

# The monitoring framework for the fundamental values of higher education in the EHEA: process, methodology, content

Liviu Matei, King's College London

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# Overall policy context, timeline.

## The place of values in the EHEA policy narrative

- 1999 Bologna Declaration
- 2010 Establishment of EHEA
- 2015-2017 New challenges to academic freedom
- 2018 Paris Communiqué
  - EHEA list of fundamental values; explicit commitments
- 2020 Rome Communiqué
  - List of values and commitments reaffirmed (expanded, clarified)
  - Statement on academic freedom (shared conceptual reference)
  - Request to develop statements for the remaining values
  - Request to develop a monitoring mechanism
- 2024 Tirana Communiqué
  - Adoption of statement for five values
  - Endorsement of the monitoring framework

# What is happening?

Enlarging the picture regarding the fundamental values of higher education.

EHEA in a global perspective:

# Frameworks of reference and conceptual references for academic freedom

- **Conceptual reference:**
  - not only a definition or a link to an existing definition
  - a sufficiently long conceptual elaboration available in a written format that serves as a common reference, go-to conceptual source (or “anchor”) for actors inside and outside the university, which they use in sync for the understanding, codification and practice of academic freedom. *E.g.* : Rome Ministerial Communiqué: Statement on Academic Freedom.
- **Frameworks of reference include (variably):**
  - a conceptual reference
  - guidelines for the practice and protection of academic freedom
  - elements of codification (norms, sometimes legislative norms, regulations, codes of conduct, etc.)
  - provisions about institutions and/or institutional mechanisms that should or could be utilised to implement the respective understanding and codification of academic freedom.

# A taxonomy of frameworks of reference and conceptual references for academic freedom

- Institutional
- National
- Regional (e.g. EHEA)
- Global

# Monitoring the fundamental values of higher education in the EHEA

- Monitoring framework
- Monitoring tool
- Monitoring mechanism

EHEA framework of reference: norms, commitments, institutions, "implementation mechanism", shared conceptual references.

# Commitment 1

“The EHEA of our vision will fully respect the fundamental values of higher education and democracy and the rule of law. (...) We recognise that accomplishing this will require enacting policies and implementing measures in our national frameworks, some of which will go beyond our higher education systems and will entail alignment of wider national economic, financial and social strategies.”

# Commitment 2

“We reaffirm our commitment to promoting and protecting our shared fundamental values in the entire EHEA through intensified political dialogue and cooperation as the necessary basis for quality learning, teaching and research as well as for democratic societies” (*emphasis added*).



# Commitment 3

“We ask the BFUG to develop a framework for the enhancement of the fundamental values of the EHEA that will foster self-reflection, constructive dialogue and peer-learning across national authorities, higher education institutions and organisations, while also *making it possible to assess* the degree to which these are honoured and implemented in our systems”.

# Process of developing the monitoring mechanism

- EHEA commitments/ministerial requests
- Establishment of the WG on Fundamental Values by the BFUG
- NewFav project: research team, advisory board, extensive stakeholders consultations
- BFUG/ministerial conference endorsement

# Phases- 2022-2024

- Inventory of existing tools, mechanisms and other efforts to measure, assess or monitor values in higher education
- Evaluation of the extent to which these can help setting up EHEA monitoring (*reflected in the proposal*)
- Proposal for a monitoring framework specifically for EHEA
- Development of a monitoring tool
- Piloting of the tool in four systems
- Finalization of the proposal

*Extensive consultations and reports along the way*

# Main features/methodology

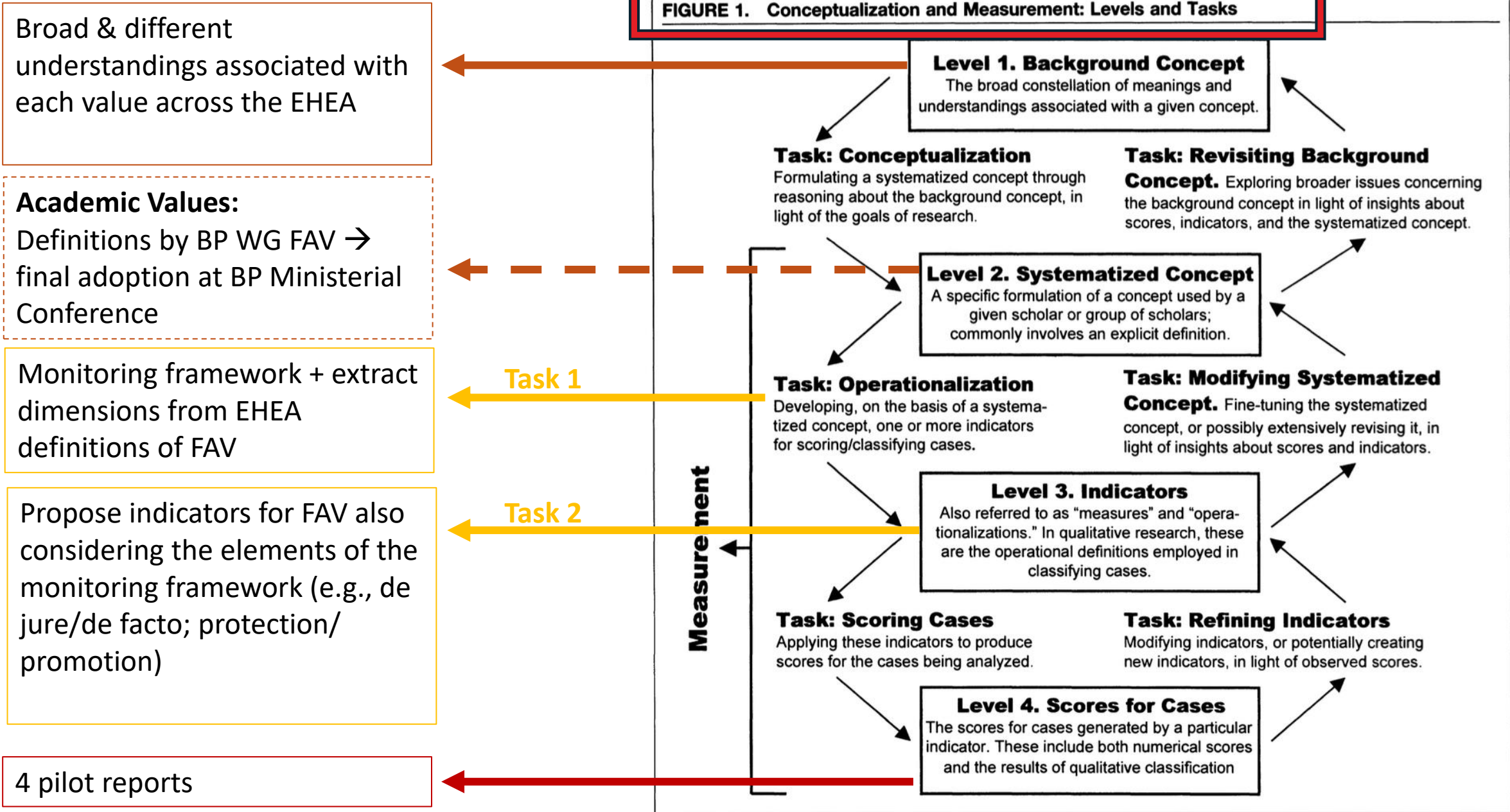
- Purpose: not measuring but monitoring to promote policy dialogue and learning; enhancing the fundamental values
- What is monitored: commitments, not values *per se*
- Dimensions of values extracted from statements
- *De jure* and *de facto*
- Cluster of values
- Rights/freedoms and duties/obligations
- Quantitative and qualitative
- Clear indicators
- Feasible data collection; significant use of existing data/tools

# Monitoring framework for EHEA values

VALUES	TYPE OF MONITORING	
<b>Rights/Freedoms</b>		
<ul style="list-style-type: none"> <li>-Academic Freedom</li> <li>-Institutional Autonomy</li> <li>-Participation of students &amp; staff in governance</li> </ul>	<i>De jure</i>	
	Protection	Outlook
	Promotion	
	<i>De facto</i>	
	Infringements	
	Threats	
Positive developments		

VALUES	TYPE OF MONITORING	
<b>Duties/Obligations</b>		
<ul style="list-style-type: none"> <li>- Academic integrity</li> <li>- Responsibility <i>for</i> HE</li> <li>- Responsibility <i>of</i> HE</li> </ul>	<i>De jure</i>	
	Protection	Outlook
	Promotion	
	<i>De facto</i>	
	Fulfilment	
	Threats	
Positive developments		

**FIGURE 1. Conceptualization and Measurement: Levels and Tasks**



# De jure monitoring.

# Indicator: Protection

## 3.1.1. Is the concept of 'academic freedom' specifically mentioned in legislation?

Yes, in the Constitution or Constitution-level legal provisions	<input type="checkbox"/>
Yes, in education or higher education legislation	<input type="checkbox"/>
Yes, in other legislation	<input type="checkbox"/>
No, but it has been protected through judicial decisions	<input type="checkbox"/>
No	<input type="checkbox"/>

If 'Yes in other legislation', please specify

If 'No, but it has been protected through judicial decisions', please specify

If the concept of academic freedom is mentioned in legislation, is it defined?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If yes, please add the definition in English

If the concept of academic freedom is mentioned in legislation, is it legally protected as a 'right'?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Please add a link/reference to legislation

Eurydice

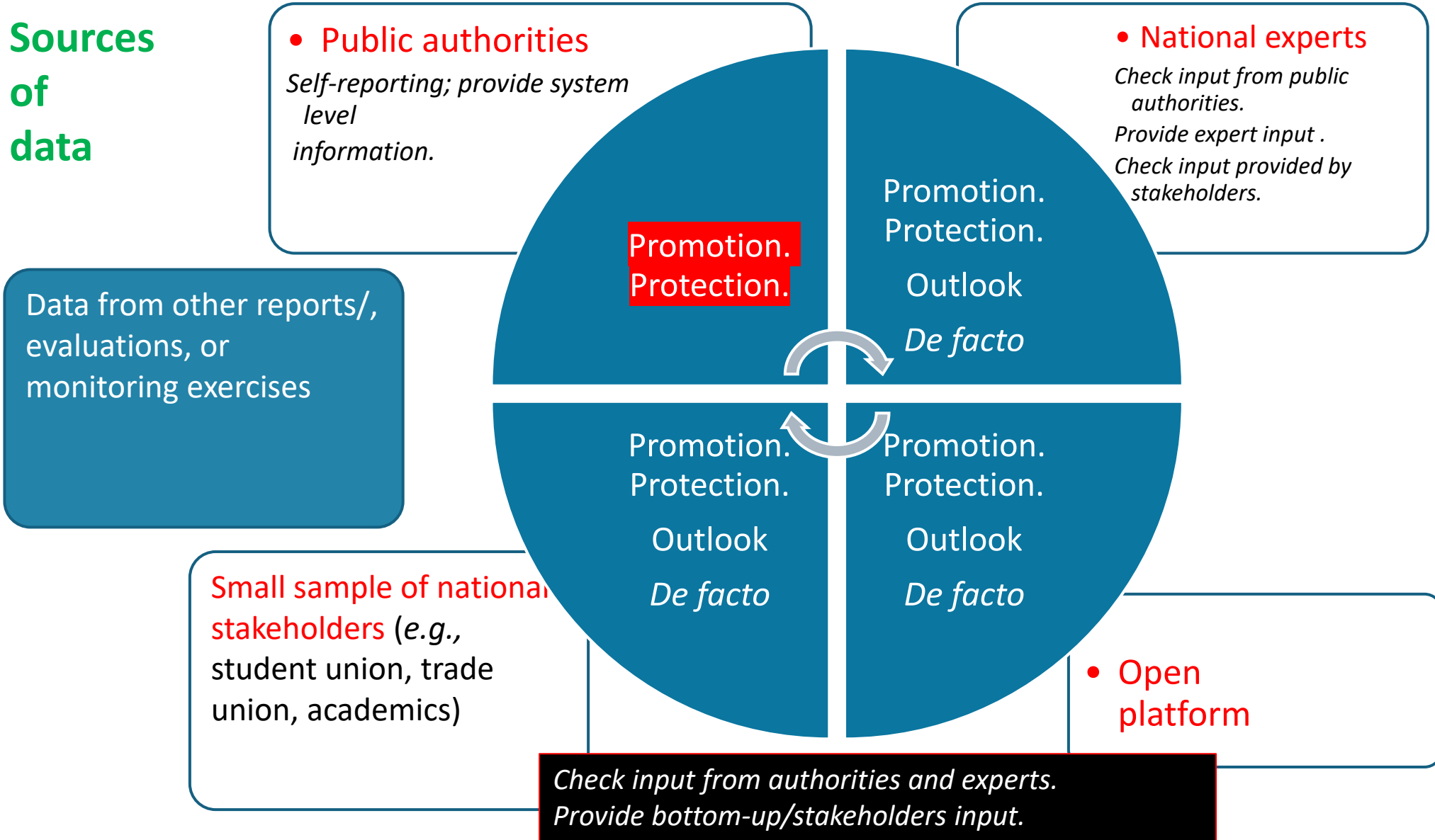
Extract if AF is protected in legislation

Extract if AF is protected as a right

Extract dimensions of AF

Protection	Explanation
<b>Full</b>	<p>The concept of 'academic freedom'</p> <ul style="list-style-type: none"> <li>- is specifically mentioned in legislation as a right (or protected through legislative or judicial decisions) <b>AND</b></li> <li>- the concept is defined/specified in legislation in line with EHEA Commitments/definition to include ALL dimensions of academic freedom: - teaching, learning, research, intramural/extramural communication for academic staff &amp; students).</li> </ul>
<b>Adequate</b>	<p>The concept of 'academic freedom'</p> <ul style="list-style-type: none"> <li>- is specifically mentioned in legislation (or protected through judicial decisions) <b>AND</b></li> <li>- the concept is defined/specified in legislation but only partly in line with the EHEA Commitments (3 out of 4 dimensions of academic freedom)</li> </ul>
<b>Intermediary</b>	<p>The concept of 'academic freedom' is specifically mentioned in legislation (or protected through judicial decisions) but only 2 out of 4 dimensions of academic freedom are mentioned</p>
<b>Inadequate</b>	<p>The concept of 'academic freedom' is specifically mentioned in legislation (or protected through judicial decisions) but max. 1 dimension of academic freedom is mentioned.</p>
<b>Absent</b>	<p>The concept of 'academic freedom' is not specifically mentioned in any type of legislation or judicial decisions.</p>

# Sources of data





# Next steps

- Finalization of pilot (reports about lessons presented today)
- Finalization of the proposal
- BFUG sign off
- Implementation