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6. EQUAL OPPORTUNITY AND PROMOTION OF WOMEN IN ACADEMIA AND SCIENCE: POLICIES
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GEA Working Paper 1

**GENDER ASYMMETRIES IN ACADEMIA.
MAPPING THE MACRO-CONTEXT**

Edited by Paola Villa

With contributions from Alessia Donà, Annalisa Dordoni,
Barbara Poggio, Maria Luigia Segnana, Paola Villa

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INTRODUCTION

Over the last few decades, women greatly improved their educational attainment, and their labour market ambitions increased accordingly. Along with these changes, the employment rate of women (especially mothers) increased to a significant extent in the decade before the Great Recession. However, gender gaps recorded in Italy in employment and unemployment rates remain amongst the highest in the EU28. The majority of highly educated women still has to overcome several obstacles to get access to the top positions. Thus, women are not fully integrated into the labour market or remain in its periphery. This stylised picture is also found at the university level where women remain a small minority among full professors, and even a smaller minority in leadership positions (among heads of department and rectors).

This report (GEA-WP1) presents an overview of the socio-economic context within which gender asymmetries in career advancement develop in the Italian university system. The focus is rather broad, spanning from education, employment, and family formation (considering trends, policies and outcomes) to equal opportunity policies and practices in the Italian society and in Academia. The analysis is based on empirical evidence available from major secondary sources (Eurostat, Oecd, Istat, Miur, etc.) and a review of the literature.

The report is structured in seven sections: 1. Education policies and outcomes; 2. Employment, labour market policies and outcomes; 3. Family-formation practices and policies; 4. Care and work-life policies and practices; 5. Equal opportunity policies and practices; 6. Equal opportunity and promotion of women in Academia and Science: policies and practices; 7. Gender equality: equal opportunity and promotion of women in Academia. Section 8. Concluding remarks.

The bibliography is organised in two distinct sections. Section A includes references to the literature on education, employment, family-formation and work-life balance; Section B includes references to the literature on gender equality in academia and women in science. The Appendix presents additional information and empirical evidence that supports some of the main points discussed in this report.

6. EQUAL OPPORTUNITY AND PROMOTION OF WOMEN IN ACADEMIA AND SCIENCE: POLICIES AND PRACTICES

In Italy, the university system lacks policies and practices explicitly targeted to promote gender equality in academia and/or women in science. Recently, the need to promote equal opportunities entered the debate, and some initiatives were put in place. This section presents: i) the most significant initiatives for gender equality in education and women in science; ii) an overview of the scope and diffusion of gender studies within tertiary education.

6.1 The most significant research initiatives for gender equality in Education and Science

Italy has achieved full literacy for girls. In primary education, schooling rates for girls and boys are now equivalent; and, in most levels of secondary schools, girls perform better than boys. Over time there was a marked tendency for Italian women continuing their studies, especially at higher levels. Since the mid-1990s, women's educational attainment has been higher than that of men (see Appendix, fig. A.1). Despite these progresses, the field of study differs significantly between women and men, with an under-representation of women in STEM (see Section 1.2).

The number of women who take up a career in the scientific sector has remarkably increased over time, although only a minimal share achieves leadership positions. There is also a positive evolution in the number of women students and graduates in STEM, but the gender gap is still present and is particularly striking at the top level. In recent years the access to and participation of women in STEM was addressed by several initiatives.

In 2013, the pro-tempore Minister for Equal Opportunities signed a Memorandum of Understanding with the Ministry of Education, University and Research (MIUR) aimed at promoting equal opportunities in science. The aim was to set up, for the first time, a national strategy to increase the participation of women and girls in science and technology education, training, research and employment. A Consultation Panel (composed of experts from public administrations, universities and the civil society) was set up with the mission of elaborating proposals for achieving gender equality in science, fighting the under-representation of women in science, facilitating the advancement of female careers, and improving the presence of women in employment and, in particular, in decision making positions.

In Italy, the more relevant research projects on gender issues are those funded by the European Commission (EC) (i.e. Horizon 2020, FP7). Over the period 2015-2019, there were 13 research projects with an Italian institution (University or Research Institution) as Participant or Coordinator, focused on gender equality issues; 10 were completed, while another 3 are still active (see Box 6.1).

In 2019, the CRUI Group for Gender Budgeting (GB) published the Guidelines for implementing GB in Italian universities (CRUI 2019). GB has two main goals: (i) to provide a detailed picture of the various components of the University population by gender (students, teaching staff, administrative staff); (ii) to monitor the actions implemented for gender equality (including financial commitments).

It should be recalled that if, on the one hand, the Department for Equal Opportunities took initiatives to improve the position of women in science, on the other hand the MIUR implemented major reforms based on striking budget cuts (implying downsizing in full-time schooling and

teaching staff). The negative impact on women – as mothers, students, teachers, researchers, professors - has been substantial.

Box 6.1 – EU research projects: *projects funded by the EU (Horizon 2020, 7FP) with an Italian institution (University or Research Institution) as Participant or Coordinator*

A. The following ten research projects were active over the period 2015-2019:

1. FESTA “Female Empowerment in Science and Technology Academia” (2012-2017);
2. GENDERTIME “Transferring Implementing Monitoring Equality” (2013-2016);
3. GENDERCIT “Gender and Citizenship” (2013-2017);
4. GENOVATE “Transforming organisational culture for gender equality in research and innovation” (2013-2017);
5. GARCIA “Gendering the Academy and Research: combating Career Instability and Asymmetries” (2014-2017);
6. TRIGGER “Transforming Institutions by Gendering contents and Gaining Equality in Research” (2014-2017).
7. GENERA “Gender Equality Network in the European Research Area” (2015-2018);
8. LIBRA “Leading Innovative measures to reach gender Balance in Research Activities” (2015-2019);
9. EQUAL-IST “Gender Equality Plans for Information Sciences and Technology Research Institutions” (2016-2019);
10. SAGE “Systemic Action for Gender Equality” (2016-2019).

B. The following seven research projects are still active in 2020:

1. PLOTINA “Promoting gender balance and inclusion in research, innovation and training” (2016-2020). This project aims “to enable the development, implementation and assessment of self-tailored Gender Equality Plans (GEPs) with innovative and sustainable strategies for the Research Performing Organizations (RPOs) involved. This objective will be achieved by: i) Stimulating a gender-aware culture change; ii) Promoting career-development of both female and male researchers to prevent the waste of talent, particularly for women; iii) Ensuring diversification of views and methodologies (in this case by taking into account the gender/sex dimension and analysis) in research and teaching”;
2. GEECCO “Gender Equality in Engineering through Communication and Commitment” (2017-2021). This project “aims to establish tailor-made GEPs in 4 European RPOs and to implement the gender dimension in 2 RFOs (funding schemes, programmes and review processes). All participating RPOs are located in the STEM field, where gender equality is still a serious problem and whose innovations are increasingly important in the knowledge-based economies”.
3. TARGET “Taking a Reflexive approach to Gender Equality for institutional Transformation” (2017-2021). This research project “will initiate institutional change in seven gender equality innovating institutions (GEIIs) in the Mediterranean basin – including research performing organisations (RPOs), research funding organisations (RFOs) and a network of universities (...). TARGET will build the institutional capacity for a reflexive gender equality policy by: developing effective tools for each stage of the GEP/GES (audit, planning, implementation, monitoring, self-assessment) to be customised to the specific institution; supporting the development of competences to conduct a gender audit, to design, implement, monitor and self-assess a tailored GEP/GES; establishing a community of practice of relevant stakeholders within each GEII; initiating an organisational learning process within each GEII which combines self-assessment with GEP/GES evaluation”.
4. GENDER NET Plus “ERA-NET Co-fund Promoting Gender Equality in H2020 and the ERA” (2017-2022). This research project “aims to strengthen transnational collaborations between research programme owners and managers, provide support to the promotion of gender equality through institutional change and instigate the integration of sex and gender analysis into research and funding programmes”.
5. SUPERA “Supporting the Promotion of Equality in Research and Academia” (2018-2022). This research project aims “to implement 6 fully-fledged GEPs to articulate a structural understanding of gender inequalities, stereotypes and biases in research as a cross-cutting issue to tackle in their complex, multi-layered dimensions and the inclusion of a gender perspective in research and academia, with a holistic set of measures addressing the above-mentioned objectives of the EC’s strategy: Building gender sensitive career management and workplaces; Transforming decision-making towards accountability,

transparency and inclusiveness; Achieving excellence through strengthening the gender dimension in research and knowledge transfer”.

6. R-I PEERS “Pilot experiences for improving gender equality in research organisations” (2018-2022). This project aims at creating and validating pilot experiences aiming at disrupting the gender-biased approach and those unconscious rules that limit the participation and the career of women in research and innovation in the Mediterranean Area. To do so, we will leverage on the synergies of structured dialogues and women’ empowerment through skills and entrepreneurial perspective of research and innovation. The project objectives are: 1. Implementation and improvement of 7 GEPs in R&I related organisations; 2. Smooth the gap of gender representation in decision-making and research-performing processes; 3. Maximise the impact and the efficacy of gender content into the research programmes”.
7. Gender-SMART “Gender SMART Science Management of Agriculture and life sciences, including Research and Teaching” (2019-2022). This project “is about achieving gender equality in Research Performing and Research Funding Organizations operating in the agricultural and life sciences research field. This field, essential to humanity and strongly affected by gender biases, is of specific relevance to implement changes aiming at making research more open to societal challenges”.

Source: <https://cordis.europa.eu/>

6.2 The process of change: research initiatives and Action Plans for gender equality

The EU is committed to promote equality between men and women in all its activities, including research and innovation. Gender equality is one of the main priorities of the European research partnership for excellence and growth. Member States are requested to eliminate barriers to recruitment, retention, and career progression of women in research, to move towards gender balance in decision-making and to strengthen the gender dimension in research programs. Box 6.1 lists 19 research projects planning structural change initiatives. Interestingly, they share some key issues and policy proposals, including: the need to focus on areas of structural change; the design of Action Plans for gender equality, supported by high quality diagnoses; how to start the process of structural change within the organisations involved; monitoring & evaluation of changes produced by the Action Plans; the procedures for mutual learning between the project partners; the sustainability of gender equality plans (i.e. how to make change actually structural).

The following themes on structural change are shared by several projects: Excellence, Organisational Culture and Workplace, Integrating a gender perspective into research and teaching, Resistance to structural change, Gender Equality Plans.

Excellence. Several consortia have critically analysed ‘excellence’, focussing on five issues: i) how the concept of excellence is constructed and how it varies in relation to the national context (with different implications at regulatory, social and cultural level); ii) the influence of stereotypes on the idea of excellence and its use; iii) the uneven relationship between the idea of excellence and the practice of hiring and promoting academic staff; iv) the relationship between scientific excellence and diversity (i.e. gender, race, nationality).

Organisational Culture and Workplace. All projects consider explicitly a set of issues as an integral part of the Action Plans for gender equality: transformation of organisational culture (with reference to behaviours and working practices); language; styles of work and meeting (incl. daily interactions, formal and informal networks); power relations (incl. prevention of abuses and harassment). Different tools (courses, workshops, seminars, diffusion of internal research results) are suggested to promote and disseminate a gender equality culture.

Integration a gender perspective into research and teaching. Knowingly incorporating a gender perspective in all areas of scientific research emerges as a common axis in various projects,

especially the most recent ones. This is based on the belief that an appropriate consideration of sex and gender factors in research is a prerequisite for the progressiveness of scientific knowledge.

Resistance to structural change. Another shared issue is the analysis of resistances to structural changes. This is an integral part of the mapping of gender equality in the institutions. It is also considered for progress evaluation. Finally, it is one major aspect of the social dynamics to be considered while designing actions, through different forms of negotiation inside the institutions.

Gender Equality Plans (GEPs). Another shared issue concerns the methods to plan and customise the Action Plans for gender equality, or GEPs. These plans are prepared by the teams of the interested organisations, and should provide a detailed planning and a contextual revision during its implementation. Different procedures are suggested: after data collection, research work and common reflection; or before the project actually starts, on the basis of previous analyses of the state of art. Whatever the chosen solution, the design of the GEP is supported by accurate diagnoses, including research activities and data collection, which precede and often accompany it, allowing their progressive refinement.

More than one consortium highlighted the process of change. This can either involve almost simultaneously different types of actors within the organisations or proceed sequentially from the top management to the bottom (gradually reaching the departments). Whatever the choice made, participatory methodologies are adopted (such as the World Café or action-research) to involve as many relevant stakeholders as possible. The integration of top-down and bottom-up approaches for involving people in the promotion of gender equality is an issue at stake for several consortia. This results, in several cases, in the creation of networks which take part in designing and implementing activities (courses, workshops, mentoring schemes, etc).

Regarding the issue of monitoring and evaluating changes, all consortia faced the problem of how to measure, monitor and evaluate progress. In some cases, monitoring and evaluation activities are conducted all along the GEPs' lifespan, generally by a partner different from the promoters. Most projects involve the creation of a baseline of quantitative and qualitative data to be used as initial reference and to be periodically updated.

All consortia included forms of mutual learning and capitalisation of knowledge acquired, both for members of the consortium and for the benefit of future promoters of gender equality measures. This responds both to the EC (as specified in its calls), and to the need expressed by participants.

The persistence of achievements in terms of gender equality after the projects' lifespan is considered as the big challenge by all the consortia. In some projects, each partner implementing a GEP is expected to draft a sustainability plan in the second part of the project's implementation, based on their actual experience, and supported by an initial feasibility study drafted by the partner in charge of technical assistance. In other projects, the claim for sustainability is embedded in the approach chosen and supported by different tools, like permanent committees and extensive training programmes. In several projects, the choice made was to include sustainability among the dimensions to be considered in the evaluation of the Action Plans. Structural changes and active policies for gender equality are today the object of numerous studies (Poggio 2018a; Poggio 2018b; Lansu, Bleijenbergh, Benschop 2019; Leenders, Bleijenbergh, Van den Brink 2019).

6.3 Teaching gender in Italian universities

In Italy, more than in other countries, gender studies are blamed of ‘poor science’. This position is also found within academic institutions. This explains the little diffusion of degrees, courses, classes explicitly including a gender perspective.

Antonelli, Sarra, and Sorrentino (2013) did a mapping of the teaching courses explicitly considering a gender perspective in the Italian universities in the academic year 2011-12. The analysis considered: (i) the institutional framework (i.e. the boundaries set by the law for the organization of teaching), and (ii) the supply of gender sensitive courses in the Italian universities. The institutional framework, defined at the national level, intervenes at two levels. First, it identifies the ‘scientific disciplinary field’. Out of 165 fields (i.e. the research fields in which knowledge is organised by law), gender studies do not appear as a specific disciplinary field; and only in four fields (out of 165) gender is acknowledged as an ‘object of study’ (medieval history, modern history, contemporary history, social statistics). Second, the ‘classes of degrees’ (i.e. undergraduate programs and masters) are described in terms of educational goals, and teaching areas. The researchers focused their analysis on those fields characterised by teaching areas more likely to include a gender perspective (sociology, law, economics, history, medicine). None of the 78 classes of degrees examined are focused exclusively on gender issues; out of the 26 undergraduate programs and out of 52 master programs, only 6 and 11, respectively, included - among their educational goals - the need for a gender perspective in the study of social, cultural, political, economic phenomena or related to the human body. To sum up, the legal framework for university teaching does acknowledge the area of gender studies, though in an incoherent way (i.e. limiting to list the need for a gender perspective in certain disciplinary areas).

The way in which these abstract possibilities are translated into gender sensitive teaching programmes is disappointing. There are no degree programmes specifically focused on gender issues. In 2019/20, there were post-graduate courses on gender issues (Master) but no Master’s Degree Programme or Doctoral Programme. We could find some specific courses on the themes of gender issues, but the total number of these courses is very small, and concentrated in few teaching sectors: sociology, languages and foreign literature, and history. The teaching of gender studies is extremely limited in law and economics, despite the statutory provisions.

To sum up, the teaching of gender studies in tertiary education is still very limited, fragmented, disjointed and does not correspond either to the extension of research in this area or to the even contradictory and limited statutory provisions set by law for undergraduate and graduate programmes. Thus, entire degree programmes, crucial for the formation of the Italian ruling class, do not provide courses that include a gender approach.

ABBREVIATIONS AND ACRONYMS

(and translations)

ADI	Associazione Dottorandi e Dottori di Ricerca Italiani (Association of Doctoral Students and Doctoral holders, Italy)
ANVUR	Agenzia Nazionale di Valutazione del sistema Universitario e della Ricerca (Agency for the Evaluation of the University and Research)
art.	Article
ASN	Abilitazione Scientifica Nazionale (National Scientific Qualification, NSQ)
CPO	Comitato Pari Opportunità (Equal Opportunity Committee)
CRUI	Conferenza dei Rettori delle Università Italiane (Conference of Rectors of Italian Universities)
CUG	Comitato Unico di Garanzia
CUN	Consiglio Universitario Nazionale (National University Council)
D.Lgs.	Decreto legislativo (Legislative decree)
DEO	Department of Equal Opportunities
D.M.	Decreto Ministeriale (Ministerial Decree)
D.P.R.	Decreto del Presidente della Repubblica (Presidential Decree)
EC	European Commission
EP	European Parliament
EU	European Union
FFO	Fondo di Finanziamento Ordinario (Ordinary Financing Fund)
FP7	Seventh Framework Programme
GB	Gender Budgeting
GCI	Glass Ceiling Index
GEP	Gender Equality Plan
ISCED	International Standard Classification of Education
L.	Legge (Law)
LFS	Labour Force Survey
MIUR	Ministero dell'Istruzione, dell'Università e della Ricerca (Ministry of Education, University and Research)
NSQ	National Scientific Qualification (Abilitazione Scientifica Nazionale, ASN)
p.p.	percentage points
RTDa	Researcher (fixed-term) type A (three-year duration)
RTDb	Researcher (fixed-term) type B (tenured track position)
Post-doc	Assegnista di ricerca
SIE	Società Italiana di Economia (Italian Society of Economics)
SSH	Social Sciences and Humanities
STEM	Science, Technology, Engineering and Mathematics
UN	United Nations
VQR	Valutazione della Qualità della Ricerca (Research Quality Evaluation)
WEF	World Economic Forum

APPENDIX

BOXES

Box A.1: Fields of education (academic disciplines) at the international and national level

An academic discipline (or field of study) is a branch of knowledge. A scholar's discipline is commonly defined and recognized by a university faculty. That person will be accredited by learned societies to which he/she belongs along with the academic journals in which he/she publishes. However, no formal criteria exist for defining an academic discipline. There is no consensus on how some academic disciplines should be classified (e.g., whether anthropology and linguistics are disciplines of social sciences or fields within the humanities). More generally, the proper criteria for organizing knowledge into disciplines are also open to debate.

EUROSTAT database: tertiary education students/graduates by broad field (and sex) in EU 28 countries. Online code: educ_uae_enrt03. Data for Italy is available, but with a very high share on 'unknown' (over 1/3). The grouping of fields is very broad (10 fields).

OECD database (OECD.Stat): tertiary education students/graduates by field of education (and sex) in OECD countries. Italy is included in the database. However, information in OECD database is not updated (available only up to 2012).

OECD Education at a Glance (EAG 2019): tertiary education students/graduates by broad field of education (also by sex) in OECD countries. Italy is included in the EAG database. These are the seven broad fields of study: 1. Arts and humanities; 2. Social sciences, journalism and information; 3. Business, administration and law; 4. Natural sciences, mathematics and statistics; 5. Information and communication technologies; 6. Engineering, manufacturing and construction; 7. Health and welfare.

ISTAT database (I.Stat): tertiary education students/graduates by disciplinary field (and sex). Istat identifies 16 disciplinary fields (so called 'gruppi ISTAT'). However, the relationship with the classification used in Italian universities (i.e. the 14 CUN areas) is not made clear. See Box A.2 for the classification of disciplinary fields by Istat (16 groups) and by CUN (14 areas).

Box A.2: The classification of disciplinari fields in Italy: Istat groups and CUN areas (and translation in English)

<i>Istat groups</i> (Italian)	<i>Istat groups</i> (English)
1. Scientifico 2. Chimico-farmaceutico 3. Geo-biologico 4. Medico 5. Ingegneria 6. Architettura 7. Agrario 8. Economico-statistico 9. Politico-sociale 10. Giuridico 11. Letterario 12. Linguistico 13. Insegnamento 14. Psicologico 15. Educazione fisica 16. Difesa e sicurezza	1. Scientific 2. Chemical-pharmaceutical 3. Geo-biological 4. Medical 5. Engineering 6. Architecture 7. Agrarian 8. Economic-statistical 9. Political-social 10. Law 11. Literature 12. Linguistic 13. Teaching 14. Psychological 15. Physical education 16. Defense and security
<i>CUN areas</i> (Italian)	<i>CUN areas</i> (English)
1. Scienze matematiche e informatiche 2. Scienze fisiche 3. Scienze chimiche 4. Scienze della terra 5. Scienze biologiche 6. Scienze mediche 7. Scienze agrarie e veterinarie 8.a Architettura 8.b Ingegneria civile 9. Ingegneria industriale e dell'informazione 10. Scienze dell'antichità, filologico-letterarie, storico-artistiche 11.a Scienze storiche, filosofiche e pedagogiche 11.b Scienze psicologiche 12. Scienze giuridiche 13. Scienze economiche e statistiche 14. Scienze politiche e sociali	1. Mathematical and computer sciences 2. Physical sciences 3. Chemical sciences 4. Earth sciences 5. Biological sciences 6. Medical sciences 7. Agricultural and veterinary sciences 8.a Architecture 8.b Civil engineering 9. Industrial and information engineering 10. Ancient, philological-literary, historical-artistic sciences 11.a Historical, philosophical and pedagogical sciences 11.b Psychological sciences 12. Legal Sciences 13. Economic and statistical sciences 14. Political and social sciences

Box A.3: Main legislative acts to promote women's rights and gender equality – Italy

<i>SOURCE</i>	<i>MAIN DISPOSITION</i>
Constitution (1948): Art. 3 Art. 37 Art. 51	Formal equality between men and women Pay equality between men and women Equal access to public office
Law 868/1950	Physical and economic protection of working mothers
Law 898/1970	Divorce law
Law 1204/1971	Protection of working mothers
Law 1044/1971	Childcare facilities under local government
Law 151/1975	Family law reform
Law 903/1977	Equality of treatment between men and women on the workplace
Law 194/1978	Abortion Law
Law 125/1991	Positive action for achieving parity between men and women at work
Law 215/1992	Positive action for female entrepreneurship
Law 66/1996	Measures against sexual violence
Law 53/2000	Measures to promote reconciliation of work- family life
Reform of art. 51 of the Constitution	Legal Recognition of electoral gender quota
Law 154/2001	Measures against intimate violence
Legislative Decree 198/2006	National code of equal opportunities between women and men
Legislative Decree 196/2007	Equal treatment between men and women in access to and supply of goods and services (Implementation of EEC Directive 2004/133/CE)
Law Decree 11/2009	Measures against gender violence and stalking.
Law 120/2011	Law on mandatory quotas on Boards (For public and private board composition, no more than 2/3 members of the same sex on the board)
Law 215/2012	Law on mandatory quotas on local elections (For local elections, no more than 2/3 candidates of the same sex on the lists; gender preferences)
Law Decree 93/2013	It includes measures against gender violence (converted in Law 119/2013)
Law 65/2014	Law on mandatory quotas for the European Parliament elections (candidates of both sexes on the lists; gender preferences)
EU Istanbul Convention 2014	Council of Europe Convention on preventing and combating violence against women and domestic violence (implemented in 2014)
Legislative Decree 80/2015	It provides for up to three months' leave for women victims of violence
Law 205/2017 (Budget law for 2018)	It foresees prevention obligations for employers regarding sexual harassment and harassment

Source: Economist Intelligence Unit (2011) <http://www.globaltalentindex.com/>

Box A.4: University laws and reforms - Italy

SOURCE	MAIN DISPOSITION	COMMENT
'Berlinguer Reform': L. 425/1997; D.M. 509/1999; L. Quadro 30/2000.	- Research contracts (<i>assegni di ricerca</i>) are established (1997). - The National Evaluation Committee for funding is established. - University teaching cycles are reorganized: first level degrees (3 year courses); second level degrees (2 year courses); course credits are introduced.	The process of quantifying merit and competition of individual universities for public funding begins. The evaluation of excellence allows access to public resources. The key principles of the process are autonomy of the universities, competition between universities for funding, quantification of the merit.
D. Lgs. 204/1998; D. Lgs. 381/1999; L. 370/1999; D.M. 178/2000.	The Steering Committee for Research Evaluation (CIVR), and the National Committee for the Evaluation of the University System (CNVSU) are established.	CIVR and CNVSU are predecessor committees of ANVUR. The process of institutionalization and systematization of the evaluation of teaching and research activity is increasingly affirmed, in order to increase competition between Italian universities.
'Moratti Reform': L. 53/2003; D.M. 270/2004.	- The Degree Classes are rearranged, the Master's Degree is established, which is equivalent to the old four-years Degree. - The autonomy of individual universities is strengthened. - The Evaluation System is strengthened.	The Moratti Reform continues with the setting of the previous Berlinguer Reform, strengthening autonomy and competition based on a central evaluation. It should also be noted that the evaluation process is still to be implemented: implementation will only take place in 2010 with the Gelmini Reform. The Reform eliminated the two full-time entry positions, "assistant professor" and "researcher" which were replaced by two new types of "fixed-term researcher", one more dedicated to research and one to teaching. Furthermore, the Reform has extended the possibility of using precarious contracts in universities. In fact, in addition to extending the use of post doc contracts (<i>assegni di ricerca</i>), it has established collaboration contracts (<i>collaborazioni di ricerca</i>).
L. 286/2006	The National Agency for University and Research Evaluation (ANVUR) is established	CIVR and CNVSU (see above) are abolished; a new body (ANVUR) is established. It should also be noted, once again, that the regulation for the implementation of the Agency's activities was enacted with a delay, only in 2010 with the Gelmini Reform.
D.M. 565/2007	Extraordinary plan for the recruitment of researchers in Italian universities	This Plan allocated 20 million Euros to universities for competition calls for new researcher positions. The distribution of funds among the universities, which must provide for the co-financing of places, took place considering these criteria: 20% on the CIVR surveys of the scientific research activity; 80% based on the total number of PhD students, postdoctoral researchers and researchers (RTI + RTD) in 2004-2007.
'Gelmini Reform':	- Career phases are established and rules for career changes and new	The Reform systematized the steps of the academic career as we know them today establishing two new types of fixed-term research contracts:

L. 240/2010	<p>positions are introduced (RTDa and RTDb).</p> <ul style="list-style-type: none"> - The National Scientific Qualification (NSQ) is established. - The process for VQR (Regulation and implementation) is implemented and implemented. 	<ul style="list-style-type: none"> - RTD - Type A three-year contracts, extendable for two years, for one time only, after a positive evaluation of the teaching and research activities carried out. It is still a temporary position. - RTD - Type B three-year contracts reserved for candidates who have benefited from type A contracts, or who have obtained national scientific qualification (NSQ), or who, for at least three years, even if not consecutive, have benefited from research grants or similar in foreign universities. Subject to qualification, there is a transition to Associate Professor for them. The Gelmini Reform establishes for the NSQ, National Scientific Qualification for the first level (Full Professors) and the second level (Associate Professors) of the professorship, a two-phase procedure: national and local. There are national commissions by sector, to assess the suitability (from 4 to 6 to 9 years) plus a local competition by disciplinary scientific sector. <p>The national commissions for the NSQ are composed of five members: four extracted from those professors with minimum scientific requirements for the disciplinary field (thresholds, bibliometric indicators) and an external professor (selected on the basis of international reputation).</p> <p>The Reform continues the quantification and evaluation process and has opened the door to the problematic relationship between merit and bibliometric indicators for scientific productivity.</p>
D.M. 17/2011	First cycle of VQR (2004-2010)	After the first evaluation cycle (2011-2014), a second evaluation cycle took off in June 2015 (D.M. 458/2015). The results of this second cycle were published in February 2017. The third VQR cycle (2015-2019) took off in November 2019 (D.M. 1110/2019).
Budget Law for 2017 (L. 232/2016)	<ul style="list-style-type: none"> - 'Departments of Excellence' programme. - The five-year frequency of the VQR is established. 	The "Departments of Excellence" programme, supported by extraordinary financial resources, had to identify and finance 180 Departments (in the 14 CUN areas), with an annual budget of 271 million euros, over a period of 5 years. It has temporarily helped some departments in a context of scarce resources, still rewarding the merit of some Departments instead of planning funding for all public universities.
'Jobs Act': L. 81/2017; Legislative decree 22/2015)	Extension of unemployment benefits (the Dis-Coll) to PhD students with scholarships, research collaborators and research fellows ("assegnisti/e").	<p>First form of unemployment insurance for young researches with a post-doc position ("assegnista").</p> <p>It is an unemployment benefit with a maximum of 6 months, from 80% of the net salary received and then up to 20%, set up first for collaborators in the private sector and then also extended to PhD students with scholarships and fellows.</p> <p>Previously, enrollment in the INPS Separate Management (with a minimum payment of contributions) was already foreseen for these researchers ("assegnisti/e"), but no unemployment allowance was foreseen. The protections already present before 2017 were compulsory and optional maternity, parental leave, accident insurance.</p>

TABLES AND FIGURES

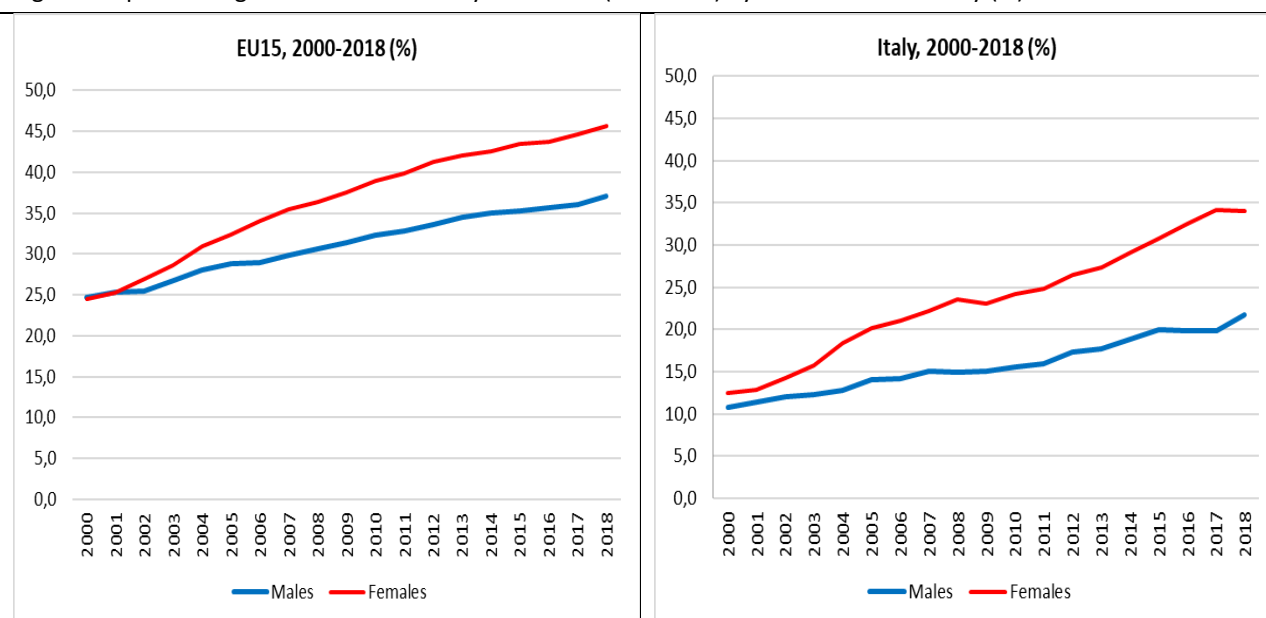
Tab. A.1 – First-time tertiary entrants by type of curriculum, 2002/03-2017/18 (absolute numbers)

A.A.	Corsi di Laurea triennale	Corsi di Laurea a Ciclo Unico	CdL Vecchio ordinamento non riformati*	Totale
2002/2003	304.695	20.895	3.786	329.376
2003/2004	308.588	19.192	4.828	332.608
2004/2005	307.544	19.949	5.049	332.542
2005/2006	296.674	17.547	4.235	318.456
2006/2007	255.547	47.144	3.092	305.783
2007/2008	253.499	47.914	3.252	304.665
2008/2009	243.668	45.244	3.073	291.985
2009/2010	244.632	48.617	2.299	295.548
2010/2011	239.120	46.790	2.133	288.043
2011/2012	233.734	45.452		279.186
2012/2013	227.828	41.344		269.172
2013/2014	229.537	39.248		268.785
2014/2015	230.197	40.531		270.728
2015/2016	240.862	35.301		276.163
2016/2017	254.579	35.673		290.252
2017/2018	256.834	34.023		290.857

* immatricolati nei corsi v.o. in Giurisprudenza (fino all'a.a. 2005/06) e in Scienze della formazione primaria (fino all'a.a. 2010/2011)
(Fonte: elaborazione su dati Anagrafe Nazionale Studenti)

Source: ANVUR (2019), Tab. I.1.1.2 (p. 29).

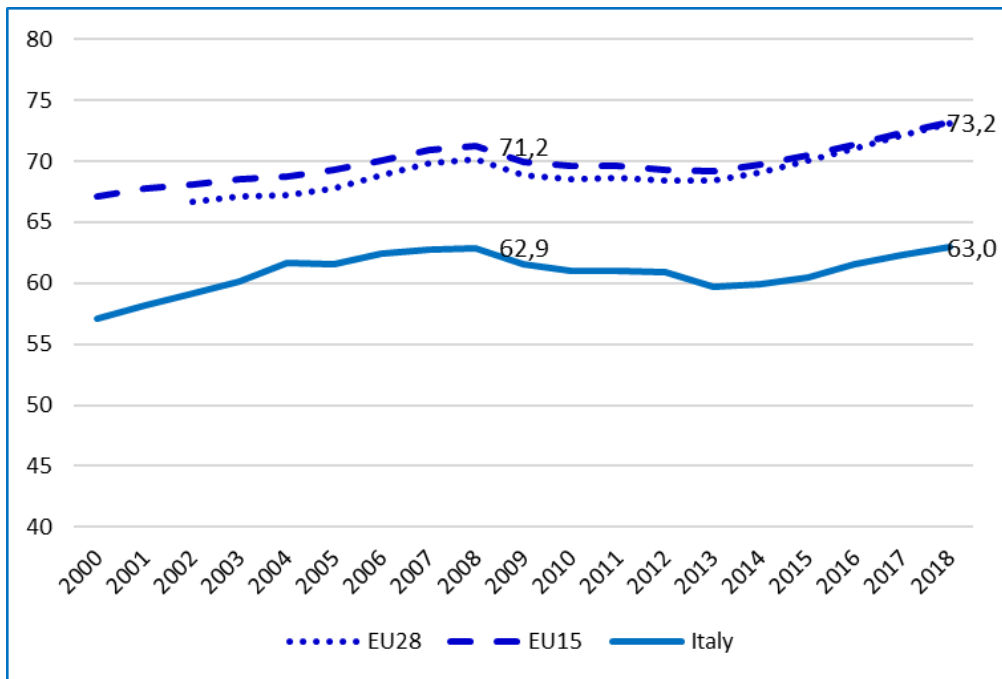
Fig. A.1 Population aged 30-34 with tertiary education (levels 5-8) by sex in EU15 and Italy (%)



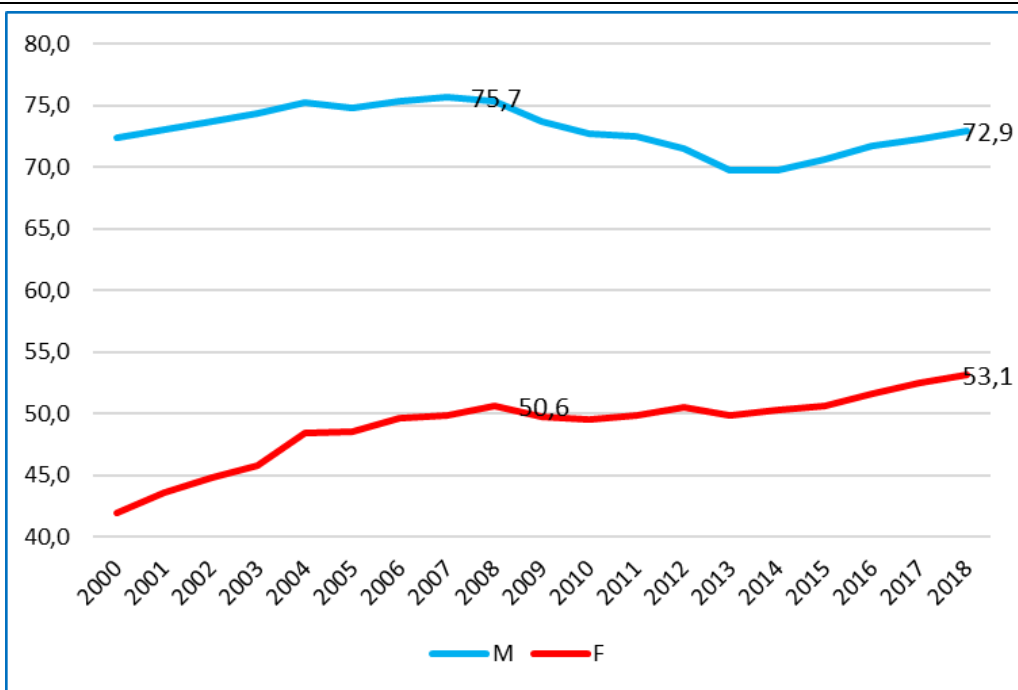
Source: Eurostat database, variable code: edat_lfse_12

Fig. A.2 Employment rates, 2000-2018, % (population aged 20-64)

a) Total population (MF) in Italy, EU15 and EU28.

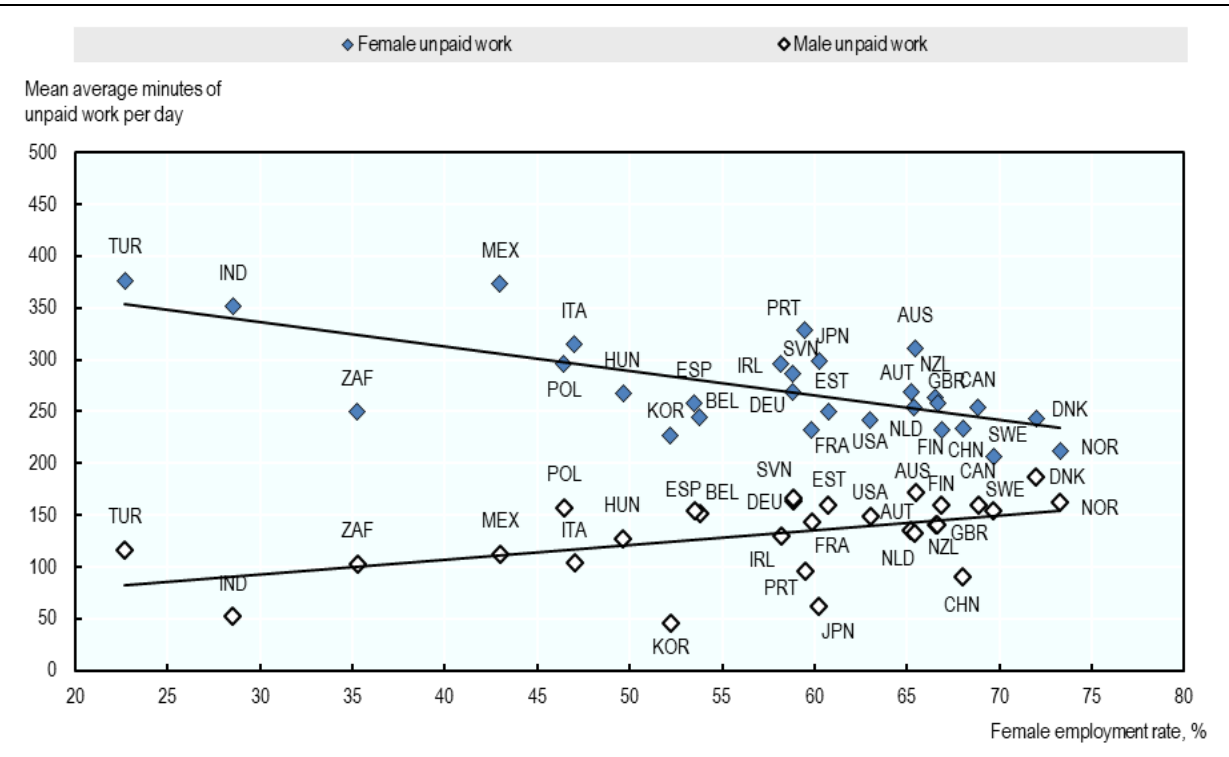


b) Men and women in Italy



Source: Eurostat database, variable code: lfsa_ergan.

Figure A.3 - Gender balance in unpaid work correlates with greater female employment rate in OECD countries*



Source: OECD (2017), Secretariat estimates based on national time-use surveys and Labour Force Surveys for employment rates.

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