

# **ACADEMIC FREEDOM: FREEDOM TO TEACH AND RESEARCH**

**Presented by Club No.1:**

**Kyryl Medvediev**

**Iryna Lutsenko**

**Artyom Papyan**

**Oleh Pilka**

**Christaime Ngoy**

**Oleksii Pavlusenko**


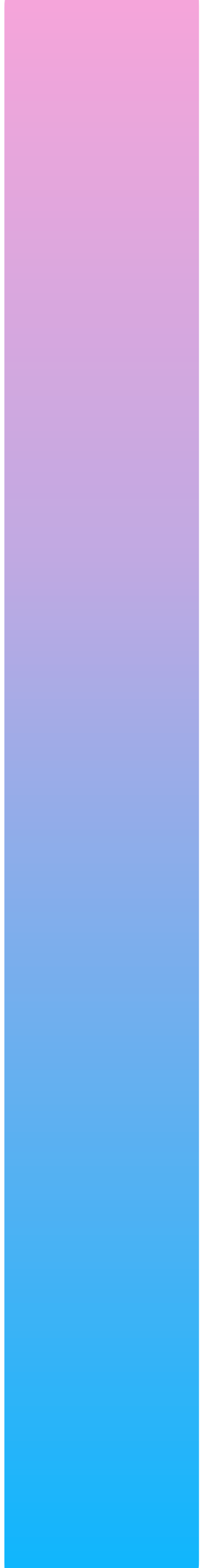


# DEFINITION



## FREEDOM OF TEACH

**Freedom to teach is the professional autonomy that allows educators to design and deliver learning experiences based on their own educational philosophy, creativity, and the individual interests and needs of their students, without being limited by rigid curricula, standardized testing, or strict administrative rules.**


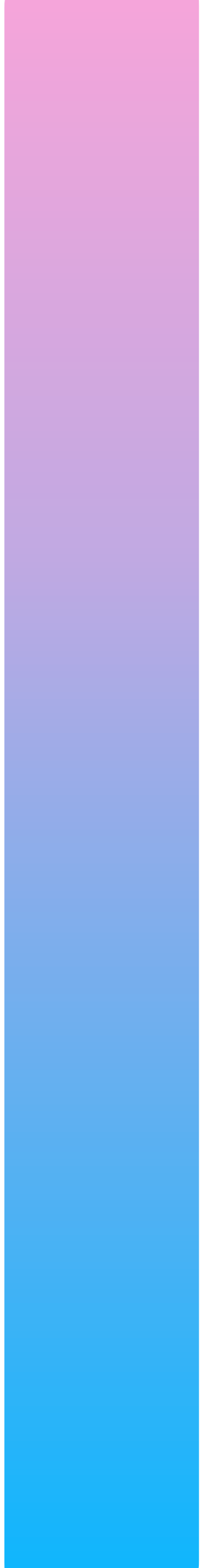


# DEFINITION



## **FREEDOM TO CONDUCT RESEARCH**

**Freedom of research refers in particular to the freedom to choose a research topic, the freedom to ask questions, the freedom to choose materials and methods to find the answers, and the freedom to publicly present hypotheses, results and reasoning.**



# KEY ASPECTS



**Personalization of  
learning**

**Use of  
investigative/inductive  
learning**

**Creativity and  
enjoyment**

**Teacher as mentor  
and guide**

# WHAT DO WE THINK ABOUT IT?



- **Freedom to teach inspires curiosity and critical thinking.**
- **Learning becomes active, personal, and student-centered.**
- **Teachers can create creative, relevant, real-world lessons.**
- **Flexibility to adapt to different learning styles.**
- **Students are motivated and take ownership of their learning.**
- **Teaching is not limited by rigid scripts or test prep.**

# **LIMITATIONS :(**



**1** **Restricted access to resources:  
Loss of laboratories, libraries,  
and archives**

**2** **Censorship in temporarily  
occupied territories**

**3** **Reduction of fundings for the  
researches**

**4** **Increased state control  
during wartime**

# Historical Background

## Historical Origins

- **Medieval roots** – European universities won limited autonomy while still under church control.
- **19th-century leap** – The German Humboldtian model formalized *Lehrfreiheit* (freedom to teach) and *Lernfreiheit* (freedom to learn), making research-driven independence the ideal.

## Global Recognition

- **Post-1945 consensus** – Democratic rebuilding in the West treated academic freedom as a civil-rights pillar.
- **UN Human Rights Council, 2024** – Declares academic freedom a universal human right vital to science, democracy, and the right to education.

# EUROPE

## Western Europe

- **EU Charter of Fundamental Rights (Art. 13) and Council of Europe resolutions entrench protections.**
- **Nazi repression (1933-45) revealed how quickly those rights can collapse.**

## Eastern Europe

- **Soviet era: universities serve state ideology.**
- **After 1991, nations like Ukraine strive to align with EU norms, progress is uneven amid lingering post-Soviet pressures.**



# UNITED STATES AND CANADA

- **AAUP 1940 Statement – Expands freedom to teaching, research and extramural speech; tenure is the safeguard.**
- **Stress tests: McCarthyism (1950s) and post-9/11 security climate show vulnerability.**
- **Canada's provincial approach; Québec statute guarantees work “without doctrinal, ideological, or moral constraint.”**

# AFRICA

- **Colonial period – Universities built to serve empire, limiting independent inquiry.**
- **Post-independence – Campuses become hubs of dissent; academics in Nigeria, Zimbabwe, Sudan endure exile, imprisonment, or death.**
- **Today – Several constitutions mention academic freedom, yet political interference and dependence on state funding still curb autonomy.**

# Continuing Challenges

- Even where legally enshrined, academic freedom remains susceptible to authoritarianism, ideological pressure, and economic leverage.
- Sustaining it requires constant vigilance, robust institutional safeguards, and diversified funding.

# SETUP: INTERVIEW WITH REPRESENTATIVES



- We interviewed six representatives on their perspective on freedom of teaching and the freedom to conduct research
- Chosen Countries: Greece, Austria, Ukraine, Italy and Poland
- We asked each representative specific questions to find out how they perceive academic freedom from their perspective.
- Our goal was to analyze the differences in their academic freedom situation and to if there is common ground as well

# POLAND



## Data Collection

- Academic Freedom Has Two Dimensions
- Importance of Dialogue

## Data Analysis

- Ongoing Challenges
- Impact of War and Disinformation



**Freedom Requires Action**



# UKRAINE



## post- the Full Scale Invasion

- Academic Freedom is highly disrupted due to Full-Scale Invasion
  - Show of resilience and character through crisis
  - Support from others through solidarity
  - Navigating challenges through adaption
- (Collaborative Online International Learning)

## Before the Invasion

- Restrains due to underfunding
- bureaucratic constraints
- rigid curriculum frameworks
- lack of institutional resources

# ITALY



- **No formal restrictions in Italy, but informal pressure can exist (e.g. supervisors undermining PhD students)**
- **Russian narratives still in some ways dominate the media and influence academic discourse**
- **University support focuses mainly on students, less on researchers or faculty**
- **Some initiatives exist (e.g. EUKRAIT – support for about 24 professors), but systemic programs are lacking**
- **Lack of long-term projects – most are short-term (e.g., summer schools or visiting stays)**
- **Need for impact evaluation – support should aim for lasting results, not just visibility**

# GREECE



- **Academic freedom in universities is generally respected, but recent legislation (2021) allowing police on campuses raised serious concerns**
- **“Academic asylum” tradition was revoked, signaling a shift away from post-dictatorship protections**
- **Public schools are more state-controlled – curricula reflect government narratives, limiting freedom in teaching**
- **Lack of funding, especially in humanities, indirectly limits research autonomy**
- **Support for Ukrainian scholars is minimal — mostly scholarships for students, limited aid for researchers**
- **Language barrier (Greek-only programs) limits access for international academics**



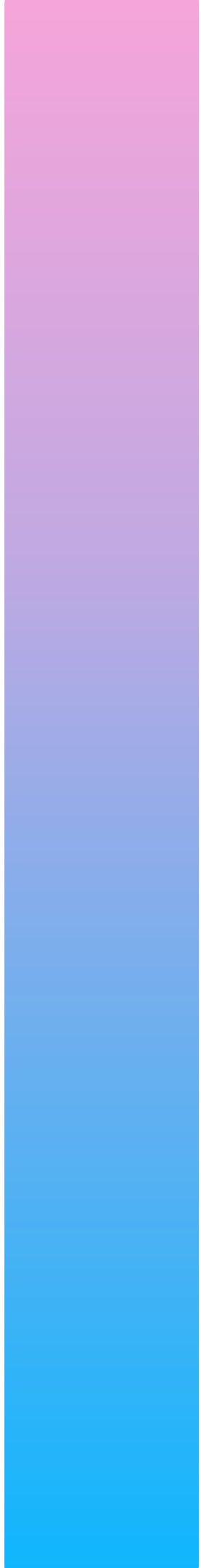
# AUSTRIA





- **Austria has strong academic freedom and university autonomy;**
  - **Natural sciences receive more funding than social sciences and human rights;**
  - **Generally free and encouraged international collaboration;**
  - **Professors enjoy freedom in teaching methods;**
  - **Some political influence and limits;**
  - **Access inequality between universities;**
  - **Academical freedom should be ruled;**
  - **Emphasis on raising awareness among students and society;**
- 

# CONCLUSION



- **Ukraine: Resilience Under Fire**
  - **Greece: Autonomy Eroded by Policy**
  - **Poland: The Invisible Threat of Populism**
  - **Italy: Subtle Constraints and Fading Support**
  - **Austria: Economically Free but Trend-Bound**
- 



# THANK YOU

F O R   T H E   A T T E N T I O N

