

Concept Note

Workshop on Scientific and Academic Freedom

20 October 2022

Multilateral dialogue on principles and values in international research & innovation cooperation

The European Commission has initiated a Multilateral Dialogue on Values and Principles for Research and Innovation beginning in July 2022. The EU member states, the EU Commission and over twenty important partner countries started to develop a common understanding of values and principles as a reliable basis for international research and innovation cooperation.

The first in a series of workshops will focus on academic freedom, which includes the freedom to learn, to teach and to research without undue external influences. Academic freedom is seen as a precondition for trustful and open collaboration in research and the higher education sector. Protecting academic freedom requires a continuous effort and attention, as it comes under pressure in context of a changing media landscape, fading trust in science and shifting geopolitical relationships. Academic freedom is not an absolute value, and its application is influenced by institutional and societal context, research ethics and integrity and disciplinary standards that are themselves subject to challenge through new research. Thus, the range of conduct and boundaries of enquiry and expression which academic freedom protects are a source of continuous debate. This workshop provides the opportunity to discuss the implementations of academic freedom for international research and innovation among the almost 50 countries participating.

Background

Academic freedom is protected by national, EU and international law and has been highlighted by a number of political statements in recent years as well as in position papers and statements by scientific organizations and associations at national, European and global level. Academic freedom is protected by the United Nations' International Covenant on Economic, Social and Cultural Rights that is ratified by more than 170 states. It has constitutional or legal status in many states around the globe. It is a core principle of the European Union and as such anchored in the Charter of Fundamental Rights of the EU.

The Bonn Declaration on Freedom Scientific Research (2020), signed by all EU member states and the EU Commission and endorsed by a number of international partner countries, as well as the Rome Ministerial Communiqué (2020), adopted by the 49 states participating in the Bologna Process, have developed a common definition and understanding of academic freedom in Europe and beyond. Moreover, there are several reports and documents, which have been issued recently on the definition of fundamental values, as for example the Marseille declaration or by the G7 SIGRE Working Group on "[Common Values and Principles on Research Security and Research Integrity](#)" or the OECD Global on „Integrity and security in the global research ecosystem “. These official statements and ongoing processes have the goal of strengthening academic freedom in the context of international cooperation in research and innovation.

Goal of the workshop

This Multilateral Dialogue on academic freedom takes the legal bases as well as the Rome Communiqué and the Bonn Declaration as a starting point. Yet, the objective of this workshop is to develop a better understanding among all participants *beyond* the legal bases and formal declarations. What are the practical implications of academic freedom in the participating countries? The workshop wants to create a dialogue setting for participants to openly discuss their understanding of the fundamental principle of academic freedom, to share experiences, similarities and differences. Participants are encouraged to exchange views and learn from each other for the benefit of all. We invite the participants of the workshop to share the approach from their cultural context. Overall, this will allow all to gain a better understanding of commonalities and difference that are relevant for the international collaboration in research and innovation.

Approach of the workshop

The concept of academic freedom, although seemingly simple, is in reality highly complex, and intricately related to other fundamental values such as institutional autonomy and public responsibility for and of research, innovation and higher education. To keep this three-hour workshop manageable, this paper suggests focusing on four aspects of academic freedom (see below). Participants of the workshop are invited to share examples of challenging situations for academic freedom in their cultural context that can be used to illustrate the debates in the break-out sessions. The debates in the break-out session follow Chatham House Rules; that is, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.

We expect representatives of up to 50 countries from around the globe. The virtual setting of this three-hour workshop allows all participants to come together irrespective of their geographical location.

The outcomes of the workshop on academic freedom will be presented at a plenary meeting of the Multilateral Dialogue in spring 2023.

1) Individual Researchers' Freedoms

Questions for debate:

- In how far should researchers autonomously define their subjects, objectives, questions, methods and design of their research in your view? How does this relate to broader national strategies or where do you see limits to individual choice of research topics?
- In how far should research funding steer the overall direction of research and innovation? In what ways do different forms of (e.g. competitive or institutional) research funding limit or assure academic freedom at the level of individual researchers?

2) Research Dissemination, Impact and Public Engagement

Questions for debate:

- How can we create better conditions to enable researchers to contribute to public debate?
- Which subject areas are most prone to be attacked in a climate of mistrust towards expert and critical knowledge?
- In which scenarios is there a need for authorities or higher education institutions to limit the dissemination of research results to students and/or the wider public?

3) Freedom of Teaching and Learning

Questions for debate:

- What are the main social, economic, and cultural forces affecting the freedoms to teach and to learn and how can these be managed at institutional, national, and global level?
- In what ways can mechanisms for the review and assessment of teaching impact upon the freedom of academics to determine the content and methods of the curriculum? What are/should be the limits of free teaching?

4) Institutional autonomy and Collegial Self-Governance

Questions for debate:

- In how far is institutional autonomy relevant for an effective research and innovation system and, if applicable, how is it designed in your country?
- In what ways can institutional autonomy be at risk from external pressures? And in what ways can institutional autonomy be used to influence individual freedoms?
- Should institutional governance structures be designed to ensure that academic staff at all levels and students participate in decision-making processes? And if so, to which degree? How can their participation be designed?

Further reading:

Official Documents (selection)

[Bonn Declaration on the Freedom of Scientific Research](#) (2020)

[Charter of Fundamental Rights of the European Union](#)- 2012/C 326/02 (EU-Grundrechte-Charta)

Council Recommendations on a [Pact for Research and Innovation in Europe](#) (2021)

Council Conclusions (2021): Future Governance of the European Research Area– [Policy Agenda 2022-2024](#).

Council Recommendations ([2018](#)): on promoting common values, inclusive education, and the European dimension of teaching

Council Recommendations ([2018](#)): Defence of academic freedom in the EU's external action

European Parliamentary Research Service: [Protecting EU common values within the Member States](#) (2020)

G7 SIGRE Working Group (2022) "[Common Values and Principles on Research Security and Research Integrity](#)"

OECD Global Science Forum (2022): [Integrity and Security in the Global Research Ecosystem](#).

[Rule of Law Report](#) (2021)

[Strategy to strengthen the application of the Charter of Fundamental Rights in the EU](#) (2020)

[European Democracy Action Plan](#) (2020): making EU democracies stronger

UNGA, A/75/261, [Promotion and protection of the right to freedom of opinion and expression-Note by the Secretary-General](#) (2020)

[Magna Charta Universitatum](#) signed since 1988 by 802 university rectors from 85 countries world-wide is one of the first strategic papers that is concerned with academic values: Consultation on the New Version 2020: <https://eua.eu/news/344:a-new-magna-charta-universitatum-mcu-2020-consultation-open-until-2-august.html>

[Rome Ministerial Communiqué](#) (2020)

Position papers (selection)

Panel for the future of Science and Technology STOA-LERU Secretary General (2021): [Academic Freedom in Europe](#): appropriate (EU) legal action is needed

EUA, Academic Freedom and Institutional Autonomy: Developments in Europe and beyond:

<https://eua.eu/news/598:academic-freedom-and-institutional-autonomy-developments-in-europe-and-beyond.html>

Alliance of Research Organizations in Germany (2019): Final Memorandum of the campaign Freedom is Our System.

Allea, EUA, Science Europe (2019): Joint Statement:

<https://www.eua.eu/downloads/content/academic%20freedom%20statement%20april%202019.pdf>

World Science Forum (2019)-Declaration: <https://worldscienceforum.org/contents/declaration-of-world-science-forum-2019-110073>; Date World Science Forum 2022: 6-9 December:

<http://www.hsrc.ac.za/en/events/events/world-science-forum-2022>

ICSU Statement: [https://council.science/wp-](https://council.science/wp-content/uploads/2017/04/Academic_freedom_ICSU_CFRS_principle_document.pdf)

[content/uploads/2017/04/Academic_freedom_ICSU_CFRS_principle_document.pdf](https://council.science/wp-content/uploads/2017/04/Academic_freedom_ICSU_CFRS_principle_document.pdf)

Hefei Statement: <https://www.leru.org/files/Hefei-Statement-Full-paper.pdf>

Academic Freedom in the International Science Council's Statutes (Art. 7): [https://council.science/wp-](https://council.science/wp-content/uploads/2018/06/ISC-Statutes-approved-May-2018.pdf)

[content/uploads/2018/06/ISC-Statutes-approved-May-2018.pdf](https://council.science/wp-content/uploads/2018/06/ISC-Statutes-approved-May-2018.pdf)

The Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education (1988):

<https://www.wusgermany.de/sites/wusgermany.de/files/userfiles/WUS-Internationales/wus-lima-englisch.pdf>

Monitoring of Academic Freedom

[MSCA Guidelines](#) for the Inclusion of Researchers at risk

EUA: "University Autonomy in Europe": <https://www.university-autonomy.eu/>

Scholars at Risk: "Free to think" Academic Freedom Monitoring Project (continuous online publication and yearly report): <https://www.scholarsatrisk.org/academic-freedom-monitoring-project-index/>

Global Public Policy Institute (GPPI) 2021(in cooperation with Friedrich-Alexander University Erlangen-Nürnberg, Scholars at Risk und dem V-Dem Institute): Assessing Academic Freedom Worldwide: <https://www.gppi.net/project/assessing-academic-freedom-worldwide;>

<https://www.gppi.net/2021/03/11/free-universities;>

Report

03/2021:

https://www.gppi.net/media/KinzelbachEtAl_2021_Free_Universities_AFi-2020.pdf

Academic Freedom Index (AFI): [Katrin Kinzelbach, Ilyas Saliba, Janika Spannagel, Robert Quinn \(2021\): Free Universities: Putting the Academic Freedom Index Into Action.](#)

[Freedom House: Freedom in the World Report 2021. Democracy under Siege.](#)

[Global Coalition to Protect Education from Attack: Education under Attack 2020.](#)

Summary report Workshop on Scientific and Academic Freedom

20 October 2022

The workshop on Academic Freedom took place on 20 October 2022 as the first in a series of ten online events supporting the European Commission's Multilateral Dialogue on Values and Principles for Research and Innovation. This workshop was organised by Germany in conjunction with Finland, The Guild of European Research-Intensive Universities, and the European Commission. The three-hour virtual meeting attracted 85 participants from around 35 countries and several stakeholder organisations such as the OECD and UNESCO. The four breakout sessions topics discussed **individual researchers' freedoms, research dissemination, impact and public engagement, freedom of teaching and learning** and **institutional autonomy**.

Academic freedom is recognised as an important principle and value for international cooperation on research and innovation. However, there are challenges which limit practicing academic freedom adequately regarding international cooperation. Therefore, the following take-home messages came strongly during the workshop discussions and can be divided into *common understanding* and *limitations and challenges on academic freedom*.

Common understanding on academic freedom

- Academic freedom is a broad right; there are differences compared to other similar freedoms such as scientific freedom. It was noted by participants that in many countries, academic freedom is enshrined within constitutions.
- Institutional autonomy was seen fundamental to have an effective research and innovation system.
- It is a responsibility of public authorities to provide the framework conditions where the freedom to teach and learn can be exercised, and for higher education institutions to ensure that this happens. Therefore, the methodology of teaching (for instance) is up to teachers and educators to decide.
- Researchers must be supported in engaging with the public, for instance, through training. This includes via third intermediaries, including the media, and public authorities.

Limitations and challenges on academic freedom

- Ethics and research integrity is an integral part of academic freedom.
- Public and private funding is relevant for academic freedom. In addition, public funding should support basic/fundamental research, as well as target-oriented research.
- Lack of funding clearly affects institutional autonomy and freedom to teach and learn.
- Even when institutional autonomy is high, academic freedom can still be jeopardised by external and internal threats/challenges.
- Governments should protect academic freedom and guarantee that academic freedom is assured, but emerging technologies are challenging this due to for instance, security concerns and national interests related to new technological developments.
- Freedom to teach and learn can be impacted, for example, by conservative values, 'political correctness', 'cancel culture' and self-censorship, but also by governmental meddling.

- Both media, authorities, and citizens have their own agendas on how to use scientific knowledge and this is something that scientists must understand when communicating with the public.
- Any subject area can be attacked when an argument challenges people's behaviour or attitude.

Final Report

Workshop on Scientific and Academic Freedom

20 October 2022

BACKGROUND

The first of a series of workshops under the Multilateral Dialogue on Values and Principles in International Research and Innovation Cooperation, recently launched by the European Commission took place on 20 October.

This workshop on Academic Freedom was organised by Germany in conjunction with Finland, The Guild of European Research-Intensive Universities and the European Commission. Some 85 participants from 35 countries attended, together with representatives of the OECD, UNESCO and several European stakeholder organisations.

The workshop included breakout sessions on the following specific topics: individual researcher's freedoms; research dissemination, impact and public engagement; freedom of teaching and learning; and institutional autonomy. The Chatham House Rule¹ was followed during discussions at breakout sessions.

This workshop took official statements/definitions such as the Bonn Declaration on Freedom of Scientific Research² and the Rome Ministerial Communiqué³ as a starting point to look into the practice and current challenges for academic freedom – particularly with a view to international cooperation between EU researchers and their counterparts from across the globe.

This report provides a summary of the debates in the four parallel breakout sessions of the workshop in view of commonalities and current challenges to academic freedom. The topics presented are the ones that surged strongly. The overall goal is to understand how these affect international collaboration in research and innovation.

The content of this report is not the position of Germany, Finland, The Guild of European Research-Intensive Universities or the European Commission, but merely reflects the contributions of the participants.

SUMMARY OF WORKSHOP

COMMON UNDERSTANDING OF ACADEMIC FREEDOM

DEFINITION

- Academic freedom is a broad right; there are differences compared to other similar freedoms such as scientific freedom. It was noted by participants that in many countries, academic freedom is enshrined within constitutions.

What kind of freedom is academic freedom? It is noted that, academic freedom is different from scientific freedom because the former is broader in meaning and incorporates some elements of freedom of speech. Some participants also referred academic freedom as academic autonomy where researchers and institutes have an autonomy to conduct research. Furthermore, academic

¹ [Chatham House Rule | Chatham House – International Affairs Think Tank](#)

² [drp-efr-bonner erklärung_en_with-signatures_maerz_2021.pdf \(bmbf.de\)](#)

³ [Rome Ministerial Communiqué Annex 1.pdf \(eha.info\)](#)

freedom was associated with the following terms: freedom of research; freedom to teach and learn; honesty in collaboration and sharing; research quality and integrity; right to express opinions and results in the public without restrictions from the institutional or governmental side; and openness. It can be argued that challenge-led research constrains researchers to what they focus on, in order to get funding. During discussions, a number of international partner countries noted that they had endorsed the Bonn Declaration on Freedom of Scientific Research which has been signed by all EU Member States and the European Commission.

The G7 context was discussed. In this academic freedom is defined as, “The freedom to teach, conduct, and publish research in an academic environment with an emphasis on enabling the participation of all is a fundamental tenet of research. It is fundamental to the mandate of research institutions to pursue truth, provide education to students, and disseminate knowledge and understanding. Academic freedom requires an environment of enabled autonomy and job security where researchers are free from undue external influence or limitations on scholarly inquiry.”⁴

Other documents, which have developed and created common understanding on academic freedom endorsed by EU member states together with other international partner nations were noted by participants. One is the Rome Ministerial Communiqué which states that, “Academic freedom is an indispensable aspect of quality learning, teaching and research in higher education as well as of democracy. It is a necessary condition for higher education institutions to produce and transmit knowledge as a public good for the benefit of society. It guarantees academics and students the freedom of thought and inquiry to advance knowledge through research and to exchange openly, as well as the freedom to communicate the results of research within and outside of the framework of academic institutions and programmes.”³ which contains coterminous elements shared by participants.

INSTITUTIONAL AUTONOMY

- Institutional autonomy was seen as a fundamental to have an effective research and innovation system.

Research performing institutes must have maximum autonomy to enable self-awareness and critical thinking. This autonomy also makes them important and critical sounding boards for social development, and in this way enabling them to fulfil their societal responsibility.

Institutional autonomy is contingent on the ownership, legal frameworks and funding modes within which they operate, with differences for example in state institutions, private institutes, or research laboratories attached to a university or a government institution.

Autonomous institutions have capabilities to help and protect their scientists and enable them to publish the research they want.

- Many participants viewed that scientists/researchers should participate in institutional governance.
- Many countries have systems where different groups are involved in institutional governance, including academic, administrative and student participation in decision-making processes.

⁴ https://www.bmbf.de/SharedDocs/Downloads/de/2022/220812-g7-sigre-paper.pdf?__blob=publicationFile&v=2

FREEDOM TO TEACH AND LEARN

- It is a responsibility of public authorities to provide the framework conditions where the freedom to teach and learn can be exercised, and for higher education institutions to ensure this happens. Therefore, the methodology of teaching (for instance) is up to teachers and educators to decide.
- In practice, the political system of a country affects how freedom to teach and learn is administrated.

For example, in Switzerland, higher education systems are also governed per region (canton) - both politically and economically due to the decentralised political system. Therefore, management on a national level in a centralised way is difficult, and the “codes of conduct” within freedom of teaching and learning may vary between the different institutions.

- Teachers must be qualified professionals who can teach freely within the scholarly boundaries of academic methodologies, discourse and results, with limited restrictions (e.g. for hate speech).
- There can be also an international cooperation dimension for guaranteeing academic freedom for students. The Commission’s Directorate General for Education and Culture launched the Erasmus+ Student Charter which ensures that universities participating in the Erasmus programme have to endorse the Erasmus charter, but also have rights and obligations to students for students to follow.
- For assessing teaching, student participation was seen as important, notably in building trust among teachers and students.

DISSEMINATING RESEARCH TO PUBLIC

- Researchers must be supported in engaging with the public, for instance through training. This includes via third intermediaries, including the media, and public authorities.
- However, not all researchers may wish to be involved in public engagement and dissemination. For those that do engage, it is important that high-quality engagement is accorded greater career recognition for this work.
- It was noted that researchers were also members of the public - where should the dividing line be for when a professor stops being seen as an expert and instead as a member of broader society?
- There are various ways to engage citizens with science such as citizen science events and publications. This requires careful support, training, and appropriate funding.
- Keeping the public interested in scientific research and the development of science and society are important for science itself. Examples of empowering young researchers to public debate e.g. via “My thesis in 180 seconds (3 minutes thesis)” or similar initiatives were seen as valuable.
- Mis- and disinformation and fake news, which try to reduce public trust on science, can be combated in multiple ways. The recent COVID19 pandemic was a prime example of how mis- and dis-information and fake news affected public trust in science. In discussions, participants from Slovenia, Chile, Brazil and Finland gave some illustrative examples from their experience from their countries.

LIMITATIONS AND CHALLENGES TO ACADEMIC FREEDOM

ETHICS AND INTEGRITY

- Ethics and research integrity is an integral part of academic freedom.

There was a consensus that ethics and research integrity are a fundamental part of academic freedom, and without those, it will be impossible to practice academic freedom in a meaningful way. Many institutions have their own separate ethical codes, in addition to national codes, or in cases where there are no national codes.

FUNDING

- Public and private funding is relevant for academic freedom. In addition, public funding should support basic/fundamental research, as well as target-oriented research.

There was a concern how different funding sources may affect academic freedom, in particular the influence of private funding. Whilst goal/mission/thematically oriented funding was not seen as problematic for academic freedom per se, it has an impact on research choices, notably when it was the only form of funding available. Participants questioned that if funding for research in 'niche' areas, without foreseeable commercial value, is not available, does this then limit academic freedom?

There were differences amongst the countries about the relative percentage of funding for top-down and bottom-up research, with examples given ranging from 20:80 to a 50:50 balance. In particular, countries such as Chile and China reported that the majority of funding is provided by the public sector. Furthermore, Chile gave an example of decentralising science by providing more public funding at regional level, which produces a good balance for Chilean researchers to work on the areas they want what they want. However, this funding can be tied to specific priorities or territories especially in the field of applied sciences because it should reflect the needs of the people in those territories.

Some views supported that, in relation to third-party funding, it is the funders' choice to decide the research area where public and private funding is used. However, it is researchers' choice to decide the topic within the research area where the funding is appointed.

Lack of funding also influences young researchers' academic freedom by causing dependence on senior researchers. Excessive reliance on third-party funding affects the academic freedom of young researchers disproportionately because the largest share of third-party funding is normally available to permanent, senior research staff. Long-term institutional funding can reduce this reliance.

Another type of internal risk reducing/limiting academic freedom in institutions is the instability in researchers' career prospects. Institutions should ensure fair and transparent recruitment processes, assess their internal rewarding processes and career conditions, and highlight the non-discrimination policies to guarantee academic freedom in order to address the instability in researchers' career prospects.

- Lack of funding clearly affects institutional autonomy and freedom to teach and learn.

Institutional autonomy was clearly associated with funding. There needs to be enough funding to have institutional autonomy and guarantee capabilities to conduct basic research. In addition, research institutes need to be aware of research integrity when dealing with donor/private funding. Some participants reported good practice of putting in place a mutual agreement

between the donor and institution in order limit the donor's influence. Participants also noted that governmental funding is not always unproblematic either, and can decrease institutional autonomy.

Furthermore, economic constraints limit the freedom to teach and learn due to insufficient budgets and resources.

Institutional autonomy can also suffer from historical injustices. This is the case in South Africa where inequalities between the universities (e.g. securing funding) are still present, following the years of apartheid. The South African government is executing a transformational agenda to guarantee equal treatment and remove discrimination.

SECURITY CONCERNS

- Even when institutional autonomy is high, academic freedom can still be jeopardised by external and internal threats/challenges.

The COVID19 pandemic demonstrates how institutions are not immune to a deterioration of academic freedom. This was discussed extensively. Because of the online threats researchers were facing, there was a risk of self-censorship during the pandemic. This raises a question how to protect scientists. France gave an example of their National Regulatory Framework to protect scientific potential. Other participants gave examples of risk management tools developed at institutional level.

In addition, institutions should promote a 'safe space' for conducting research and teaching so that researchers do not need to fear online or other types of threats.

- Institutional autonomy is pressured by evaluation/assessment matrices and focus on international rankings.
- Institutional autonomy can also be challenged by political issues, such as the CEU case in Hungary, and economic factors.

The effect of external governmental censorship on institutional autonomy and limiting researcher's capabilities to publish is clear. However, what about internal academic self-censorship? There are various forms of self-censorship for different reasons, for example delaying publication of results to maximise their appeal to funders. Self-censorship was still regarded less of concern than external governmental censorship.

- Restricting access on research results, e.g. for potential dual use research, should ideally come from research institutions, in consultation with authorities.

Collaboration between institutional authorities and individual researchers at the institute is the best way to proceed to design and implement appropriate monitoring instruments. Research institutions must be "as open as possible, but as closed as necessary". Restrictions on property rights, data protection and personal data are obvious examples. Guidelines on foreign interference were seen as useful, but who is best placed to draft these was questioned.

- Researchers should be involved in the consultation process when restrictions are considered in the interests of national security.

NEW TECHNOLOGICAL DEVELOPMENTS

- Governments should protect academic freedom and guarantee that academic freedom is assured, but emerging technologies are challenging this due to e.g. security concerns and national interests related to the new technological developments.

A majority of countries present viewed that governments must refrain from interfering on how academic institutions utilise academic freedom in e.g. research and teaching. Indeed, a participant pointed out that academic freedom should include the right to question “authority” both in the sense of established opinion and in the sense of government authority.

A few countries stated that researchers should take into consideration national priorities, and social and economic development. For example, responses to a 2019 a survey among Chinese scientists showed a stronger support for national strategic development as the main leading principle rather than unidirectional exploration.

Several countries reported on hot national debates regarding the protection of academic freedom. In particular, this relates to foreign interference and security issues regarding emerging technologies, such as AI and Quantum. It was noted that such issues might lead to reduced limitations of academic freedom in these areas. For example, national interest could limit international research cooperation in key technology areas to prevent foreign interference – thereby limiting academic freedom.

TEACHING AND LEARNING JEOPARDISED

- Freedom to teach and learn can be impacted, for example, by conservative values, ‘political correctness’, ‘cancel culture’ and self-censorship, but also by governmental meddling.

The fact that scientific progress depends on argument and counterargument was emphasised in the discussion. Thus, differentiating (deviating) arguments are an essential element of scientific progress. Public authorities and university managers should therefore bear a responsibility to guarantee professors and teachers the possibility of holding and expressing different (deviating) arguments as long as those are grounded in academic argument and debate.

Furthermore, universities are not only places of knowledge-transmission. It is important for the freedom to teach and learn that critical thinking is encouraged, and students have a place to learn and debate as openly as possible; and with this comes the responsibility to accept views that contradict value-based assumptions held by some groups in society.

CAUTION IN PUBLIC DISSEMINATION

- Both media, authorities, and citizens have their own agendas on how to use scientific knowledge and this is something that scientists must understand when communicating with public. For example, scientists are reluctant to state how certain something is which is important for policy-makers.
- Any subject area can be attacked when an argument challenges people’s behaviour or attitude.

CONCLUSION

Academic freedom is recognised as an important principle and value for international cooperation on research and innovation. However, there are challenges which limit practicing academic freedom in fullest regarding the international cooperation. Based on the workshop discussions, those challenges are connected to funding, security, emerging technologies, teaching and learning, and disseminating research to public.

In order to practice research, funding must be secured. This is especially true for basic research that does not have foreseeable commercial value. Funding is also a necessity for institutions and teaching and learning.

Security concerns affect institutional autonomy which can be challenged by both internal and external factors. When limiting research access, limitations should surface within the institutions or as collaborative action between researchers and authorities.

Emerging technologies also add to challenges around academic freedom caused by security concerns. This is because the countries are debating how to address the security risks and national priorities related to new technological development.

Freedom to teach and learn can be impacted by conservative values, 'political correctness', 'cancel culture' and self-censorship, but also by governmental meddling.

Regarding the public dissemination of science, science has an intrinsic value in society and it promotes trust. Therefore, guaranteeing academic freedom for public science dissemination is vital. However, the importance of science for society is undermined by threats researchers are facing. Furthermore, if research challenges people's attitude and behaviour, it may be attacked regardless of the subject area.

As a conclusion, more discussion is needed to find the best practices to address these identified challenges related to academic freedom in international cooperation on research and innovation.

ANNEX

LIST OF PARTICIPATING COUNTRIES AND OTHER ORGANISATIONS

Australia	OECD
Austria	UNESCO
Belgium	ALLEA
Brazil	EARTO
Canada	EASSH
Chile	European Commission
China	EuroScience
Estonia	Science Europe
Finland	The Guild
France	Yerun
Georgia	
Germany	
Hungary	
India	
Ireland	
Italy	
Japan	
Lithuania	
Luxembourg	
Malta	
Mexico	
Morocco	
Netherlands	
New Zealand	
North Macedonia	
Norway	
Portugal	
Republic of Korea	
Serbia	
Slovenia	
Spain	
Switzerland	
Tunisia	
United Kingdom	
United States of America	