



Copyright © 2024 by Cherkas Global University
All rights reserved.
Published in the USA

European Journal of Contemporary Education
E-ISSN 2305-6746
2024. 13(3): 598-606
DOI: 10.13187/ejced.2024.3.598
<https://ejce.cherkasgu.press>

IMPORTANT NOTICE! Any copying, reproduction, distribution, republication (in whole or in part), or otherwise commercial use of this work in violation of the author's rights will be prosecuted in accordance with international law. The use of hyperlinks to the work will not be considered copyright infringement.



**European Journal of
Contemporary Education**



ELECTRONIC JOURNAL

The History of Education

Academic Freedom: Searching an Optimal Model in the Face of Contemporary Challenges

Anna S. Slavko ^a, Vladyslava M. Zavhorodnia ^a, Sergey I. Degtyarev ^{a, b, *}

^a Sumy State University, Ukraine

^b Cherkas Global University, Washington, USA

Abstract

The article analyses the concept of academic freedom and its impact on the organization of the educational process in universities. The authors examine the content and characteristic features of academic freedom, its definition, as well as the history of its development in universities around the world. Emerging in the Middle Ages, academic freedom has evolved into a driving force for scientific research and remains relevant today.

The legal nature of academic freedom remains a matter of debate; however, most researchers consider it a part of the freedom of expression. Academic freedom can be attributed to individual institutions and participants in the educational process – teachers and students. The authors believe that academic freedom includes the right to receive information, the right to adhere to specific ideas or positions, the right to freely choose the directions of scientific research, research methods, teaching methods, etc., and the right to disseminate ideas and information.

Organizing the educational process based on respect for academic freedom helps intensify students' scientific work and improve the quality of their learning. The authors provide several examples of how academic freedom can be implemented in the educational process. For instance, students may choose which tasks to complete and which topics to focus on for a particular discipline, which enhances their academic performance. The authors also suggest the idea of an individual educational project and debates as a method of interim assessment.

Keywords: academic freedom, universities, freedom of expression, fundamental freedoms, education, educational environment.

* Corresponding author

E-mail addresses: s.degtyarev@yur.sumdu.edu.ua (S.I. Degtyarev)

1. Introduction

Academic freedom is one of the cornerstones of free personal development, strong state institutions, and the efficiency of the economy. It guarantees the creative pursuit of knowledge leading to breakthroughs and advancements in various fields and allows researchers to investigate new and sometimes controversial ideas, address societal issues, question injustices, and contribute to social change by bringing attention to important and sometimes uncomfortable truths. It creates an environment where diverse perspectives can be explored and helps to develop critical thinking skills by engaging with different viewpoints and challenging assumptions. International standards and national legislations of most countries around the world recognize and protect academic freedom, stating that it is a tool for safeguarding the academic environment against external pressures from governments, corporations, or other groups, and teaching and research should be driven by evidence and scholarly standards, not by political or financial interests.

However, scholars point to worrying trends, noting that academic freedom faces several threats – from government policies to actions by university administrations aimed at “isolating” those who disagree with certain rules and pushing them out of the academic environment. Universities are increasingly ceasing to be places where researchers and students can debate and discuss any controversial issues without fear of reprisal (Zaiets, 2023). It is worth mentioning that problems concerning academic freedom exist in various regions of the world. For example, a comprehensive review of the situation in African countries leads researchers to conclude that there has been a significant deterioration over the past decade, with an increasing number of complaints and appeals to human rights organizations (Adu, Odame, 2023; Saliba, 2020). A certain attack on academic freedom is also observed in the USA. So called “The Stop WOKE Act” (The acronym “WOKE” stands for “Wrongs to Our Kids and Employees”) is a piece of legislation passed in Florida, USA, in 2022, championed by Governor Ron DeSantis. The act limits how topics related to race, gender, and history can be taught in public schools and universities in Florida. It prohibits instruction that suggests individuals are inherently racist, sexist, or oppressive based on their race or sex, or that they bear responsibility for actions committed in the past by others of the same race or sex (Kearns, 2023). Therefore, the implementation of the Act would result in censorship and hinder open academic discussions about slavery, and the causes of discrimination based on race and gender in educational institutions. The Act was challenged in court by LeRoy Pernel, a Florida A&M University College of Law professor. Both trial and appellate courts have agreed that it violates the First Amendment to the US Constitution and declared the bulk of it unconstitutional (Pernel v. Lamb, 2024).

Europe is no exception to the practice of attacking academic freedom. In 2019, the Central European University (CEU) was effectively forced to relocate most of its operations from Hungary to Austria due to legal and political pressures from the Hungarian government. CEU, founded in 1991 by philanthropist George Soros, had long been a leading institution for social sciences and humanities in Central and Eastern Europe, promoting open societies and democratic values. The conflict between CEU and the Hungarian government began in 2017 when the government introduced new legislation, often referred to as the “Lex CEU,” which imposed strict requirements on foreign universities operating in Hungary. Despite CEU's attempts to comply, the Hungarian government refused to sign the agreement that would allow the university to continue operating in Budapest. The European Union and various international bodies criticized the Hungarian government's actions, viewing them as an attack on academic freedom and an attempt to stifle dissenting voices. CEU relocated its U.S.-accredited programs to Vienna, Austria (CEU, 2019). The European Court of Justice (ECJ) ruled in favor of the European Commission against Hungary, finding that Hungary had violated EU law with its restrictive legislation on foreign universities (Commission v Hungary, 2020). According to the latest edition of the Academic Freedom Index (AFI) Ukraine has shown some regress in academic freedom. With an academic freedom index of 0.5 (0.63 in 2021 before the full-scale invasion) Ukraine lags far behind most EU countries, neighboring Moldova (0.81), Canada (0.86), Australia (0.9), Chile (0.92), and even Brazil (0.76) or Mongolia (0.75) (AFI, 2023). Attempts to look at its reverse side add even greater relevance to the problem of academic freedom. Some researchers see it as a threat to other human rights, in particular, the right to privacy or freedom of religion, and try to determine the contours of balancing these rights (Stachowiak-Kudła, 2021). Thus, the research of both the theoretical concept of academic freedom and the forms of its practical implementation in the everyday functioning of universities remains an important task in modern conditions.

The goal of this article is to analyze the concept of academic freedom throughout its evolution and core elements and suggest recommendations to implement methods contributing to the implementation of academic freedom in the educational process.

2. Materials and methods

The role of academic freedom in the development of society is exceptional. Academic freedom promotes the advancement of scientific research, and technological progress and fosters public dialogue on issues significant to society, thereby contributing to the state's development. Therefore, guarantees of academic freedom, rights and responsibilities of academic staff have received adequate regulation in national legislation, international law, and researchers' papers. Accordingly, the theoretical basis for this study was the works devoted to the content and methods of realising academic freedom (Davydova, 2018; Fuchs, 1963; Gibbs, 2016; Maslova, 2012; Milova, 2015; Stachowiak-Kudła, 2021; Vrieling et al., 2010; Zaiets, 2023; Zavorodnia et al., 2019; Zavorodnia et al., 2021). National constitutions, international treaties, and supranational documents of the EU as well as decisions of national courts and the Court of Justice of the EU have become essential resources for research. Their analysis made it possible to assess the establishment of academic freedom, its guarantees, and its content.

The progress made in the mentioned field by many international bodies and organizations, for example, the UN Economical, Social and Cultural Rights Committee, the ECtHR, the Committee of Ministers of the Council of Europe, etc., is quite significant. Their reports, recommendations, and decisions were analyzed to achieve the goals of this study.

The empirical basis for this research also includes statistical and analytical data, particularly concerning the Academic Freedom Index in various countries (AFI, 2023), as well as data directly obtained by the authors during pedagogical experiments conducted at Sumy State University and the evaluation of their results.

3. Discussion

The Magna Charta of European Universities proclaims that freedom in research and teaching is a fundamental principle of university life (Magna Charta, 2020). Article 13 of the EU Charter of Fundamental Rights also emphasizes that “the arts and scientific research shall be free of constraint. Academic freedom shall be respected.” (EU Charter, Academic freedom is a concept that defines the possibility of freely conducting learning, teaching, and research. The role of academic freedom in ensuring free scientific inquiry, scientific progress, and, consequently, state-building is hard to overestimate. In particular, in our opinion, it is thanks to academic freedom that:

1) Scientific hypotheses that contradict the “traditional” worldview can be put forward. In some cases, such hypotheses are merely pseudoscientific and do not consider the academic achievements of predecessors; however, continuous search is necessary for genuinely groundbreaking concepts to emerge.

2) The preparation of highly qualified specialists at all levels of education is ensured, as quality teaching is only possible with creative search and freedom. A broad population, not just individual specialists and scientists, is involved in public discourse.

3) A free and open academic environment fosters informed public debate, contributing to a more educated and engaged citizenry that can better participate in democratic processes.

Being a complex and multi-level concept, academic freedom has a certain development history. For example, N. Davydova, reflecting on the genesis of academic freedom, notes that the emergence of the principle of the independence of teachers from third parties began in the 13th century. In 1245, Pope Innocent IV exempted scholars of the University of Paris from the obligation to appear in church courts at a certain distance from the capital. The following year, the ecclesiastical court extended this privilege to the university's faculty. Thus, the university and its teachers gained autonomy from local authorities and church officials (Davydova, 2018).

R. Fuchs also links the origin of academic freedom to the Middle Ages. According to him, European universities emerged in the Middle Ages as independent communities of scholars, whether teachers or students. The institutions they established were under the sponsorship of the medieval church and, to some extent, under its control, and the faculties, of course, were mainly composed of clergy. Until the eighteenth century, the Roman church, and in some areas its Protestant successors, exercised sporadic control, which universities or members of their faculties sometimes found necessary to resist. Within universities, significant censorship by dominant

groups prevailed for a long time, causing internal disputes. The boundaries of education maintained by this censorship generally receded, although remnants remained for a long time. For instance, religious exams and restrictions on students at Oxford and Cambridge were abolished only in the second half of the nineteenth century (Fuchs, 1963).

In contrast, according to A. Gibbs, the idea of freedom directly related to universities or academic circles has its roots in the times of the Reformation and the Enlightenment. The researcher particularly emphasizes Prussia's experience. The first universities in Prussia to attempt to depart from the residual scholasticism of their counterparts and the Protestant coercion that came with the Lutheran Reformation were the universities of Halle (1694) and Göttingen (1743). Göttingen, for example, prohibited denunciations of professors on grounds of heresy. The university's founder, Gerlach Adolph von Münchhausen, also insisted on creating a committee for the appointment of professors. As historians point out, "the freedom of Göttingen to think, write, and publish was unrivalled in Germany" and set a precedent for the concepts of *Lernfreiheit* (freedom to teach) and *Lehrfreiheit* (freedom to learn or study), later developed by Wilhelm von Humboldt (Davydova, 2015). Currently, in the Federal Republic of Germany, the right to academic freedom is directly guaranteed by the Constitution – according to Article 5 of the Basic Law, “art and science, research and teaching shall be free. The freedom of teaching shall not release any person from allegiance to the constitution” (Basic Law, 1949).

The history of academic freedom in the United States is quite indicative. In this country, it is not explicitly guaranteed by the Constitution or the Bill of Rights but has been established through judicial practice. In particular, N. Davydova notes that the first mention of “academic freedom” in the US judicial practice occurred in 1952 in the case of *Adler v. Board of Education of the City of New York* (342 U.S. 485 (1952)). Irving Adler, a mathematics teacher and member of the Communist Party, was denied employment based on the Feinberg Law of New York State of 1949, which prohibited state institutions, including schools and universities, from hiring individuals who advocated or called for the overthrow of power at the federal or state level. In this case, William Douglas, one of the three judges who disagreed with the majority opinion, used the term “academic freedom” for the first time, linking it to the fundamental values of the First Amendment (Davydova, 2015).

Given the complex history of academic freedom, some debates arise regarding both the legal nature of this right and the circle of subjects who hold this right. In particular, the UN Committee on Economic, Social, and Cultural Rights emphasizes that "the right to education can only be enjoyed if accompanied by the academic freedom of staff and students" (General Comment, 1999). At the same time, the European Court of Human Rights derives academic freedom from the right to freedom of expression. Thus, through the lens of various international organizations, academic freedom can be considered both part of the right to education and one of the manifestations of freedom of expression.

The issue of the holders of academic freedom also requires thorough examination. For example, according to the “Declaration on Academic Freedom and Autonomy of Institutions of Higher Education” (the Lima Declaration), academic freedom is defined as the freedom of members of the academic community, individually or collectively, to acquire, develop, and transmit knowledge through research, study, discussion, documentation, production, creation, teaching, and writing (Lima Declaration, 1988). Similarly, according to Article 1 of the Law of Ukraine “On Higher Education,” academic freedom is the autonomy and independence of participants in the educational process during the conduct of pedagogical, scientific-pedagogical, scientific, and/or innovative activities carried out on the principles of freedom of speech and creativity, dissemination of knowledge and information, conducting scientific research, and using its results, taking into account the limitations established by law (Law, 2014). However, Article 57 of the Act secures the right of scientific-pedagogical, scientific, and pedagogical workers to academic freedom exercised in the interests of the individual, society, and humanity as a whole (Law, 2014). A more justified approach is the one according to which all members of the academic community, not just teachers, are holders of academic freedom. In our further research, we will consider students as holders of academic freedom.

The content of academic freedom is also a matter of debate. For example, according to Dr.J. Vrieling and Professors P. Lemmens and S. Parmentier, academic freedom manifests itself in at least the following three dimensions:

– One of the aspects of freedom of expression for members of the academic community, which includes freedom of study, freedom of teaching, freedom of research and information,

freedom of expression and publication (including the “right to be wrong”), and the right to engage in professional activities outside of academic work;

- Collective or institutional autonomy for educational institutions as a whole and/or its subdivisions (faculties, research units, etc.);

- The obligation of public authorities to respect and protect academic freedom and to take measures to ensure the effective exercise of this right (Vrieling et al, 2010).

N. Maslova, discussing the content of academic freedom, identifies its four components:

1. Freedom of research and the exchange of scientific data (the choice of research topics, methods of academic work, and ways of disseminating scientific results is a matter of self-organization within the scientific community);

2. Limited jurisdiction of secular (also judicial) and church authorities over members of the university corporation;

3. Collegial principles of self-organization of the university's scientific community;

4. The right of the teaching staff to independently determine the structure and content of education at the university (Maslova, 2012).

T. Milova, on the other hand, suggests three elements of academic freedom: freedom of teaching, freedom of scientific research, and freedom of learning (Milova, 2015).

Reconsidering the positions mentioned above, we propose to include the following elements in the context of academic freedom:

- The right to receive information (including access to accurate statistics, unbiased scientific data, archival documents, etc., which allow for the formation of reliable and substantiated hypotheses);

- The right to adhere to specific ideas or positions (i.e., to be a supporter, including publicly, of certain ideas, worldviews, and values);

- The right to freely choose the directions of scientific research, research methods, teaching methods, etc.;

- The right to disseminate ideas and information (including through public speeches, publication of scientific articles, participation in debates, and advocacy).

4. Results

Organizing the educational process and student research with respect for academic freedom increases trust between students and teachers and the curriculum as a whole. It also intensifies their scientific and creative pursuits.

Our pedagogical experiment hypothesized that with the increase in the level of academic freedom granted to students, their interest in the professional component of the educational program and their engagement in scientific research would also increase, which, in turn, would lead to higher academic achievement. Viewing the student as a full-fledged partner in the educational process, we provided them with a wide range of discretion, allowing them to make their own decisions within the framework of academic freedom. Several directions can be distinguished in which students exercise their academic freedom.

Academic freedom in organizing independent work. For several years now, the educational process at Sumy State University has been implemented in a blended format, combining traditional classroom sessions, online classes, and student work on the MIX blended learning platform developed by the University. This platform allows for organizing lecture materials, additional resources, and assignments for practical lessons and independent work, presenting them as a convenient course on the platform. The system also indicates the maximum number of points for completing each assignment and allows students to track their progress (the number of points earned and their required percentage).

Courses on the MIX platform in subjects like “International Human Rights Protection” were organized in such a way as to maximize student discretion regarding the tasks they performed.

For example, in the subject “International Human Rights Protection” (studied over 16 weeks, with 32 hours of lectures, 32 hours of practical classes, 5 ECTS credits, and a final exam), each topic included a set of tasks (tests, essay writing, case studies, video work, bibliographic review writing, discussion tasks, collaborative tasks, etc.). Each task was graded individually and influenced the final grade for the subject. At the same time, the maximum possible number of points for completing all course tasks significantly exceeded the number of points required for the subject. An example of the organization of part of the course is provided in the table below.

Table 1. Freedom of Expression in the Case Law of the European Court of Human Rights (ECHR)

Type of Task	Points Awarded for Completing the Task
Case Study Work	2
Collaborative Task	1
Work with Video Case	2
Group Discussion	1
Testing	2
Essay Writing	2
Total Points (Maximum Possible Score for Completing All Tasks for the Topic)	10

The course included 16 topics, each containing between 5 to 7 tasks (with 10 to 12 points available for each topic). If a student completed all the tasks in the course without any mistakes, they could earn 180 points, which is three times the number of points required for the semester (60 points).

The idea behind offering various tasks was to allow students to choose their preferred tasks and topics. A student could complete all the tests and earn enough points to qualify for the exam, or they could focus on a few topics that were most interesting to them, complete all the tasks in those topics, and still earn the necessary points. This organization of independent student work based on academic freedom positively impacted students' success.

Table 2. The distribution of final grades of students depending on the implementation of free choice of tasks for independent work"

	Beginning of learning in 2019		Beginning of learning in 2020		Beginning of learning in 2021	
Number of students in the group	18		20		16	
Grade «A»	2	11 %	5	25 %	5	31 %
Grades «B» and «C»	7	39 %	8	40 %	7	44 %
Grades «D» and «E»	7	39 %	7	35 %	4	25 %
Grades «F» and «FX»	2	11 %	0	0 %	0	0 %

The approach to organizing independent work was first tested with the students who entered in 2020 (the academic year 2022/2023). In the 2023/2024 academic year, the pedagogical experiment was continued. As observed, there has been an increase in the quality of student success from 50 % in the 2021/2022 academic year to 65 % in the 2022/2023 academic year and 75 % in the 2023/2024 academic year.

Academic Freedom in Organizing Student Research. Student research is necessary for intellectual development and guarantees their proper professional preparation. Therefore, encouraging student research is one of the important pedagogical techniques and can be achieved through organizing this work based on respect for the academic freedom of young researchers.

For students studying International Law at Sumy State University, there has been an option for several years to choose an individual research project instead of a term paper. The advantages of an individual research project include the ability to choose:

- The research topic (as long as it is related to the subject matter of the term paper);
- The academic supervisor with whom the student prepares the individual research project;
- The form of presenting the research materials;
- The methods of scientific research, etc.

An individual research project is a complete alternative to the student's term paper. However, while the department determines the topic and supervisor for a term paper, an individual research project can continue a previously started research study that the student has been conducting over

several years of study, examining the topic through different areas of law. For example, if a student is interested in transitional justice, they might sequentially complete individual research projects on the content and concepts of transitional justice (term paper on legal theory), constitutional guarantees of transitional justice (constitutional law), criminal responsibility of offenders as part of transitional justice (criminal law), the right to truth as part of transitional justice (international human rights protection), etc.

Organizing student research based on respect for their academic freedom, as manifested in the ability to undertake individual research projects, intensifies research efforts and increases its quality. As a result, under the guidance of the department's lecturers, 16 works were prepared by winners of the All-Ukrainian Student Research Competition in the fields of "Law" and "International Law."

Debating for Academic Freedom. Another way of academic freedom's realization is the use of debates as a method of assessment and final evaluation within several courses studied by International Law students at Sumy State University. For example, in the course "Legal Argumentation," one of the methods of interim assessment for certain topics is conducting value debates on a topic chosen by the students. Academic freedom is realized in this context in the following aspects:

- The free choice of debate topics by the students (they can either select a topic from a list provided by the lecturer or any other topic they find relevant);
- The free choice of the position that the student will represent (it is possible and permissible even for the entire group of students to take the same position; in such cases, the task of opposing that position falls to the lecturer);
- The free choice of arguments, rhetorical means, and ways to persuade the audience, among others.

This method of interim assessment provides insight into how students' argumentation skills are developing and initiates a broader academic discussion that encourages students to engage in creative exploration and more in-depth scientific research.

5. Conclusion

The brief study allows us to conclude that the role of academic freedom in society-building is exceptional. Academic freedom promotes the development of scientific research and technological advancement and fosters public dialogue on issues significant to society. Definitions of academic freedom are found in various acts; however, discussions regarding the content of academic freedom are still ongoing. After analyzing several scholars' positions, we believe that the elements of academic freedom include the right to access information, the right to choose a topic of research, the right to adhere to specific ideas or positions, and the right to disseminate ideas and information. Both institutions (such as universities) and individual scholars and students are considered holders of academic freedom. We view academic freedom as a component of freedom of expression, but it can be recognized as part of the right to education.

The genesis of academic freedom is quite lengthy. Some researchers associate its origin with the Middle Ages, while others with the Enlightenment. However, it is evident that in the 19th century, academic freedom became a general rule for European higher education institutions, and secondly, that the development of this concept is inextricably linked with universities.

Despite its deep roots, academic freedom remains essential for universities. However, it is worth remembering that the holders of academic freedom are not only university professors (lecturers) but also those obtaining an education. Organizing the educational process on the principles of academic freedom allows for better results in both training students' skills and stimulating their scientific work.

In particular, when students can choose which types of assignments to complete within a course, their overall results improve. A flexible organization of the set of tasks and the freedom to focus on the kinds of assignments and topics that resonate with students positively impact their knowledge after studying the discipline.

Replacing the term paper with an individual research project intensifies students' scientific work and ensures their continuous and systematic work on a topic that interests them. By preparing individual research projects, students freely choose the topic of their work, the academic advisor, the research methods, and more, which further shapes them as independent scholars capable of creative inquiry.

Ultimately, discussions are also an expression of academic freedom. Using academic debates as a method of interim assessment helps train rhetorical skills and allows students to defend their positions and argue effectively.

6. Acknowledgments

The research reported in this paper was produced as part of the project “Legitimate restrictions on freedom of expression in the context of external aggression and/or hybrid warfare” with support from Ukraine’s Ministry of Education and Science. Founding number: 0124U000546.

References

Adu, Odame, 2023 – Adu, K. K, Odame, J. (2023). Academic freedom in Africa: A systematic review of content analysis studies. *International Journal of Educational Development*. 100: 102785. DOI: <https://doi.org/10.1016/j.ijedudev.2023.102785>

AFI, 2023 – Academic Freedom Index Map / Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), and the V-Dem Institute. [Electronic resource]. URL: <https://academic-freedom-index.net/>

Basic Law, 1949 – Basic Law for the Federal Republic of Germany. [Electronic resource]. URL: https://www.gesetze-im-internet.de/englisch_gg/englisch_gg.html

CEU, 2019 – CEU Forced Out of Budapest: To Launch U.S. Degree Programs in Vienna in September 2019. Official Website of Central European University Private University. December, 2019. [Electronic resource]. URL: <https://www.ceu.edu/article/2018-12-03/ceu-forced-out-budapest-launch-us-degree-programs-vienna-september-2019>

Davydova, 2015 – Davydova, N.O. (2015). Pravo na akademichnu svobodu v amerykanskii vyshchii osviti [The right to academic freedom in American higher education]. *Biuleten Ministerstva yustytsii Ukrainy*. 5: 87-93. [in Ukrainian]

Davydova, 2018 – Davydova, N.O. (2018). Pravo vykladacha na akademichnu svobodu yak osobyste nainovne pravo [The right of the teacher on academic freedom as an The teacher's right to academic freedom as a personal non-property right]. *Chasopys Kyivskoho universytetu prava*. 4: 144-148. [in Ukrainian]

EU Charter, 2000 – EU Charter of Fundamental Rights. [Electronic resource]. URL: https://www.europarl.europa.eu/charter/pdf/text_en.pdf

European Commission v Hungary, 2020 – Case C 66/18 European Commission v Hungary, Judgement of the Court (Grand Chamber), 6 October 2020. ECLI:EU:C:2020:792. [Electronic resource]. URL: <https://curia.europa.eu/juris/document/document.jsf?text=&docid=232082&pageIndex=0&doclang=EN&mode=req&dir=&occ=first&part=1&cid=6689338>

Fuchs, 1963 – Fuchs, R.F. (1963). Academic Freedom – Its Basic Philosophy, Function, and History. Articles by Maurer Faculty (1963). [Electronic resource]. URL: <http://www.repository.law.indiana.edu/facpub/1634>

General Comment, 1999 – ESCR, General Comment No. 13: The Right to Education (Article 13), December 8, 1999, para. 38. [Electronic resource]. URL: <https://www.refworld.org/pdfid/4538838c22.pdf>

Gibbs, 2016 – Gibbs, A. (2016). Academic freedom in international higher education: right or responsibility? *Ethics and Education*. DOI: 10.1080/17449642.2016.1181844

Kearns, 2023 – Kearns, E. (2023). Florida’s Stop Woke Act and its Function as a Content-Based Restriction. *GGU Law Review Blog*. [Electronic resource]. URL: https://digitalcommons.law.ggu.edu/ggu_law_review_blog/113

Law, 2014 – Pro vyshchu osvitu: Zakon Ukrainy [The law of Ukraine on higher education] 01.07.2014 № 1556-VII. Verkhovna rada Ukrainy. [Electronic resource]. URL: <https://zakon.rada.gov.ua/laws/show/1556-18#Text> [in Ukrainian]

Lima Declaration, 1988 – The Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education. World University Service. [Electronic resource]. URL: <https://www.wusgermany.de/sites/wusgermany.de/files/userfiles/WUS-Internationales/wus-lima-englisch.pdf>

Magna Charta, 2020 – Magna Charta Universitatum. MCU (2020). Adopted by the MCO's Governing Council. [Electronic resource]. URL: <https://www.magna-charta.org/magna-charta-universitatum/mcu2020>

Maslova, 2012 – Maslova, N.H. (2012). Zmist akademichnoi svobody [The essence of academic freedom]. *Pivdennoukrainskyi pravnychy chasopys*. 3: 15-18. [in Ukrainian]

Milova, 2015 – Milova, T.N. (2015). Pravo na akademichnu svobodu: konstytutsiino-pravovyi vymir [The right to academic freedom: constitutional legal dismention]. *Naukovyi visnyk Akademii munitsypalnoho upravlinnia. Serii: Pravo*, 1(1): 25-31. [in Ukrainian]

Pernell v. Lamb, 2024 – Pernell v. Lamb, ACLU of Florida (4:22-cv-00304). [Electronic resource]. URL: <https://www.courtlistener.com/docket/64902025/pernell-v-lamb/>

Saliba, 2020 – Saliba, I. (2020). Academic freedom in Egypt. In: Kinzelbach, Katrin (Ed.): *Researching Academic Freedom. Guidelines and Sample Case Studies*, FAU University Press, Erlangen. Pp. 141-174.

Stachowiak-Kudła, 2021 – Stachowiak-Kudła, M. (2021). Academic freedom as a source of rights' violations: a European perspective. *Higher Education*. 8: 1031-1048. DOI: <https://doi.org/10.1007/s10734-021-00718-3>

Vrielink et al, 2010 – Vrielink, J., Lemmens, P., Parmentier, S. (2010). Academic Freedom as a Fundamental Right. Advice Paper N. 6. [Electronic resource]. URL: <https://www.leru.org/files/Academic-Freedom-as-a-Fundamental-Right-Full-paper.pdf>

Zaiets, 2023 – Zaiets, S. (2023). Akademichna svoboda v universytetakh Ukrainy: stan ta shliakhy zmitsnennia [Academic freedom in Ukrainian universities: status and ways to strengthen]. *Problems of modern transformations. Series: economics and management*. 1: 33-41 DOI: <https://doi.org/10.54929/pmtp-2023-1-02-03> [in Ukrainian]

Zavhorodnia et al., 2019 – Zavhorodnia, V.M., Slavko, A.S., Degtyarev, S.I., Polyakova, L.G. (2019). Implementing a Value-Oriented Approach to Training Law Students. *European Journal of Contemporary Education*. 8(3): 677-691.

Zavhorodnia et al., 2021 – Zavhorodnia, V.M., Slavko, A.S., Degtyarev, S.I., Polyakova, L.G. (2021). The Use of Practice-Based Assessments in Preparing Humanities and Social Sciences Specialists: The Case of Sumy State University (Ukraine). *European Journal of Contemporary Education*. 10(3): 768-782.