Agenzia Nazionale di Valutazione del sistema Universitario e della Ricerca

anvur

National Agency for the Evaluation of Universities and Research Institutes

DEVELOPMENT OF INCLUSION POLICY IN ITALY: THE ROLE OF ANVUR

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AN OVERVIEW

Established: 2010 (fully operational 2011)

Legal background: dPR 76/2010

Legal status: independent legal public body who grants quality assurance in Italian HEI's

ANVUR's staff number: 40

Experts pool: more than 11.000

International membership
- ENQA
- ERIEC
- CoARA

Under accreditation
- EQAR
- WFME

ANVUR'S MAIN ACTIVITIES

WITHIN THE ESG ✓

MIUR - AFAM

- Initial and periodic assessment of Universities and their study programmes (including PhDs) (AVA system)
- Initial and periodic assessment of AFAM institutions (Arts, Music and Dance) and their study programmes
- Initial accreditation of Schools of Advanced Studies

NOT WITHIN THE ESG ✕

Evaluation of Research Quality
vQr
Valutazione Qualità della Ricerca

- Evaluation of Research Quality (VQR)
- National Scientific Qualification (ASN)
- Classification of scientific journals in humanities and social sciences
- Development and administration of tests on students' disciplinary and transversal skills (TeCO)
- Analysis and Research

Evaluation Of Research Quality (VQR)

- **The VQR** is aimed at **evaluating the results of the scientific research** of Italian Institutions and related internal divisions (Departments and similar units), also taking into account the scientific area.

- The exercise is also aimed at **evaluating the impact of so-called Third Mission activities** carried out by the Italian Institutions and their internal divisions.

- **VQR** results are used by the Ministry of Universities and Research for allocating the performance-based share (the *Quota premiale*) of the main university funding.

- Three evaluation exercises have been conducted so far.
  - the first in 2011-2013, the VQR 2004-2010
  - the second in 2015-2017, the VQR 2011-2014
  - the third in 2019-2022, the VQR 2015-2019
  - the fourth exercise, referred to the period 2020-2024, has been launched in August and will take place in the period 2024-2026

VQR 2015-2019: an overview

- **134 Institutions** assessed:
  - 98 Universities;
  - 14 Public Research Institutes (supervised by the Ministry);
  - 22 Other Institutions performing research activities (participating on a voluntary basis).
- **65.119 researchers** involved.
- **182.648 research outputs**
- **676 Third Mission case studies**
- **17 Disciplinary Panels** and **1 Third Mission Panel** in charge of evaluation:
  - 615 experts for the research products;
  - 30 experts for the case studies.
- **11.299 external peer reviewers** were used in the evaluation.

The evaluation of third mission activities

VQR 2004-2010	VQR 2011-2014	VQR 2015-2019	VQR 2020-2024
1	**2**	**3**	**4**
- Broad definition of third mission (patents, spin-offs, museums, public involvement activities, etc.) - Use of a set of indicators based on counting (number of spin-off companies,...), with data from internal monitoring systems of institutions (no central data collection system)	- Construction of a central data collection system (SUA-RD, Third Mission) for comparability and standardization; output and outcome indicators (revenues and employees of spin-off companies, ...) - Development of an informed peer review model (publication of the Evaluation Manual): data + expert judgement	- Like in VQR1-2, the broad definition of TM is confirmed and the Guidelines for the compilation of SUA-TM (ANVUR 2018) are recalled. - The evaluation methodology changes: instead of the activities, a selection of case studies chosen by the evaluated institutions, to bring out the institutional and territorial specificities, to value the best practices	- New broad definition of TM: Knowledge enhancement. - Five thematic areas were defined, each including five fields of action - The evaluation methodology is confirmed.
→ Need for more reliable data and refinement of definition	→ Difficulty in adjusting between data and indicators and taking into account context	→ The fields of action have been revised	→ October 31, the VQR call has been published.

Case study and impact

- Specific examples of Third Mission with impacts in period 2015-19 set out in case studies

- The impact means the **transformation** or **improvement** that has been generated for the economy, society, culture, health, environment, or, more generally, to contrasting economic, social, and territorial inequalities and increase the quality of life in a territorial context (local, regional, national, European, global). It is also intended as the **reduction** or **prevention** of damage, risks, or other negative externalities; priority will be given to the impact generated externally (including any spillovers within institutions)

- The impact described should be corroborated through a set of **indicators and evidences** chosen by each institutions, pertinent and meaningful to demonstrate the differences compared to the starting situation

- The definition of impact is totally open, but the case studies should be related to **10 areas of impact** *(FoA, fields of action)* > different universities, different attitudes and tradition (self-determination with a grid)

Fields of action

Intellectual and industrial property valorisation (patents, plant varieties and other products);

Academic entrepreneurship (e.g. spin-off and start-up companies);

Technology transfer structures and other Third mission intermediaries (e.g. technology transfer offices, incubators, science and technology parks, consortia and associations for Third mission);

Production and management of artistic and cultural heritage (e.g. museum poles, archaeological excavations, music activities, historical buildings and archives, historical libraries, theatres and sports facilities);

Clinical experimentations and health protection (e.g. clinical trials, studies on medical devices, non-interventional studies, patients' empowerment initiatives, biobanks, veterinary clinics, information and prevention days, screening and awareness campaigns);

Lifelong learning and open education (e.g. continuous education courses, Continuing Medical Education courses, MOOCs);

Public Engagement (community events, science popularization, citizen science interaction with schools)
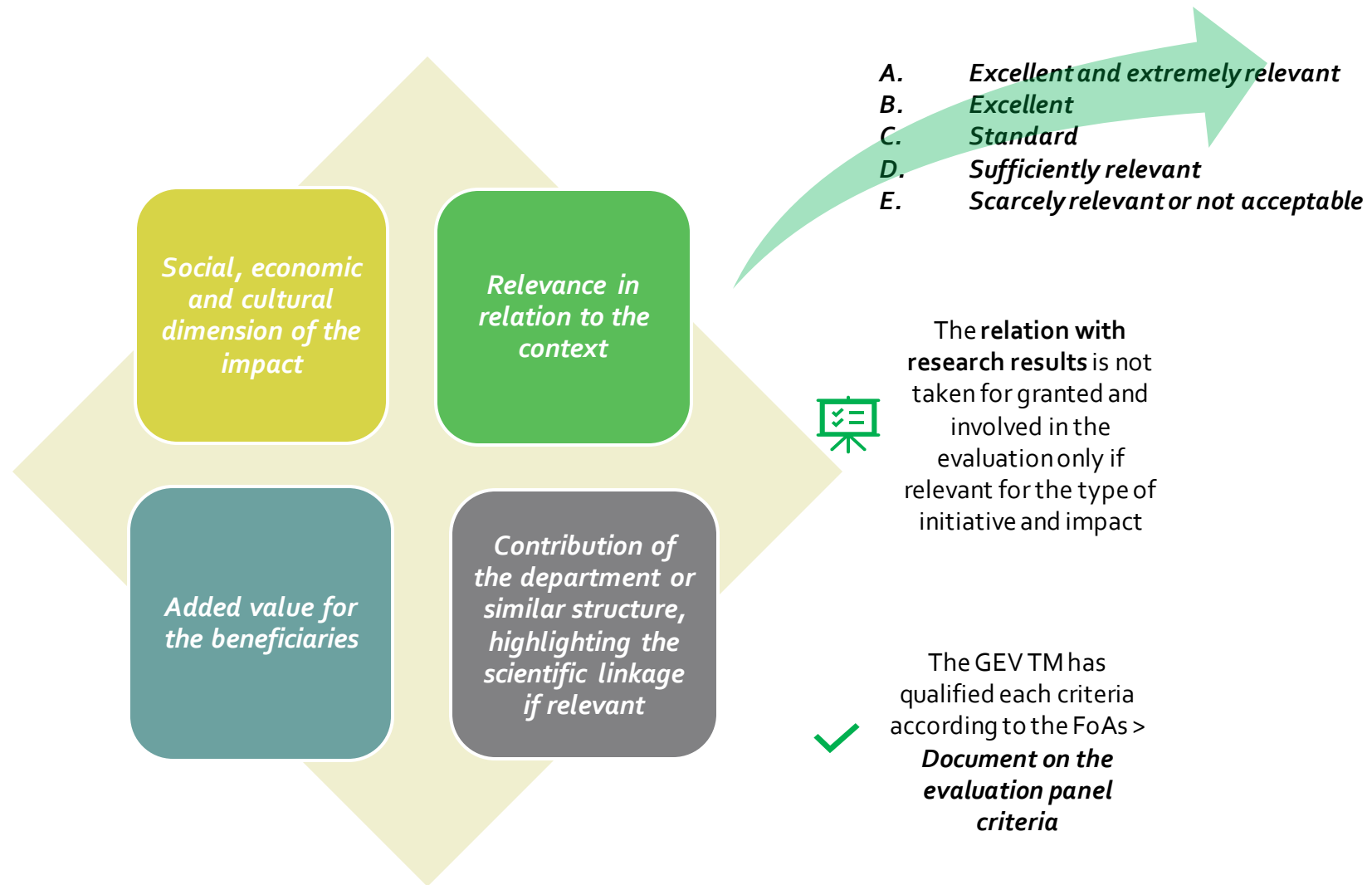
Production of public goods and policy instruments for inclusion (e.g. public policy making/formulation, local development and urban regeneration programs, participatory democracy initiatives, consensus conferences, citizen panels);

Innovative tools to support Open Science;

Activities related to the UN 2030 Agenda for Sustainable Development Goals.

Criteria & Ratings

Social, economic and cultural dimension of the impact

Relevance in relation to the context

Added value for the beneficiaries

Contribution of the department or similar structure, highlighting the scientific linkage if relevant

A. *Excellent and extremely relevant*
B. *Excellent*
C. *Standard*
D. *Sufficiently relevant*
E. *Scarcely relevant or not acceptable*

The **relation with research results** is not taken for granted and involved in the evaluation only if relevant for the type of initiative and impact
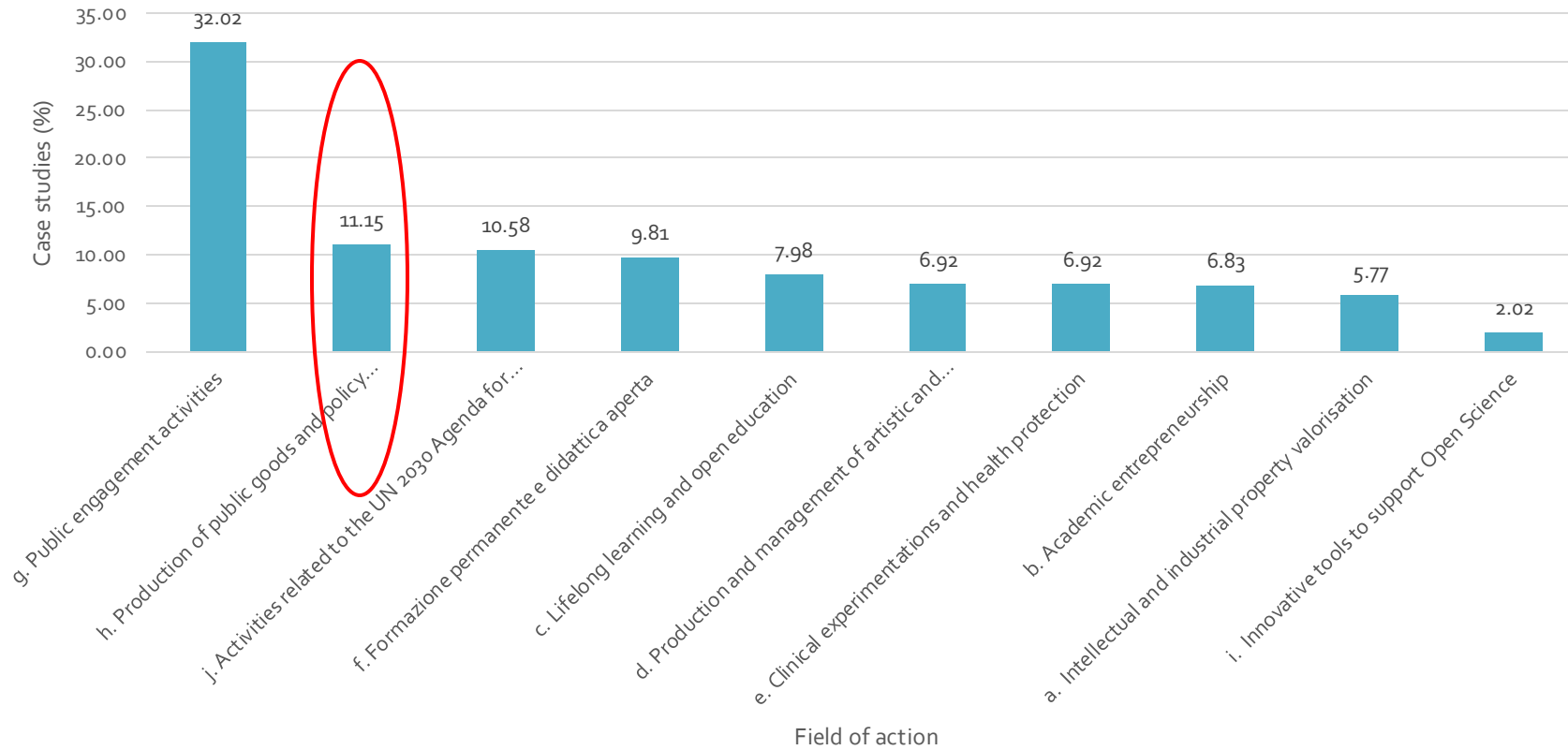
The GEV TM has qualified each criteria according to the FoAs > *Document on the evaluation panel criteria*

Field of action - MAIN (n. 676)

Fields of action – ALL (n. 1040)

CASE STUDIES: EXAMPLES

| AN INCLUSIVE UNIVERSITY | GENDER MEDICINE | PREVENTING BULLYING |

| DISABILITY FAMILY COUNSILING | DETAINEES RIGHT | WELCOMING REFUGEES |

WELCOMING MINOR AGE REFUGEES

FRIULI VENEZIA GIULIA WORKSITE: THE UNIVERSITY THAT REBUILDS

Towards the new VQR 2020-2024

Consolidation of the methodological approach:

- Evaluation methodology based on peer evaluation of case studies is unchanged.
- An ad hoc panel will still be used to evaluate case studies

- Results will again be used to distribute funding

Main novelties:

→ New broad definition of TM as Knowledge enhancement.

> **Knowledge enhancement:** the process by which economic and social value is created from knowledge, linking different areas and sectors and transforming data, technical expertise and research results into knowledge-based products, services, solutions and policies that benefit society.

→ Number of case studies will be proportional to number of researchers; their number will increase till a maximum number of 1,000

→ Case studies will be classified into five thematic areas, each including five fields of action

Thematic Area & Fields Of Action

Technology transfer and research exploitation	Production, management and exploitation of public goods and Social Impact	Public engagement and knowledge exploitation	Life and health sciences	Environmental sustainability, inclusion and combating inequality
Intellectual and industrial property valorisation	Production, management and exploitation of artistic and cultural heritage	Organization of activities-events	Clinical experimentations	Fighting poverty, inclusion and social cohesion
Academic entrepreneurship	Lifelong learning and open education	Scientific dissemination	Public health prevention, promotion and protection initiatives	Ecological and energy transition
Technology transfer structures and other TM intermediaries	Production of public goods and policy instruments for inclusion	Multimedia dissemination	Activities in health care and research in favor of fragile groups	Environmental and climate sustainability
Cross-innovation and cross-fertilization initiatives	Territorial, infrastructural and urban development	Initiatives to engage citizens in research and/or innovation	International health cooperation activities	International cooperation for sustainable development and social cohesion
Research and training to promote the culture of innovation	Actions for the development of Open Science	School-based engagement and interaction activities	Environmental health and food safety	Disclosure, promotion and dissemination of the culture of sustainability

REPORT «STUDENTS WITH DISABILITIES AND SLDs IN ITALIAN UNIVERSITIES – A RESOURCE TO BE ENHANCED»

- ✓The Report is the result of the work carried out by the Working Group "Disability, SLDs and Access to Higher Education" set up by ANVUR in 2019

- ✓It is published on the Anvur's website https://www.anvur.it/gruppo-di-lavoro-ric/disabilita-dsa-e-accesso-alla-formazione-universitaria-2019/

- ✓Data have been acquired through a survey submitted to Universities in the summer of 2020, referring to the data of the a.y. 2019/20

- ✓Purpose of the survey: to detect the presence, quality and organization of services and measures designed to foster the autonomy and inclusion of students with disabilities and SLDs

NUMBERS OF THE REPORT

✓ in 2019/20 ==36,816== students with disabilities or SLDs were enrolled in undergraduate and postgraduate programmes, corresponding to ==2%== of the total number of students

✓ 71% were enrolled in BA programmes, 15% in MA programmes, and 11.6% in single-cycle programmes

✓ Among those enrolled in postgraduate programmes, 94 continued with PhD programmes

✓ ==Female students are the majority (52%) and their incidence increases in the highest degree programmes, from 51.7% in BA programmes, to 58.6% in single-cycle programmes, to 70.3% in first- and second-level master courses==

NUMBERS OF THE REPORT

- ✓ the most significant change occurring in Italian universities is the steady growth in the number of enrolled students with SLDs, which exceeds that of students with disabilities (60% in BA programmes and 51% in single-cycle MA programmes)

- ✓ 3,589 students completed their degree (BA, MA or single-cycle programmes); 38% graduated from programmes in social sciences, 29.7% in STEM areas, 20% in humanities and 11.2% in health area

FINANCIAL RESOURCES, DEDICATED STAFF, SERVICES

✓ The resources that universities allocate for services to students with disabilities and SLDs amount to 11,364,536 euros. Most of the funds come from the FFO (65.84%) and from the university direct funding (33.24%)

✓ The heads of the disability and SLD offices are predominantly women (66,7%). State universities have a higher average number of employees for services for disability and SLDs (3.3) than non-state universities (1.5)

✓ Among the many services surveyed, specific inbound orientation by appointment is provided by 93.3% of the universities

FINANCIAL RESOURCES, DEDICATED STAFF, SERVICES

✓As far as it is concerned with teaching support services, the most widespread is the provision of teaching materials in accessible format, guaranteed by 88.9% of the universities (76.7% provides also accessible handouts and slides), followed by specialised tutoring services (71.1%) and translation services into the Italian Sign Language (LIS) (55.6 %)

✓Among the aids that universities offer to students with disabilities and SLDs, multimedia computer devices are available in 80% of universities

STUDENTS ENROLLED in ITALIAN UNIVERSITIES (aa .aa. 2011/12 – 2021/22)

https://www.anvur.it/attivita/rapporto-biennale/rapporto-versione-2023/

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Immatricolati ── **Iscritti**

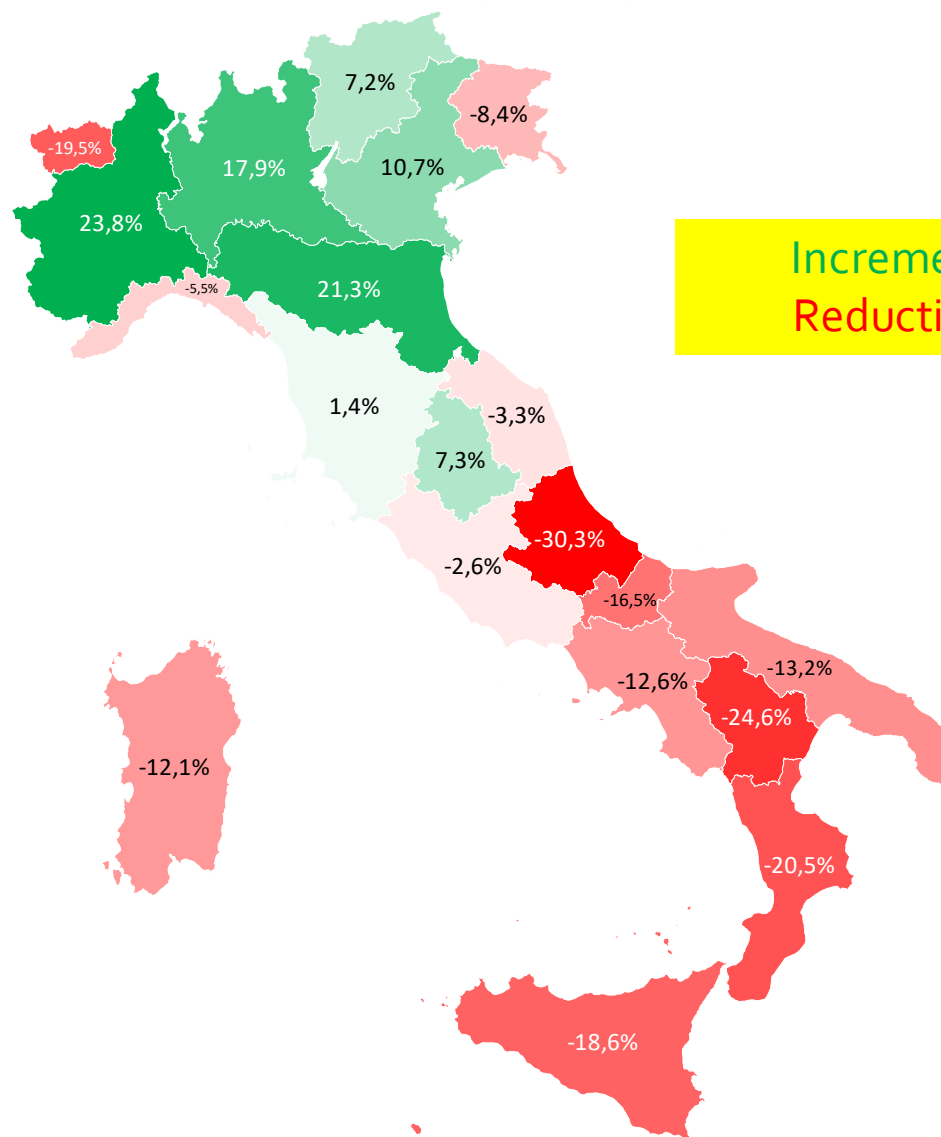| Year	Iscritti	Immatricolati
2011/12	1.767.008	279.539
2012/13	1.726.684	269.450
2013/14	1.703.516	268.746
2014/15	1.681.449	269.146
2015/16	1.675.121	274.536
2016/17	1.699.369	288.736
2017/18	1.733.958	291.659
2018/19	1.768.469	297.612
2019/20	1.814.968	313.597
2020/21	1.906.511	336.118
2021/22	1.949.481	331.502
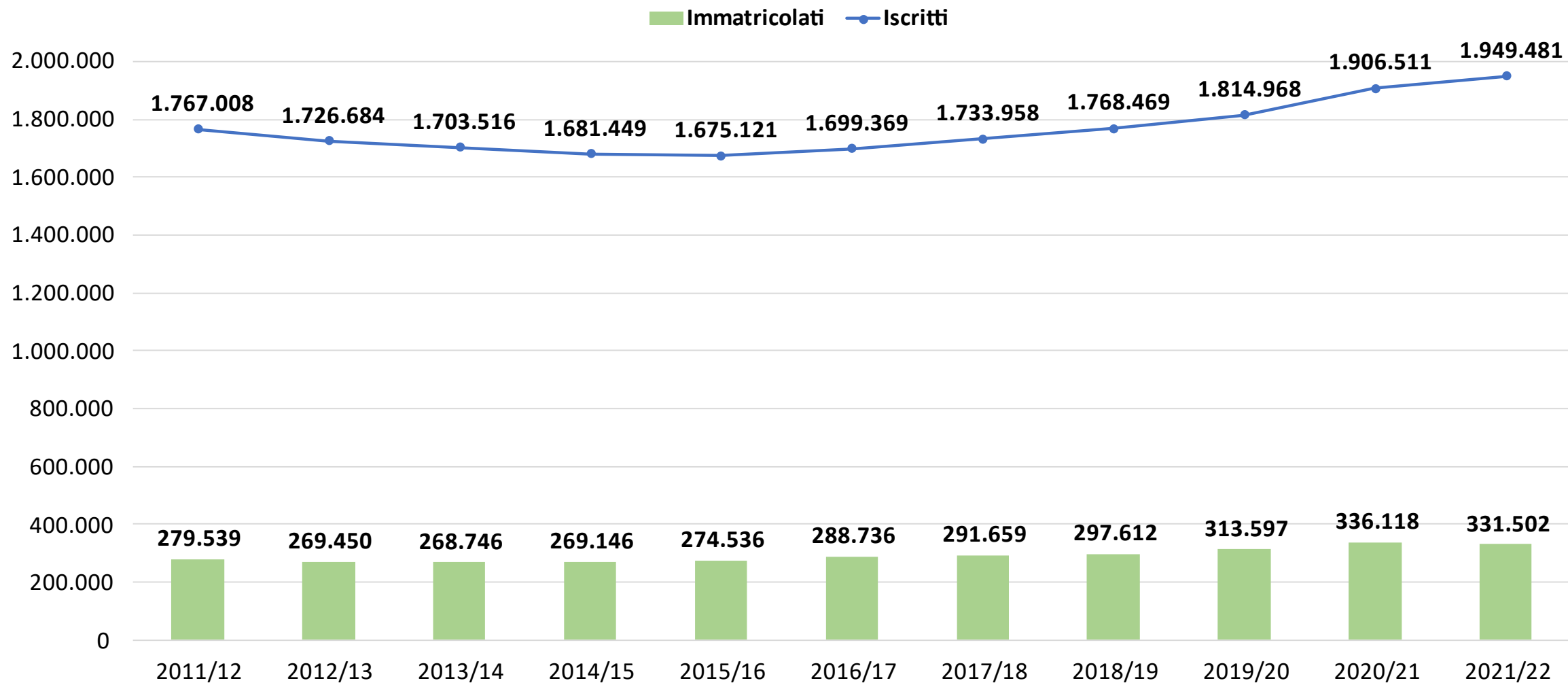
STUDENTS ENROLLED in ITALIAN UNIVERSITIES (a.a. 2021/22 e a.a. 2011/12) : VARIATION

VARIATION (a.a. 21/22 – a.a. 11/12)
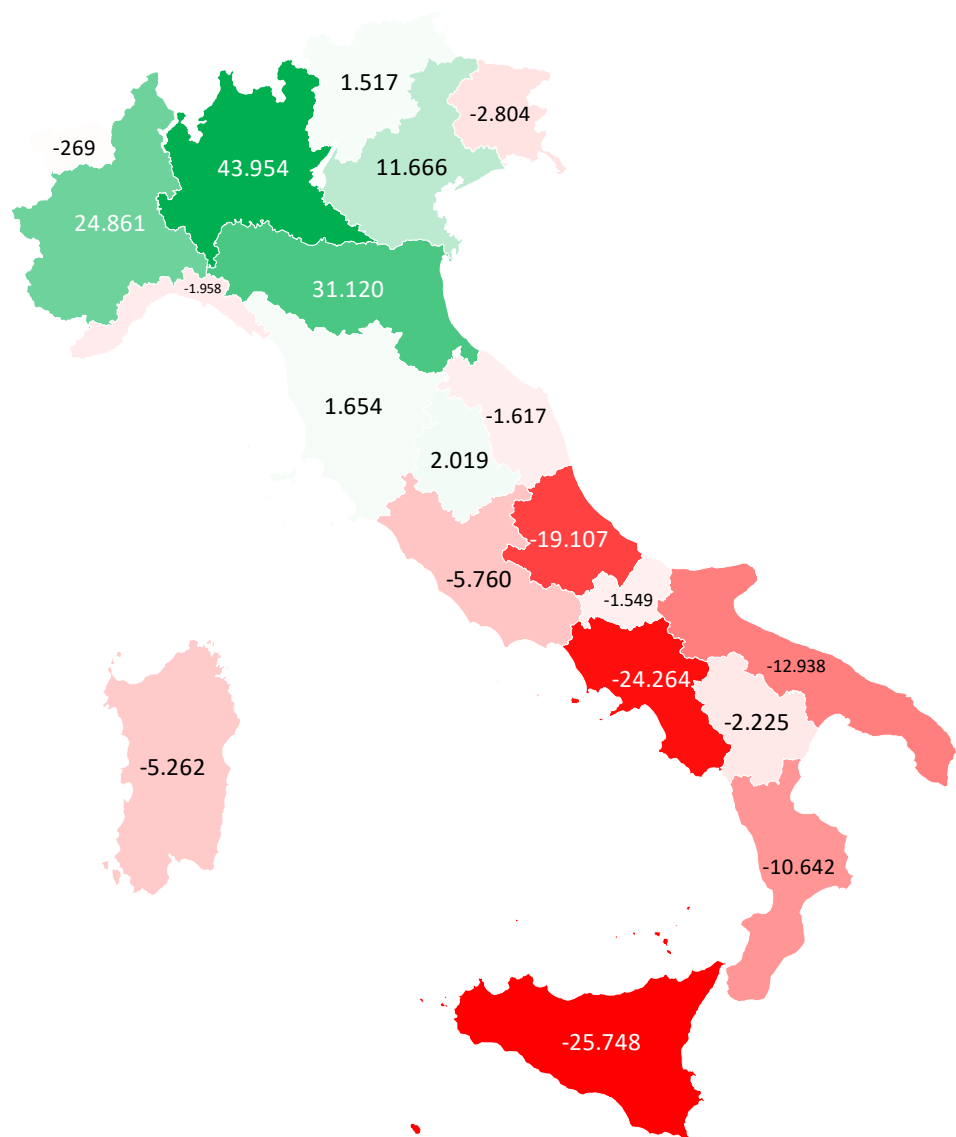
VARIATION % (a.a. 21/22 – a.a. 11/12)

Increment in the North
Reduction in the South

VARIATION (a.a. 21/22 – a.a. 11/12):
- 1.517
- -2.804
- -269
- 43.954
- 11.666
- 24.861
- -1.958
- 31.120
- 1.654
- -1.617
- 2.019
- -19.107
- -5.760
- -1.549
- -24.264
- -12.938
- -2.225
- -5.262
- -10.642
- -25.748

VARIATION % (a.a. 21/22 – a.a. 11/12):
- 7,2%
- -8,4%
- -19,5%
- 17,9%
- 10,7%
- 23,8%
- 21,3%
- -5,5%
- 1,4%
- -3,3%
- 7,3%
- -30,3%
- -2,6%
- -16,5%
- -12,6%
- -13,2%
- -24,6%
- -12,1%
- -20,5%
- -18,6%

ITALY: POPULATION 25-34 years WITH HIGHER EDUCATION (2011-2021)

Legend: Nord-ovest, Nord-est, Centro, Sud, Isole, Italia

+8,2% in 10 years
Min 20,6% (Islands)
Max 32,9% (North-East)

Values shown: 23,6% · 23,5% · 23,1% · 21,1% · 18,2% · 15,3%

32,9% · 31,2% · 30,1% · 28,3% · 24,3% · 20,6%

Years: 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

Y-axis: 10% 15% 20% 25% 30% 35%
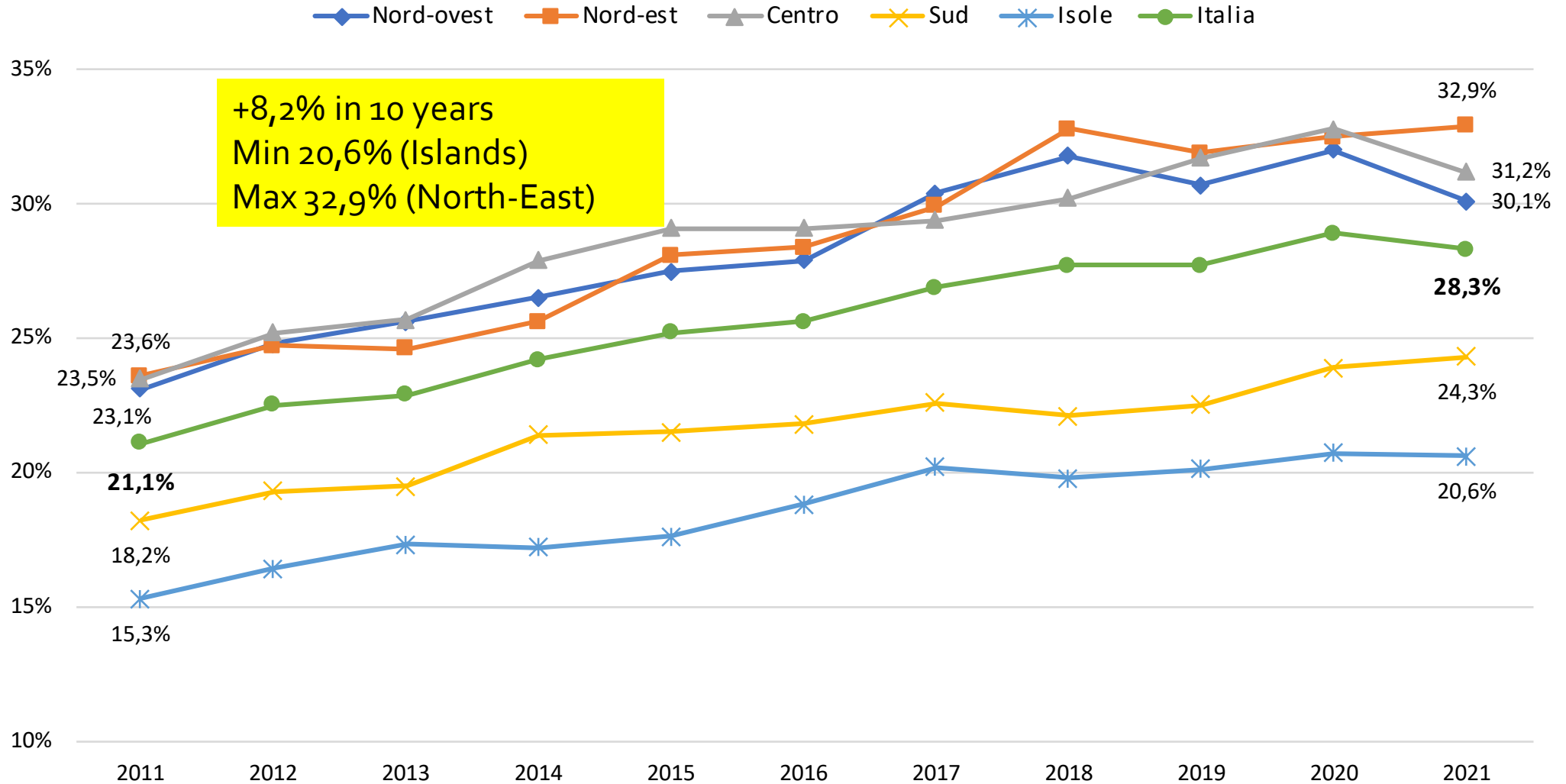
UNIVERSITY FEES EXEMPTION (aa.aa. 2011/12 – 2020/21)
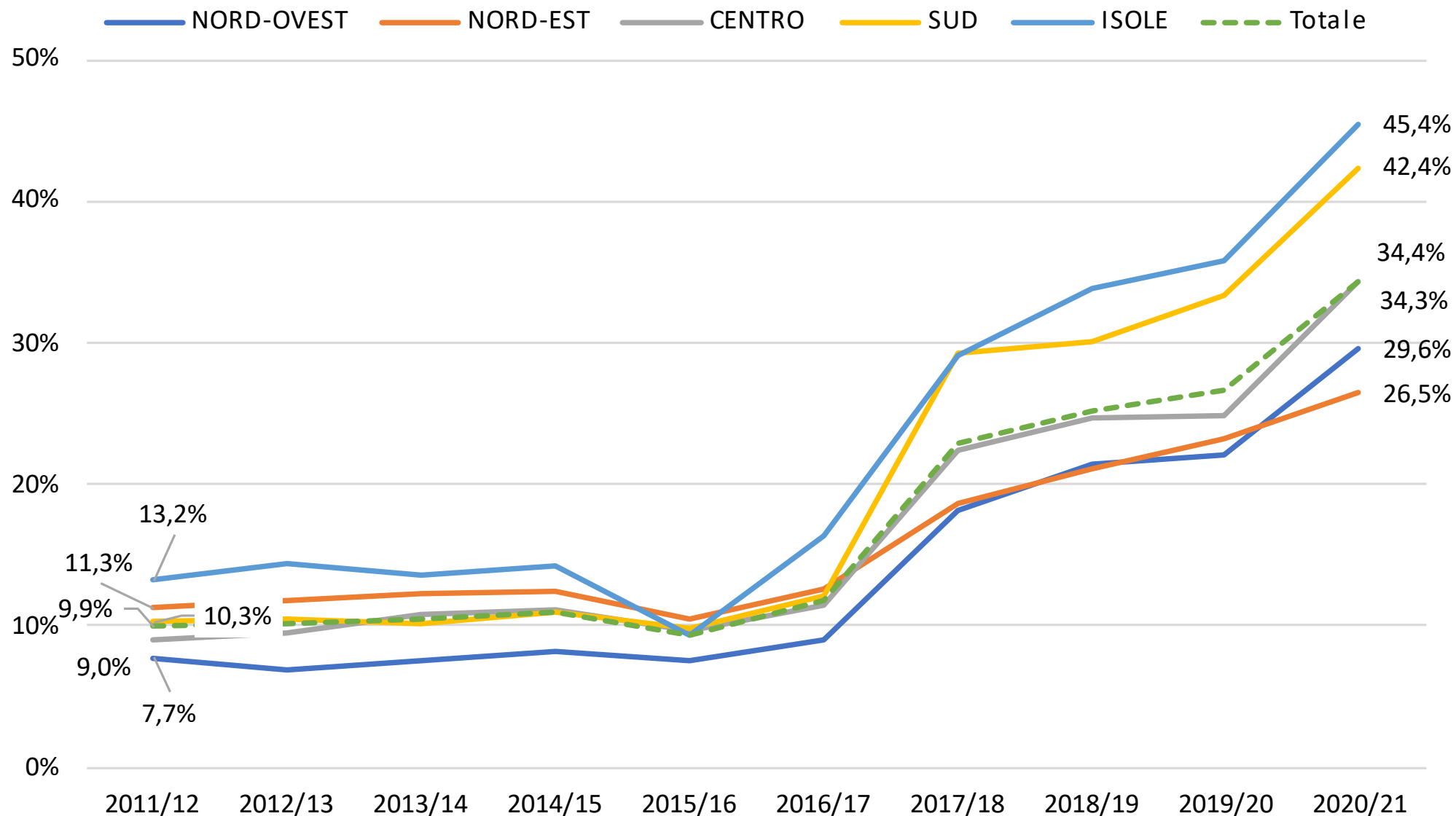
HIGHER EDUCATION: GENDER DIFFERENCES

PROFESSORS

GRADUATES

% Docenti donne (2020 e 2015)

Legend: ITA, GER, SPA, UK, FRA, UE-22, OCSE

2020:
- 37,9%
- 40,0%
- 44,9%
- 46,0%
- 45,3%
- 45,6%
- 44,9%

2015:
- 37,3%
- 38,2%
- 42,5%
- 44,4%
- 42,5%
- 44,0%
- 43,1%
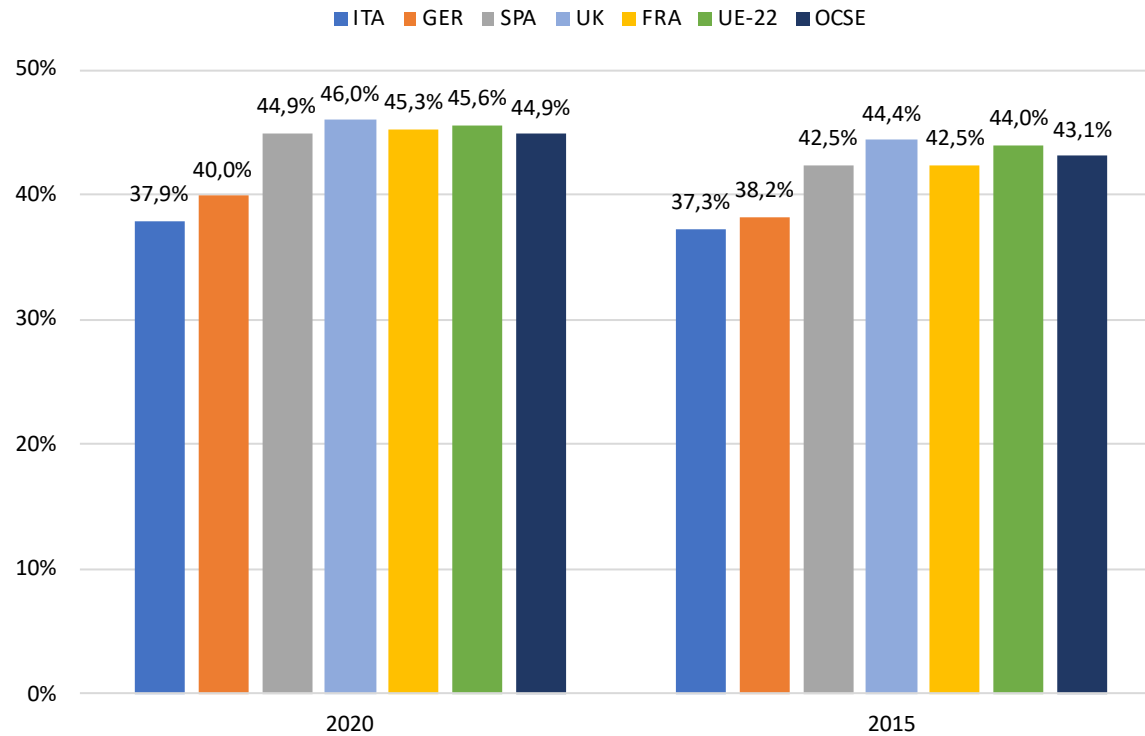
25-34 anni laureati uomini e donne (anno 2021)

Legend: ITA, GER, SPA, FRA, UK, OCSE

25-34 anni MASCHI:
- 22,3%
- 34,2%
- 43,1%
- 46,0%
- 54,1%
- 40,8%

25-34 anni FEMMINE:
- 34,4%
- 37,7%
- 54,4%
- 54,3%
- 60,9%
- 53,7%
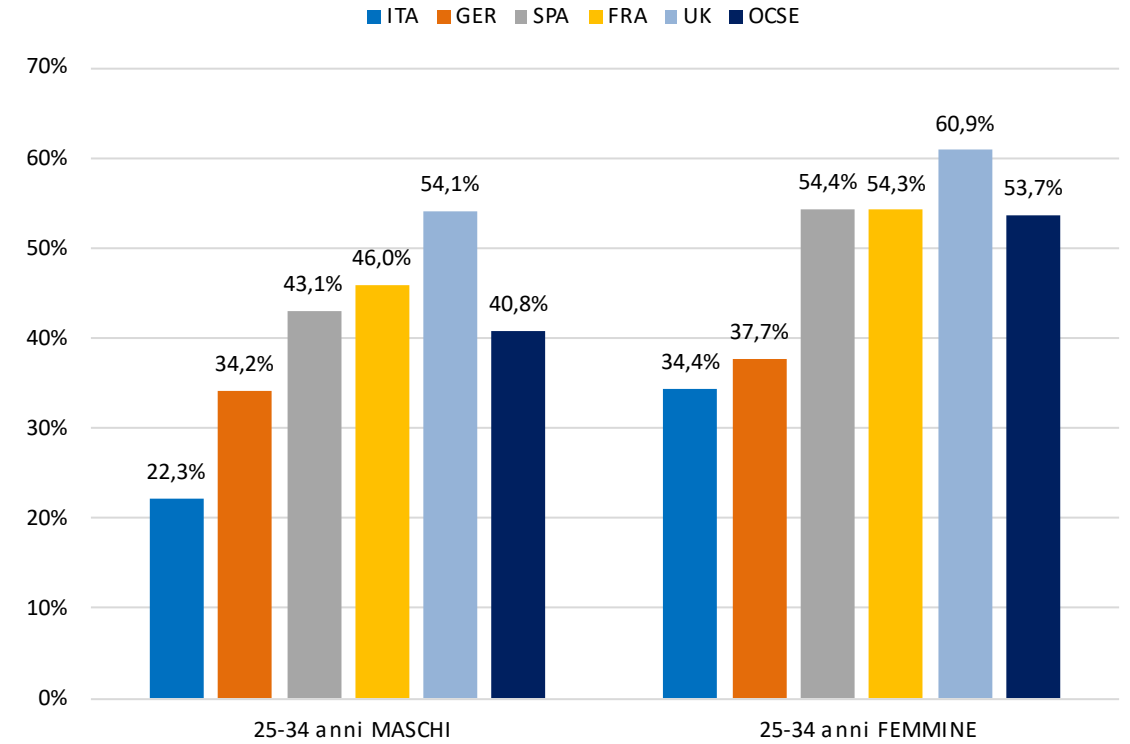
UNIVERSITY DROPOUR RATE (YEAR 2020)

Bachelor (Laurea triennale) - Indicatori	ITA	SPA	FRA	UK	OCSE
% laureati regolari (entro la durata normale)	20,6%	37,3%	36,3%	69,4%	39,5%
% laureati non oltre 3 anni dal termine della durata normale	53,2%	72,0%	71,0%	84,5%	67,8%
tasso di abbandono tra 1° e 2° anno	14,2%	6,8%	16,7%	8,9%	12,3%
tasso di abbandono entro la durata normale	30,8%	11,9%	16,9%	12,8%	20,6%

AGREEMENT ON REFORMING RESEARCH ASSESSMENT

🌐 **https://coara.eu/agreement/**

4 core Commitments

1. **Recognise the diversity of contributions** to, and careers in, research, in accordance with the needs and the nature of the research.

2. **Base research assessment primarily on qualitative evaluation for which peer-review is central**, supported by responsible use of quantitative indicators.

3. **Abandon the inappropriate uses in research assessment of journal- and publication-based metrics**, in particular the inappropriate uses of journal impact factor (JIF) and h-index.

4. **Avoid the use of rankings of research organisations** in research assessment.
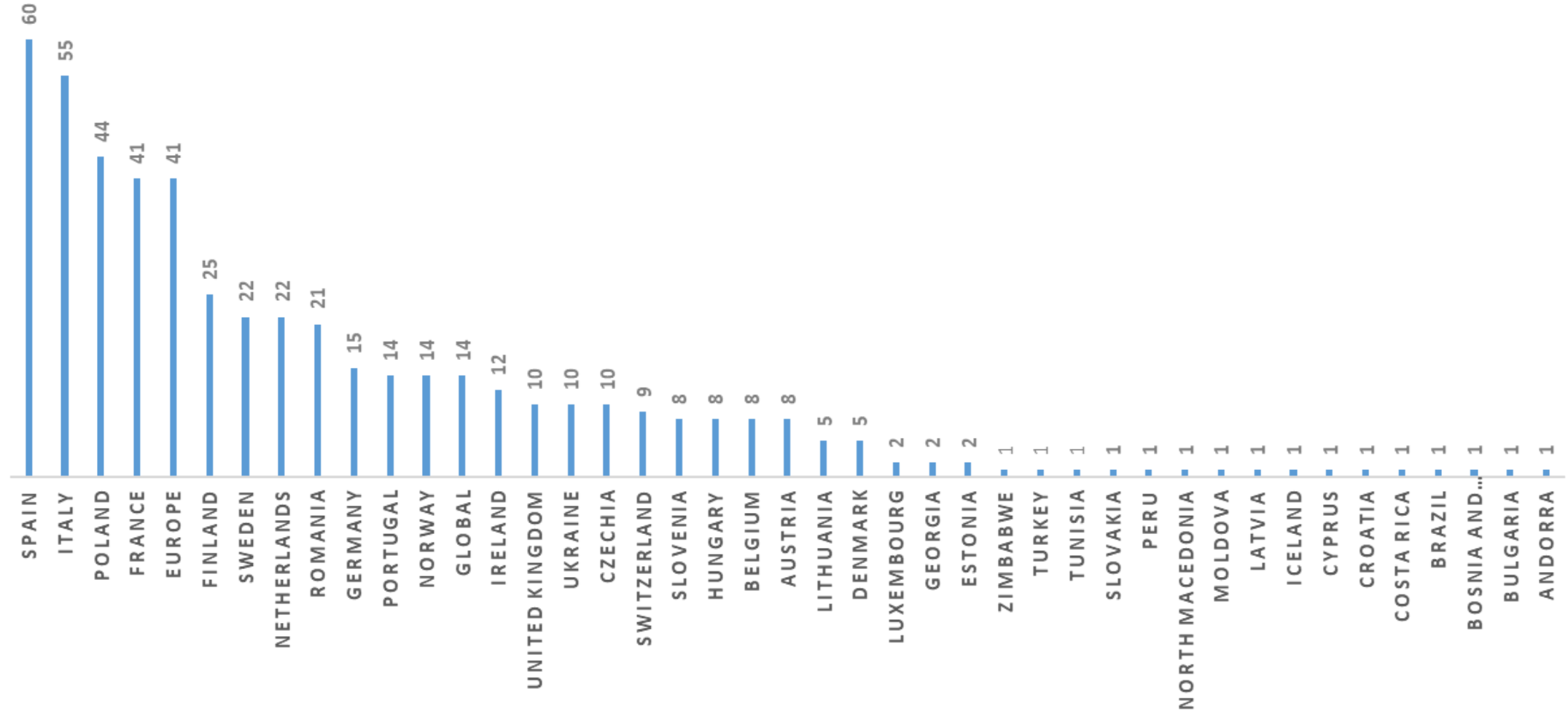
CoARA Membership by type of organisation
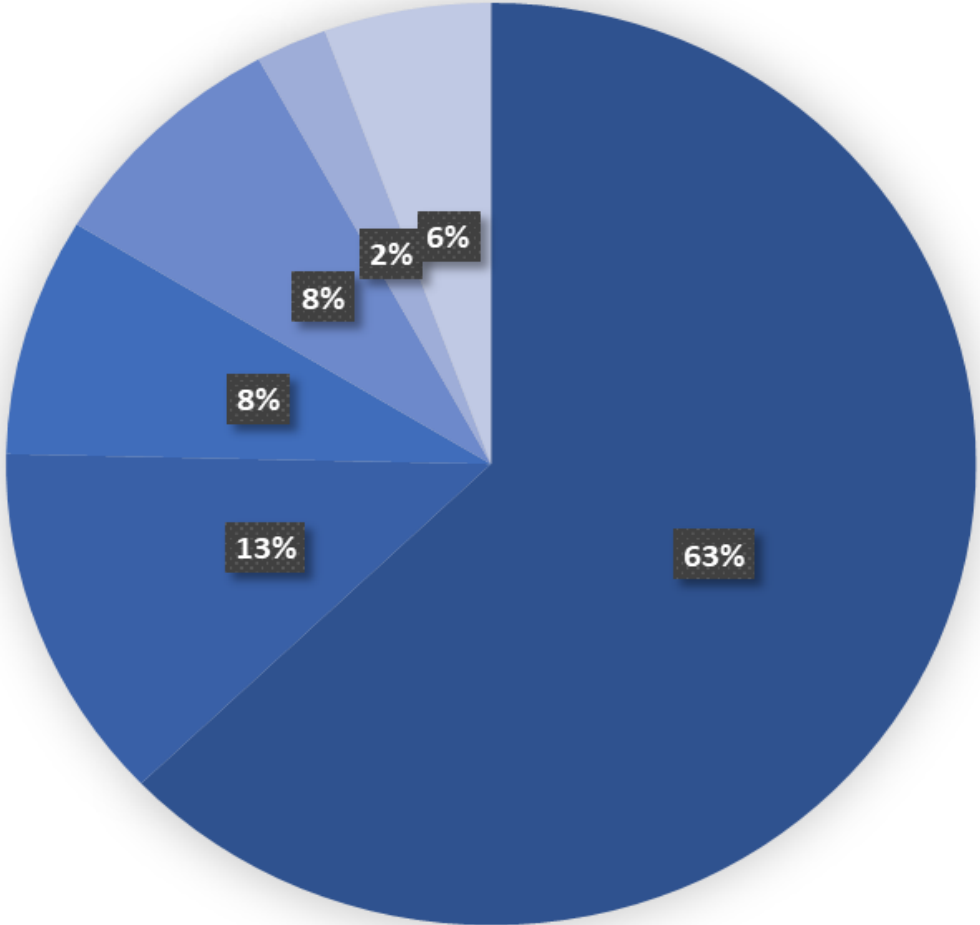
- Universities and their associations
- Research centres, research infrastructures, and their associations
- Academies, learned societies, and their associations, and associations of researchers
- Public or private research funding organisations and their associations
- National/regional authorities or agencies that implement some form of research assessment and their associations
- Other relevant non-for-profit organisations involved with research assessment, and their associations

558 member organisations as of November 2023

63% 13% 8% 8% 2% 6%

CoARA MEMBERSHIP BY COUNTRY

Country	Members
SPAIN	60
ITALY	55
POLAND	44
FRANCE	41
EUROPE	41
FINLAND	25
SWEDEN	22
NETHERLANDS	22
ROMANIA	21
GERMANY	15
PORTUGAL	14
NORWAY	14
GLOBAL	14
IRELAND	12
UNITED KINGDOM	10
UKRAINE	10
CZECHIA	10
SWITZERLAND	9
SLOVENIA	8
HUNGARY	8
BELGIUM	8
AUSTRIA	8
LITHUANIA	5
DENMARK	5
LUXEMBOURG	2
GEORGIA	2
ESTONIA	2
ZIMBABWE	1
TURKEY	1
TUNISIA	1
SLOVAKIA	1
PERU	1
NORTH MACEDONIA	1
MOLDOVA	1
LATVIA	1
ICELAND	1
CYPRUS	1
CROATIA	1
COSTA RICA	1
BRAZIL	1
BOSNIA AND...	1
BULGARIA	1
ANDORRA	1

WORKING GROUPS

- Supporting the alignment of research assessment systems with CoARA in biomedical disciplines through administrative reforms and governance

- Towards Open Infrastructures for Responsible Research Assessment

- Improving practices in the assessment of research proposals

- Reforming Academic Career Assessment (ACA)

- **Early-and-mid-Career Researchers (EMCRs) – Assessment and Research Culture**

- Experiments in Assessment – Idea generation, co-creation, and piloting

- Recognizing and Rewarding Peer Review

- **Multilingualism and language biases in research assessment**

- Responsible metrics and indicators

- **Towards Transformations: Transdisciplinarity, Applied/Practice-Based Research, and Impacts**

- **Towards an Inclusive Evaluation of Research**

National Chapters

- Cyprus

- France

- Finland

- Hungary

- Ireland

- Italy

- Norway

- Poland

- Spain

- Switzerland

- Ukraine

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