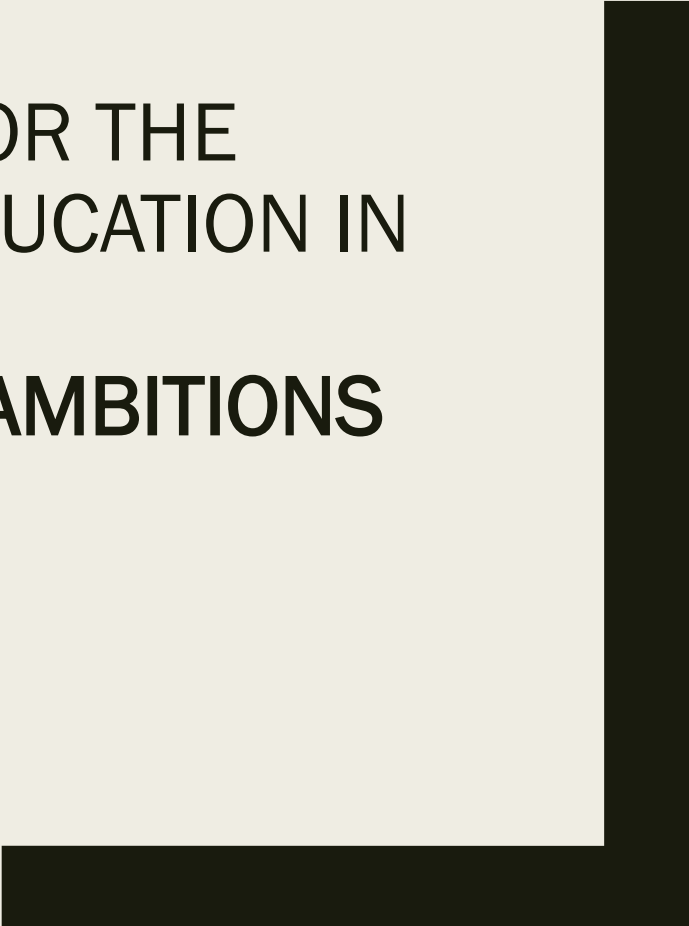


THE MONITORING MECHANISM FOR THE
FUNDAMENTAL VALUES OF HIGHER EDUCATION IN
THE EHEA.

PILOTING PHASE: PREPARATION AND AMBITIONS

NewFAV Project
London, 8 May 2024

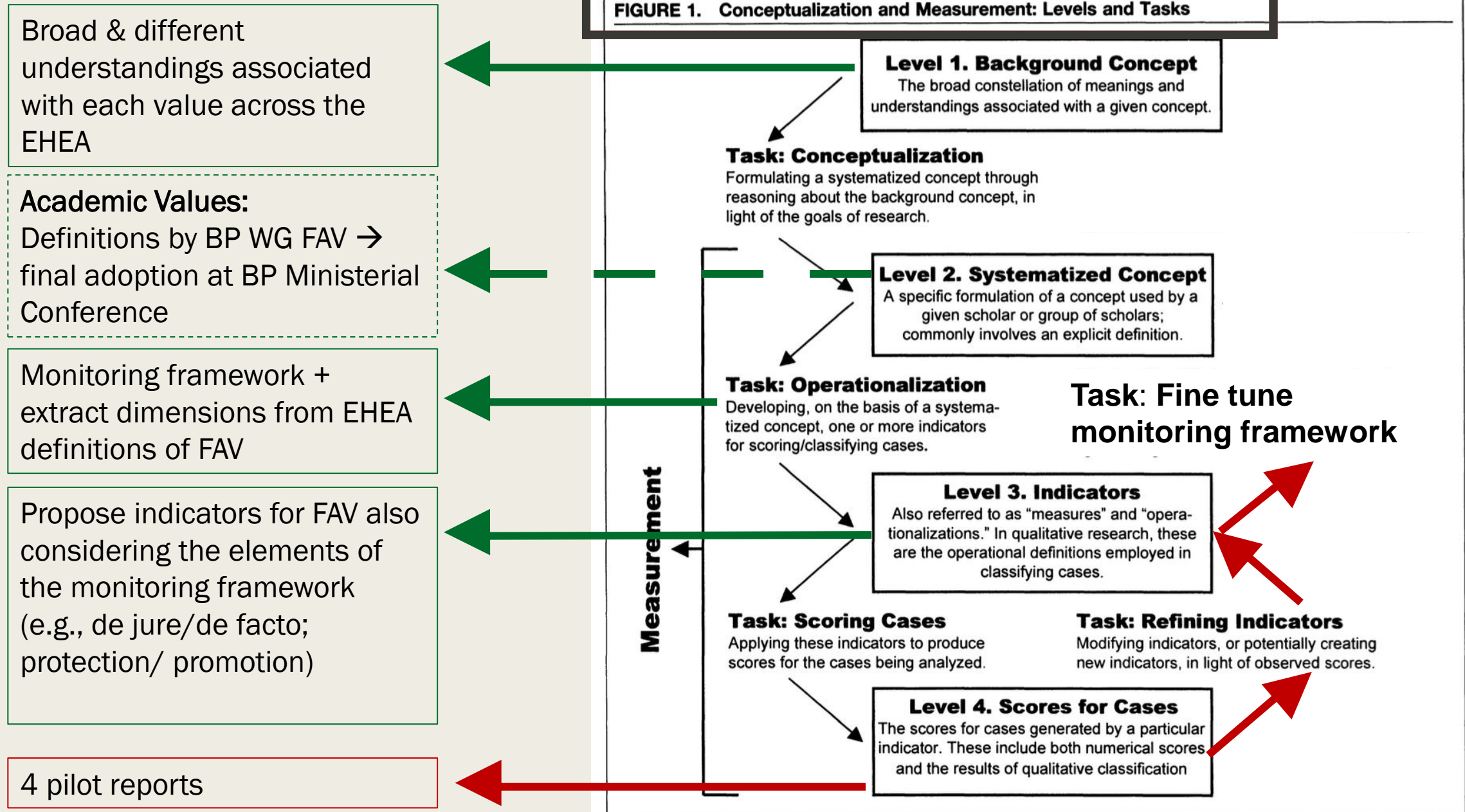


OPERATIONALIZATION OF MONITORING FRAMEWORK FOR DATA COLLECTION



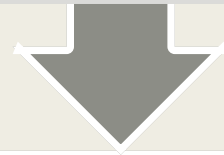
Monitoring commitments to protect and promote FAV in line with draft statements.

FIGURE 1. Conceptualization and Measurement: Levels and Tasks



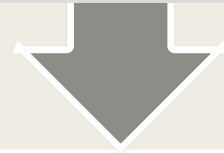
Extract commitments on values

To protect and promote FAV in line with statements



Extract dimensions on values from statements

Based on shared understanding of values



Develop questions for monitoring commitments

Basis for indicators to assess compliance with commitments

**Focus today: Piloting Methodology +
Lessons learnt from the piloting**

PILOTING METHODOLOGY



General considerations

Aims of monitoring :

- Provide a clear picture regarding the implementation of the commitments “to promoting and protecting our shared fundamental values in the entire EHEA” (Rome Communiqué, 2020)
- Develop a framework for the enhancement of the fundamental values across the EHEA that will foster self-reflection, constructive dialogue and peer-learning across national authorities, HEIs and organizations, while also making it possible to assess the degree to which these are honoured and implemented in our systems

Type of monitoring:

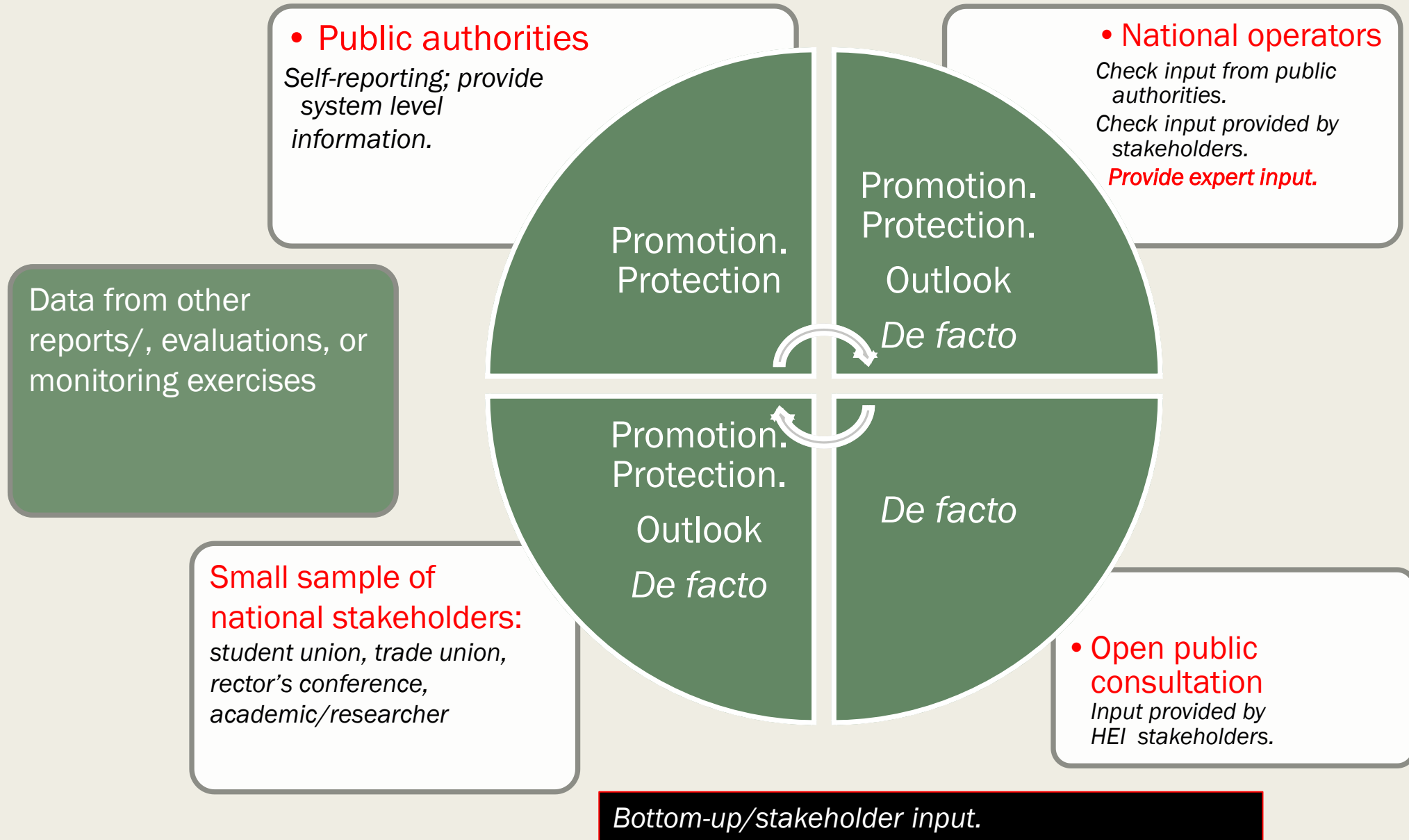
- *de jure* and *de facto* implementation of explicit commitments
- based strictly on the EHEA statements regarding the fundamental values
- significant use of existing data & new data collection

Who will do the monitoring?

Piloting countries - proposal

Country	Data availability	Geographical representativeness	Size of system	Type of HE system
Czech Republic	Moderate to high	EU-Central Europe	Medium	National unitary
Finland	High	EU-Nordic country	Small	National unitary
Belgium – French-community	High	EU Western Europe	Small	Sub-national
Turkey	Low	Non-EU Southern Europe	Large	National unitary

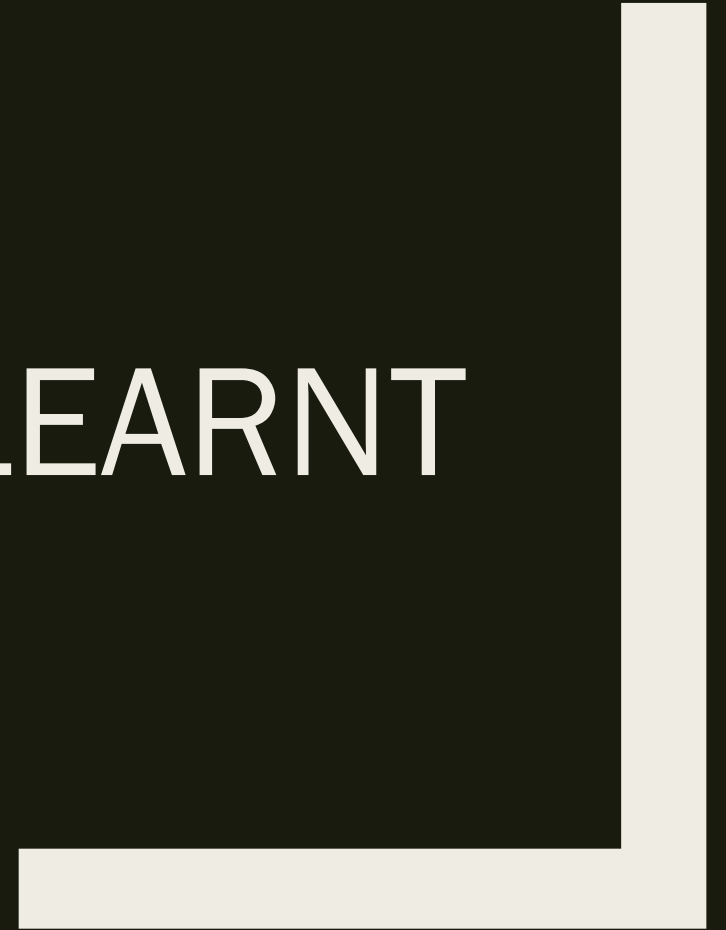
Sources of data: ambition vs. practice



Question generation/data processing and interpretation

- Questions presented separately for each value
- Closed questions to identify existence of legislation and/or practice, open questions to elaborate on specific definitions/measures/sources of information
- Online questionnaire
- Qualitative data analysis
- Feedback questions for national operators

LESSONS LEARNT



Ambitions and results

WHAT WE WANTED

- See if the questions are easy for interpretation and can be comprehended by respondents
- See if the questions are inclusive to different national contexts
- See if involvement of national operators can be used as alternative to pre-filling the forms by PA

WHAT WE GOT

- National operators found the questions comprehensive despite identified ambiguities in formulations
- We do not have understanding whether the questions are easy for stakeholders, especially PA
- Minor flaws were identified by the national operators in terms of applicability to their contexts
- Involving national operators increases accuracy of data and allows cross-checking increasing reliability but shifts the focus from accountability exercise to expert assessment

Procedural and methodological lessons

PROCEDURAL:

- Training national operators on top of distributing definitions
- If PA representatives and stakeholders are the first ones to fill in the survey, short definitions should be provided in the instructions
- More strategic approach to dissemination of OPC. Ideally it should be open for more than 2 weeks

METHODOLOGICAL:

- More definitions needs to be provided (e.g. academic fraud, stable conditions)
- Re-consider single- and multiple answers in closed questions
- Internally evaluate what evidence counts as sufficient, especially for the questions related to public responsibility of and for higher education

THANK YOU!

