








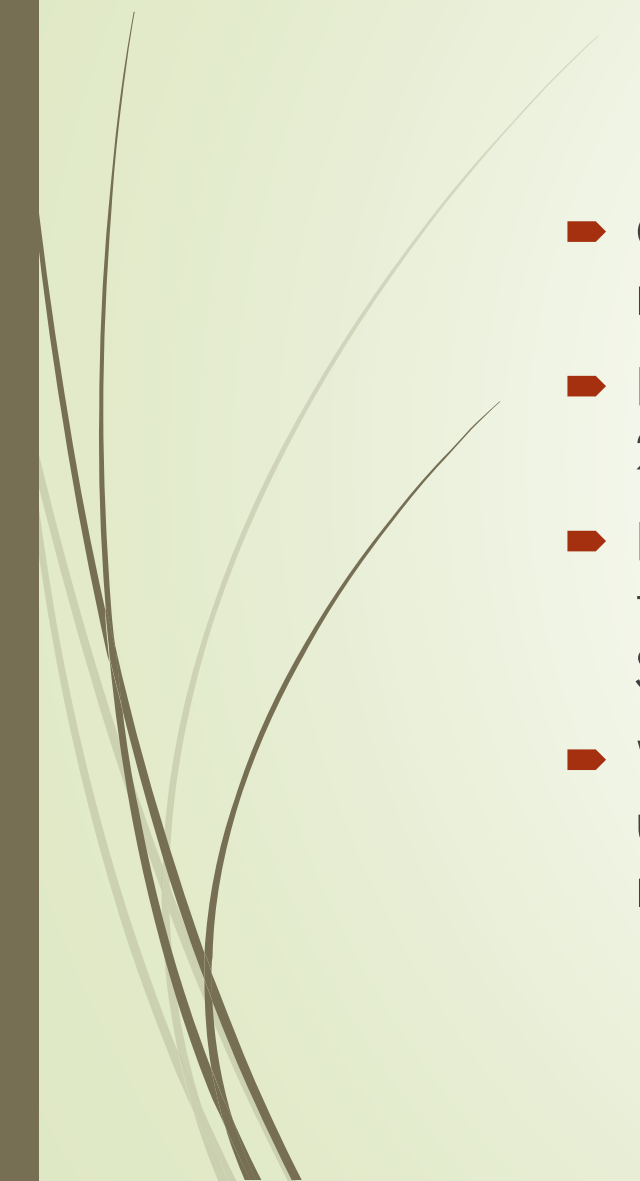
# Recommendations for Future Actions


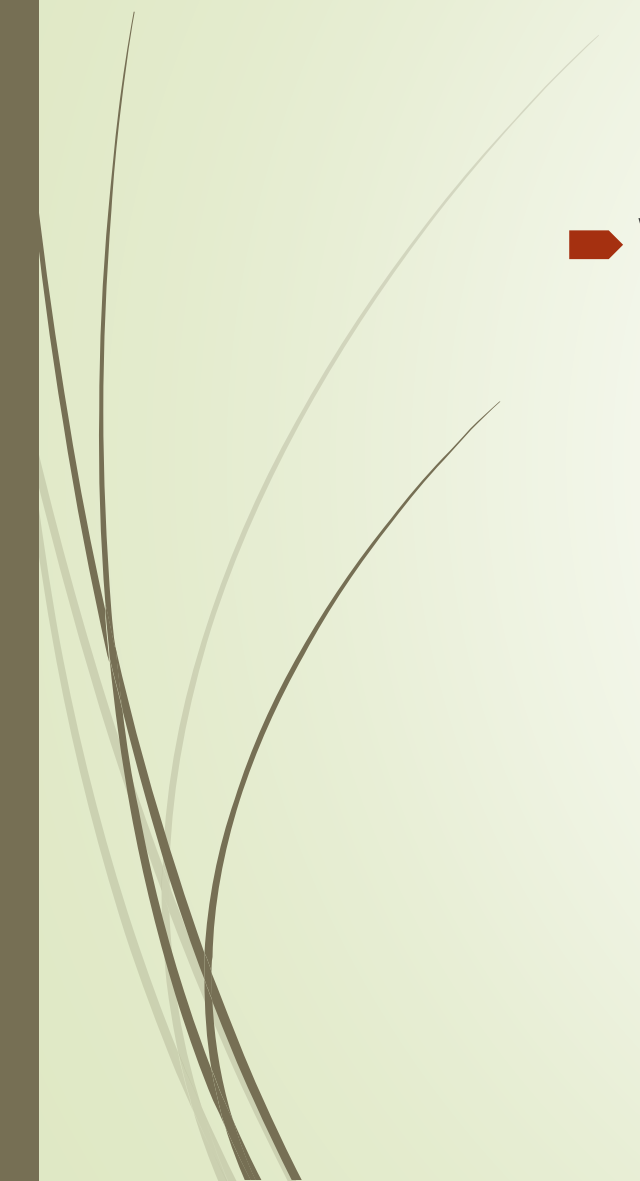
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- ➔ “ Educating the mind without educating the heart, is not education at all”  
(Aristotle)

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- ▶ Transparency International (TI), an NGO working on corruption worldwide, commonly defines corruption as “the abuse of entrusted power for private gain”.
  - ▶ In HE, however, corruption also encompasses “the lack of academic integrity”.
  - ▶ This definition applies to both public and private institutions, since, what they offer, i.e. education, can be construed as a public good (Denisova-Schmidt).

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- Corruption, or lack of ethics or values, might be perceived or it might not be so evident.
  - However in HE, this differentiation is far less relevant (Heyneman, 2013).
  - Lack of ethical values in HE can implicate the students themselves, thus exerting an influence over the next generation (Denisova-Schmidt, 2016)
  - While lack of ethics in HE is not a new phenomenon, its unprecedented dimensions, and the growing challenge of mitigating and preventing it, are rather new.

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- ▶ We are thus being faced by questions
    - ▶ Can lack of values be exported or imported with the rise in mobility among students?
    - ▶ Are HE institutions prepared enough to deal with this phenomenon?
    - ▶ What tools and practices are particularly effective in increasing academic integrity?

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- This is why the BFUG Working Group on Fundamental Values has been asked to develop a coherent framework for measuring and monitoring the degree of academic freedom, and potential violations.
  - This is in line with the European Commission's strong commitment on this topic, supported by the new Erasmus+ programme 2021-2027.
  - This is further enhanced by the Council of Europe's philosophy and mission towards Ethics, Transparency, and Integrity in Education, as promoted and strived for by ETINED.



# Purpose of WG

Propose:

- 1 How Fundamental Values can be clearly understood
- 2 Establish values which can be easily inferred
- 3 A methodology on how progress can be calculated and reported
- 4 Indicators of the presence/absence of Values
- 5 How these values can be assessed
- 6 How these values can be present in all EHEA countries

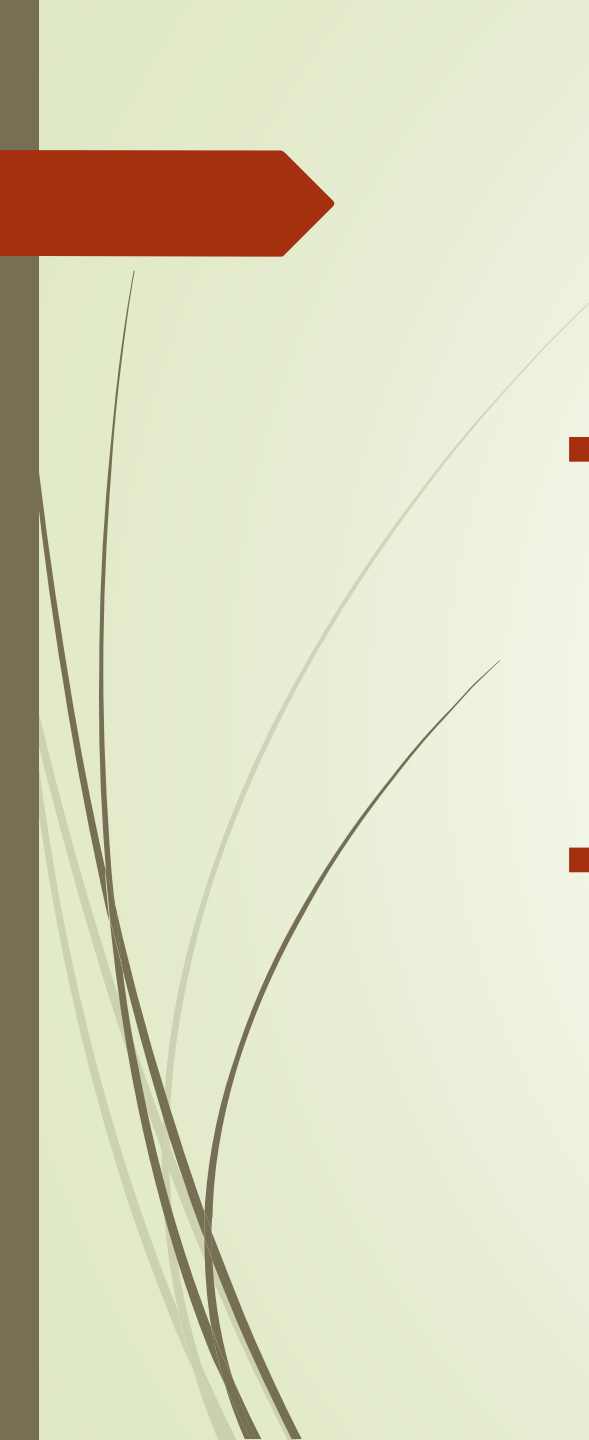






# *De Jure* and *De Facto*

- The WG now needs to establish the development of *de jure* and *de facto* implementation of academic freedom and integrity as defined in the Rome Communique'
- We need to start finding a common understanding of this concept and then develop related indicators: both *de jure* and *de facto*.
- Working with Academic researchers seems to be one of the most promising options for the development of new indicators in order to be able to gain a better understanding of academic freedom worldwide and the factors that support or threaten it.



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- Needless to say, in order to promote and protect these fundamental values, there needs to be a collective understanding of what particular values we have in mind. There needs to be a consensus on the values that we want to strive for.
  - The WG needs to continue to develop a comprehensive, effective, efficient and evidence-based framework, aimed at future reporting on the implementation on the fundamental values in the EHEA, including both the *de jure* and *de facto* aspects.

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- Liaising with the working group of Monitoring of Fundamental values is instrumental to make sure that the collection of data related to the *de jure* aspect of fundamental values takes place
  - Options for the *de facto* monitoring of fundamental values, including different options for types of data collection and analysis have to be considered
  - Recommending indicators of fundamental values, as well as the evidence behind such recommendations would also be crucial
  - Together with the BFUG, take the initiative towards policy dialogue and peer learning activities in the areas concerned with the different stakeholders, aiming at promoting and enhancing fundamental values

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- In order to have length, breadth and depth, research in this field needs to be both quantitative and qualitative
  - This will enable us to gauge, in a better way, the realisation, as well as the restriction of academic freedom
  - While quantitative studies would provide robust generic data, qualitative studies would provide detail and context



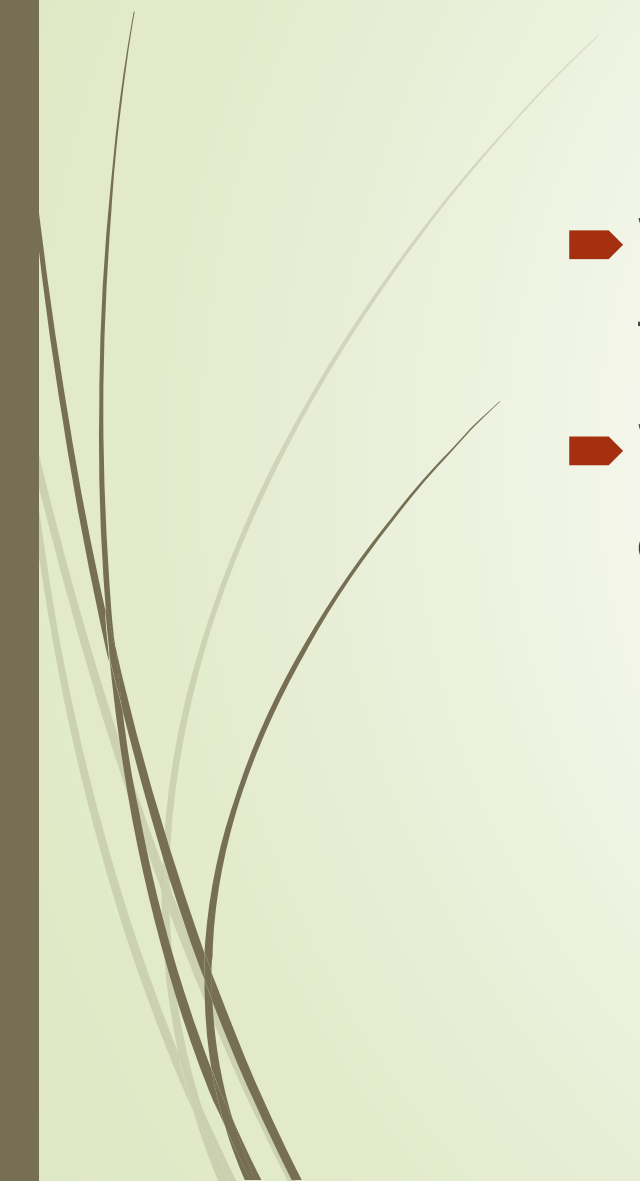
During this process, National authorities, and HE institutions and organisations need to embrace:

- self-reflection
- constructive dialogue
- peer-learning

This will make it more possible to assess the degree to which these values are embraced, honoured and implemented in our systems.



## However....

- ▶ We need to be pragmatic, bearing in mind the time and resources which we have
  - ▶ We need to concentrate most on what really concerns EHEA
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## Final quote...

‘The aim of education is the knowledge not of facts, but of values’

(William Burroughs)

