **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. qualifications framework of the higher education system – Yes / No	**Q5.13** is considered answered positively only if ALL its items are answered positively. **Q5.15** is considered answered positively only if ALL its items are answered positively. **Q5.17** is considered answered positively only if ALL its items are answered positively. The final score is assigned by combining the scores for each of these questions as per the coding explanations in the table immediately above.

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
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

For **Q5.13**, Q**5.15** 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

Promotion outlook

This block of questions is for the HE stakeholders.

Protection outlook -colour coding	**Explanation**
Positive	There are documented **plans to adopt new policies** and other initiatives to: 1. Further the major purposes of higher education **OR** 2. Ensure that the frameworks within which higher education is conducted function adequately **OR** 3. 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: 1. Prevent pursuing any of the major purposes of higher education **OR** 2. Weaken the frameworks within which higher education is conducted function adequately **OR** 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.

Questions	**Instructions for coding**
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. ❑ Yes, to adopt new policies and initiatives to support better pursuing any of these purposes. ❑ Yes, to adopt new policies and initiatives that would make any of them more difficult to pursue. ❑ No changes planned **Q5.20** *[shown to those who selected 'Yes' for Q5.19]*	**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**.** 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**.** If 'No changes planned', promotion outlook is **'unchanged'** If the answer to is '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). If 'Yes' is selected to both first two options in Q5.19, the operator will check and finalize. If both alternatives are

If yes, please provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.	documented, both colours will be assigned (half-half in this box/for this indicator).
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. ❑ Yes, to adopt new policies and non-legal initiatives to improve any of these frameworks. ❑ Yes, to adopt policy and non-legal initiatives to weaken any of these frameworks. ❑ No plans for changes	**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. If 'Yes, adopt policy and non-legal initiatives to weaken any of these frameworks' is selected, this counts towards '**negative'** promotion outlook**.** If 'No changes planned', protection outlook is **'unchanged'**
Q5.22 *[shown to those who selected 'Yes' for Q5.21]* **If yes,** please provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.	If the answer to is '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). 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).
Q.5.23 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. ❑ Yes, adopt policies or other initiatives to strengthen or make clearer this obligation. ❑ Yes, adopt policies or other initiatives to weaken this obligation. ❑ No plans for changes	**Q5.23-24** If 'Yes, there are plans to strengthen or make clearer this obligation' is selected, this counts towards **'positive'** protection outlook**.** If 'Yes, there are plans to weaken this obligation' is selected, this counts towards '**negative'** protection outlook**.** If 'No changes planned', protection outlook for these questions is **'unchanged'.**
Q5.24 *[shown to those who selected 'Yes' for Q5.23]* **f yes,** please provide sources (e.g. parliamentary debates, news, draft legislation, etc.). Give all known examples.	If the answer to is '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). 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). If outlook is positive in any of the questions Q5.19, 5.21, and 5.23, the overall coding for this indicator is 'positive'. If outlook is negative in any of the questions Q5.7, 5.9, and 5.11, the overall coding for this indicator is 'negative'. 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)

De facto

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

Questions	Instructions for coding
Do public authorities fulfil their obligations under the principle of public responsibility for higher education as detailed in the respective EHEA value? More precisely: **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	*De facto* responses are not coded, they are summarized by the operator and presented as bullet point lists of key developments, fulfilments of obligations, and threats.
Q5.28 Are there positive developments in practice with regard to the exercise of public responsibility for higher education? ❍ Yes ❍ No **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 **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*]	

2.6 Public responsibility of higher education

Protection

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

Protection – colour coding	Explanation
Full	**System-level legislation and regulations exist that require and support higher education communities to undertake ALL of the following:** 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. 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

Questions	Instructions for coding
Q. 6.1 Have system-level authorities adopted legislation and regulations <u>that require and support higher education communities to fulfil the following functions</u>? Please, tick all that apply.	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

	Yes	No
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.			respondents and checked by the operator.
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.

Protection outlook

This block of questions is for the HE stakeholders respondents.

Protection outlook -colour coding	Explanation
Positive	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:** 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.

Questions	Instructions for coding
Q.6.3. Are there <u>plans to change</u> legislation and regulations <u>that require and support higher education communities to fulfil the following functions</u>? Please tick all that apply.	If 'Yes, to strengthen this obligation" answers are selected to Q.6.3., they 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 'No'. 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 'No'. If answers are a combination of positive and negative outlook elements, both colours will be used in this box (half-half)

	Yes, to strengthen this obligation	Yes, to decrease or erase this obligation	No
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 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. 6.4. For all dimensions covered by existing regulations, please provide links/references to the sources. List all known examples.

Promotion

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

Promotion – colour coding	Explanation
Very significant	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: 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.
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.

Questions	Instructions for coding
Q. 6.5. Have system-level authorities adopted policies and other initiatives <u>that support the fulfilment of the obligations of higher education communities</u> outlined in the EHEA definition of public responsibly of higher education? Please tick all that applies.	10 'Yes' answers to Q.6.5 are coded as '**full**'. 6-9 'Yes' answers are coded as '**adequate**'. 3-5 'Yes' answers are coded as '**intermediary**'.

	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.				1-2 'Yes' answers are coded as **'inadequate'**. If only 'No' answers are selected, this will be coded as '**absent**'. 'Yes' answers only count as 'Yes' 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 '**No**.
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				

Q. 6.6. For all dimensions covered by existing policies and initiatives, please provide links/references to the sources

Promotion outlook

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

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.

<table>
<tr><th>Questions</th><th>Instructions for coding</th></tr>
<tr><td>

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.

<table>
<tr><th></th><th>Yes, to better support the fulfilment of this obligation</th><th>Yes, affecting negatively the fulfilment of this obligation</th><th>No</th></tr>
<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>
<tr><td>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.</td><td></td><td></td><td></td></tr>
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<tr><td>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</td><td></td><td></td><td></td></tr>
<tr><td>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</td><td></td><td></td><td></td></tr>
<tr><td>help improve opportunities for all members of society</td><td></td><td></td><td></td></tr>
</table>

Q. 6.8. For all dimensions covered by existing regulations, please provide links/references to the sources. List all known examples.

</td><td>

If ‘Yes, to better support the fulfilment of this obligation’ answers are selected to Q.6.7., they 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 ‘**No’**.

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 ‘**No’**.

If answers are a combination of positive and negative outlook elements, both colours will be used in this box (half-half)

</td></tr>
</table>

De facto

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

Questions	Instructions for coding
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? ❍ Yes ❍ No **Q.6.10. If Yes or No, please explain briefly, keeping in mind the 10 areas detailed in the statement.**	*De facto* responses are not coded, they are summarized by the operator and presented as bullet point lists of key developments, fulfilments of obligations, and threats.
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? ❍ Yes ❍ No **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*]	
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. ❍ Yes ❍ No **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*]	