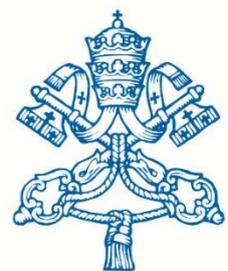




**REPORT 2020
EUROPE**



AVEPRO

■ INTRODUCTION

The Ecclesiastical Faculties and the Holy see Higher Education System

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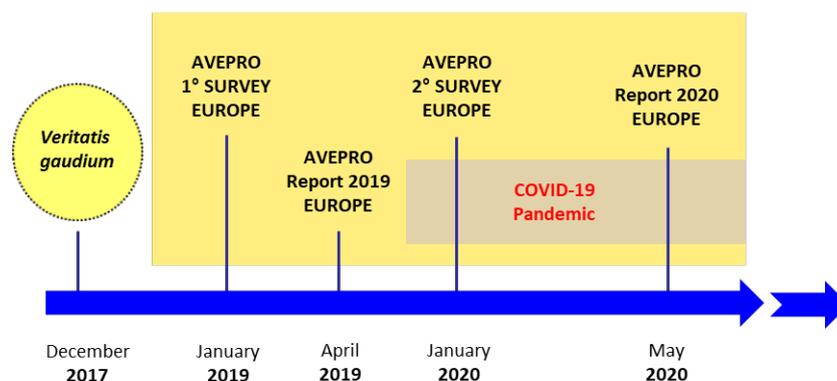
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■ INTRODUCTION

This **Report 2020** presents data collected from the European Ecclesiastical Faculties between January and February 2020 and follows the **Report 2019**.

In 2019¹, after the promulgation of the Apostolic constitution *Veritatis gaudium*² and the subsequent changes in the Ecclesiastical Higher Education system, AVEPRO decided to launch a first Survey across the Ecclesiastical Faculties in Europe, the results of which have been collected in a Report (that was sent to all of them and published on the Agency's website³). This first survey was composed of 12 questions covering three main areas of interest related to Quality Assurance: STUDENTS, INSTITUTIONAL ACTIVITIES and the AGENCY'S ACTIVITIES.

The very encouraging results and the many feedbacks obtained with the first Survey have led to the development of an "expansion" of the project that in the future will be extended worldwide to all the ecclesiastical Faculties.



The **Report 2020** presents an overall picture of the Ecclesiastical Faculty System in Europe as it was just before the world had to face the pandemic of Covid-19 that so deeply impacted on many aspects of peoples' life and Institutions' functioning. In details:

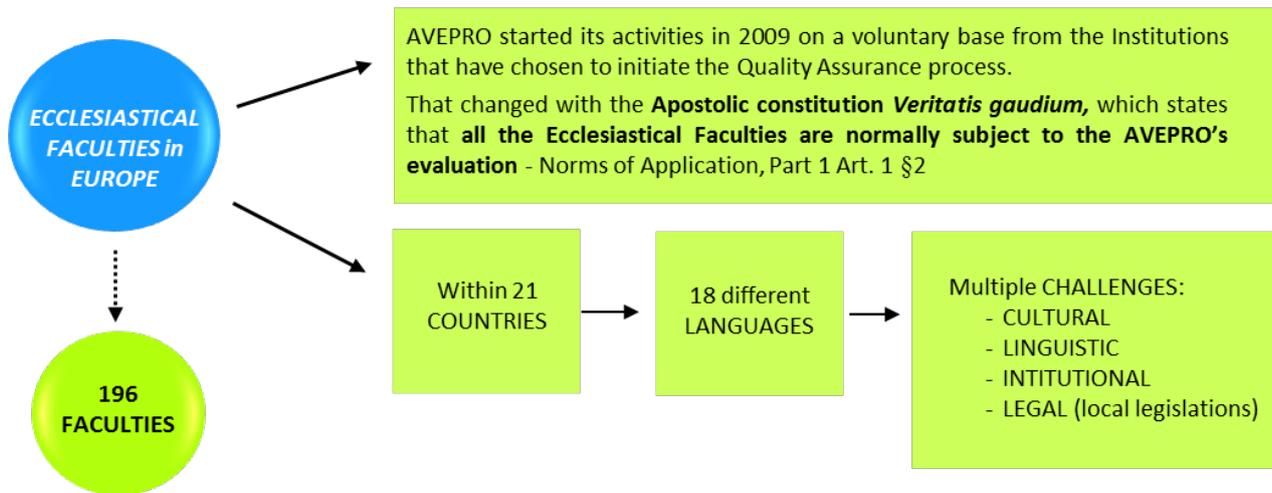
- an **overview** of the **SYSTEM of the Ecclesiastical Faculties in EUROPE**
- **DATA collected through a SURVEY** launched by the Agency in January 2020 with a Questionnaire sent to all the Ecclesiastical Faculties in EUROPE
- **ANALYSIS of data related to SPECIFIC ISSUES** of particular interest.

¹ End of January 2019.

² Apostolic constitution *Veritatis gaudium* on Ecclesiastical Universities and Faculties (Francis, 8 December 2017).

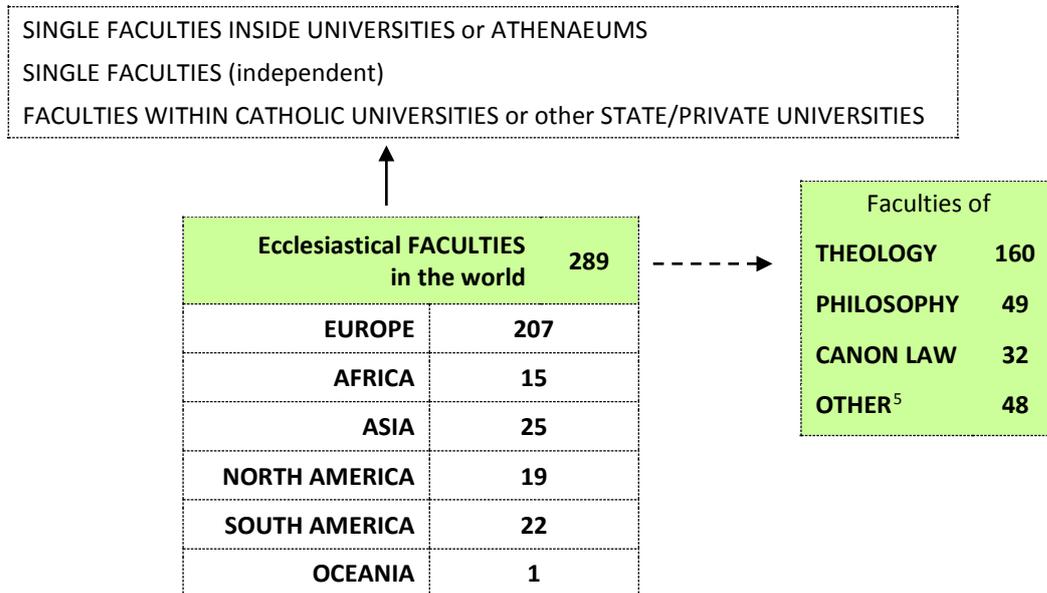
³ Beginning of April 2019.

The Ecclesiastical Faculties and the Holy see Higher Education System



In order to have a better understanding of the dimension of the “AVEPRO world” it is worth reminding the dimension of the Holy See’s Higher Education System, since Ecclesiastical Higher Education Institutions/HEIs are located in five continents.

At the global scale, the Congregation for Catholic Education indicates the presence of 792 Institutions of Higher Education, comprising 289 ecclesiastical Faculties and 503 “academic entities” related to them (affiliated, aggregated, incorporated and HIRS⁴):



The 289 ecclesiastical Faculties are the main *addresses* and *beneficiaries* of the Agency’s activities, with respect to quality evaluation and promotion. Therefore, in relation to the specific work of the Agency, **from now on in this Report the term “Institution” and “Faculty” may be used to refer to ecclesiastical academic Institutions that are not affiliated, aggregated, incorporated and HIRS.**

⁴ Data reflecting the status of 2017.

⁵ Listed in the Art. 70 of the “Norms of application” of the Apostolic constitution *Veritatis gaudium*: Christian archaeology, bioethics, social communications, law, christian and classical letters, liturgy, missiology, sacred music, ancient near eastern studies, psychology, educational sciences, religious sciences, social sciences, spirituality, church history, arabic and islamic studies, biblical studies, oriental studies and studies on marriage and the family.

Contents of the Report

➔ Section A - Questions regarding **STUDENTS**

- **NUMBER of overall students** and **PERCENTAGES of LAY, FEMALES and INTERNATIONAL students enrolled** in the current year
- forms of **HELP and SUPPORT** for students (actual and variations occurred in 2019)

➔ Section B - Questions regarding **INSTITUTIONAL ACTIVITIES**

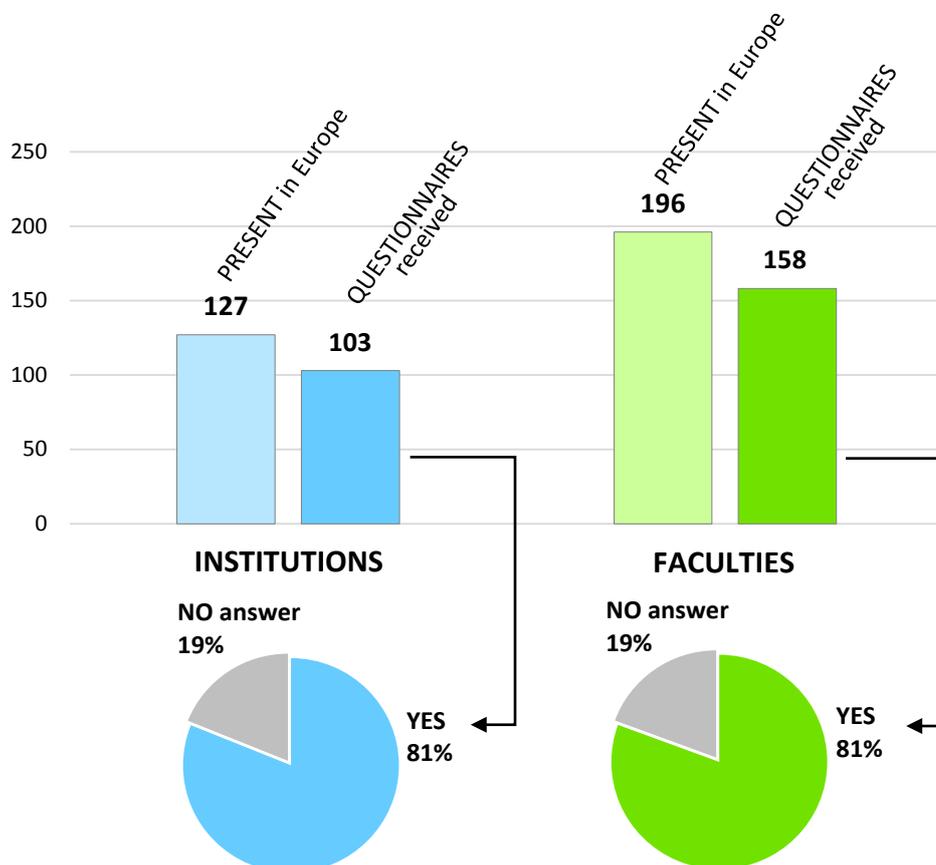
- whether the academic Institution carries out **PROCESSE of SELF-EVALUATION** (if yes, yearly or every 3/5/7 years)
- whether the academic Institution has a **QUALITY POLICY, which is clearly expressed and published** on its website
- whether the academic Institution **regularly use its own website to communicate with students**
- whether the academic Institution have **problems managing PRIVACY regulations** (if yes, of which kind)
- **on which activities** does the **academic Institution focus the most** (teaching, research, third mission, learning)
- whether the **connection between teaching and research is underlined** within teaching activities
- **students data collection** by the academic Institution
- human sciences that the academic Institution would like to focus on, **in the context of inter- and cross-disciplinarity**

➔ Section C - Expectations regarding the **AGENCY'S ACTIVITIES**

- at which **territorial level** does the Institution seek to **CREATE NETWORKS** (local, regional, national, continental, global)
- whether the academic Institution **expanded its network of exchanges and cooperation** in 2019 (if yes, in which way)
- whether the academic Institution is familiar with the **Global Compact on Education** - www.educationglobalcompact.org (if yes, does it participate in any way)
- regarding which fields/areas of those proposed would the academic Institution **receive information and clarifications**
- whether the academic Institution have found Report 2019 useful (if yes, which sections do the academic Institution think it would be helpful to develop further in 2021)
- an open space for the academic Institution to provide any further information or make any requests

■ **The ecclesiastical Faculties in EUROPE: an overview of the responses to the Questionnaire 2020**

The AVEPRO 2020 questionnaire was sent to the 127⁶ Ecclesiastical Academic Institutions currently present in Europe, corresponding to a total of 196⁷ Faculties, each of which was asked to compile (also only in part) and send it back to the Agency. This request was granted by **81% of the Institutions/81% of the Faculties** contacted:



A general comparison between 2020 and 2019 data shows considerable increases in response rates:

	2020		variation	2019	
Number of COUNTRIES where at least 1 Ecclesiastical Faculty positively responded to the survey	21 out of 21 ⁸	100%	+ 25%	16 out of 21	75%
Number of INSTITUTIONS that positively respond to the survey	103 out of 127	81%	+ 18%	84 out of 128	66%
Number of FACULTIES that positively respond to the survey	158 out of 196	81%	+ 17%	132 out of 196	67%

In 2019, there were significant differences in response rates between the various countries where the Faculties are

⁶ This number is subject to changes in the situations of individual Institutions/Faculties (mergings, splittings, new openings and closures...). **In 2019 there were 128 Ecclesiastical Institutions and 196 Ecclesiastical Faculties in Europe.**

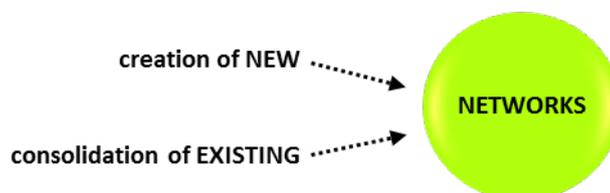
⁷ Cf. note 1.

⁸ AUSTRIA, BELGIUM, BOSNIA-HERZEGOVINA, CROATIA, CZECH REPUBLIC, FRANCE, GERMANY, HUNGARY, IRELAND, ITALY, LITHUANIA, MALTA, THE NETHERLANDS, POLAND, PORTUGAL, ROME - HOLY SEE, SLOVAKIA, SLOVENIA, SPAIN, SWITZERLAND and UKRAINA.

located. The 3 countries in which the response rate was equal to or over 90% were those in which AVEPRO actively cooperated with both individual Institutions and other main stakeholders.

This fact highlighted how **cooperation between the Institutions, AVEPRO and other stakeholders/partners⁹ at a national level** can facilitate the **CREATION of a NETWORK for the promotion of Quality Assurance at various levels** (national, regional and global).

Starting from this encouraging point, the methodology adopted for the Survey 2020 expressly focused on:



The results presented in this Report show how the 2020 approach produced very positive trends in relation to response rates:



■ DATA and analysis of data related to specific issues

Please note that some of the questions in the questionnaire are **open to multiple answers**, for that reasons **the total sum of percentages in some tables may exceed 100%**.

► Section A - Information regarding STUDENTS

Data of 2020, compared to those of 2019, give a more accurate picture of the ecclesiastical Faculties students' profile due to the increased number of Faculties that answered the questionnaire and the additional information requested (exact number and percentages of lay and female students).

► Regarding questions of this section, it may be interesting to note that:

- The questions 1A, 1B and 1C are newly added.
- The answers to the question about the number of students are in line with those of 2019. 29% of the Faculties that responded state to have less than 100 students and 42% of the Faculties that responded state to have between 100 and 300 students, therefore **73% of the Faculties that responded state to have between fewer than 100 and 300 students.**

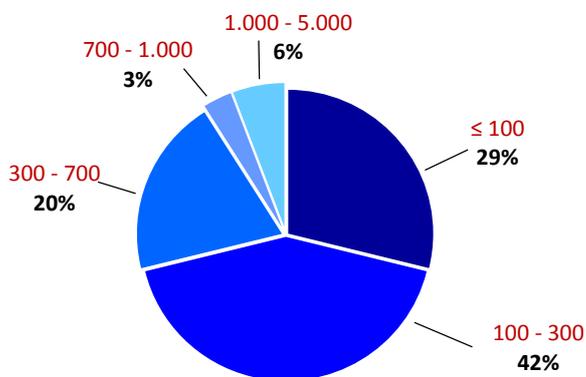
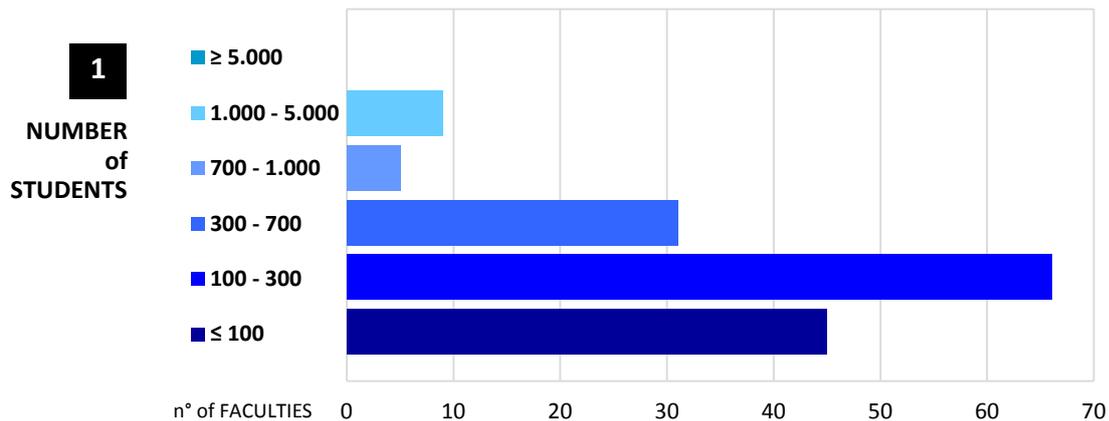
71% of the Faculties that responded also provided the **exact number of students enrolled.**

The remaining 29% of the Faculties that responded without providing any exact number includes Institutions of very different dimensions - in a wide range from less than 100 to a few thousand students – **hence the exact number of students enrolled derived from the questionnaire can't be used to create a projection on a possible**

⁹ Episcopal Conferences, national agencies, rectors' conferences and student associations.

total amount of students.

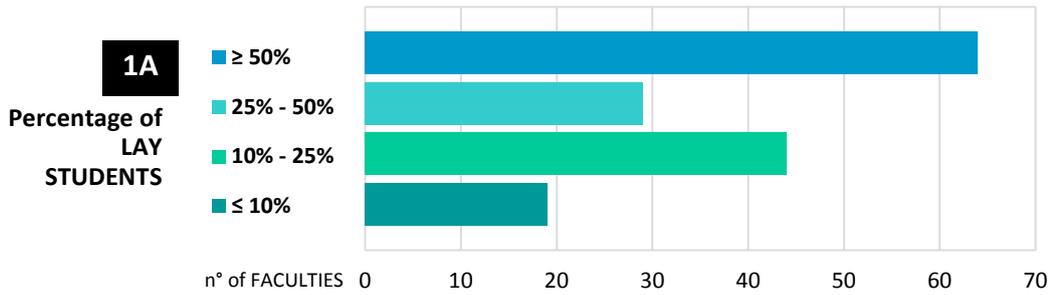
- It is worth mentioning that some Faculties have shown courage and trust in displaying their particular condition by stating openly that they have less than 20 students (3 Faculties) and 30-55 students (5 Faculties) enrolled for the current academic year (2019-2020).
- Almost all the Faculties that sent the questionnaire provided the requested percentages of different kinds of students, even those that did not provide the exact number of students enrolled limiting themselves to identify the “range” number.



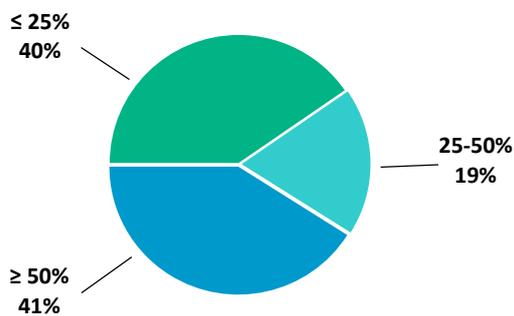
	2020	2019
≤ 100	29%	23%
100 - 300	42%	37%
300 - 700	20%	19%
700 - 1.000	3%	6%
1.000 - 5.000	6%	4%
≥ 5.000	0	1%

➔ Before proceeding with the presentation and a short analysis of students' data, it may be useful to point out that:

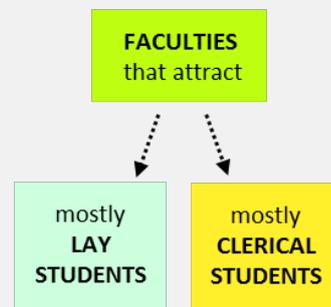
PERCENTAGES of LAY, FEMALE and INTERNATIONAL students show the presence of **very different situations in Faculties and Countries** and need to be crossed between themselves to give a better view of the actual situation. However, they can be useful to **show an overall picture of the student population at the Ecclesiastical Faculties in Europe.**



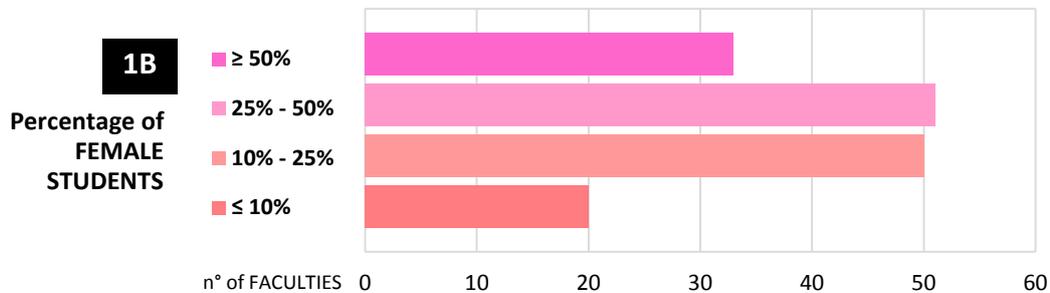
41% of the Faculties that responded state that LAY students are 50% or more and 40% state that lay students are less or equal to 25% (from less than 5% to 25%):



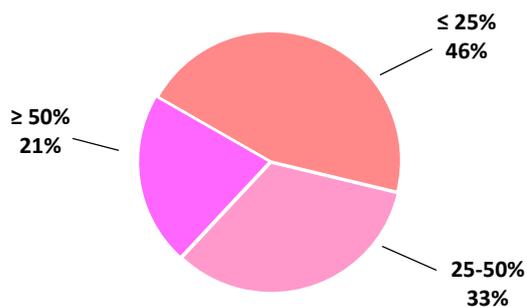
These percentages highlight the fact that there are **2 different types of Faculty** within the system:



It may be interesting to point out that percentages of lay students appear to be higher in some specific disciplines.

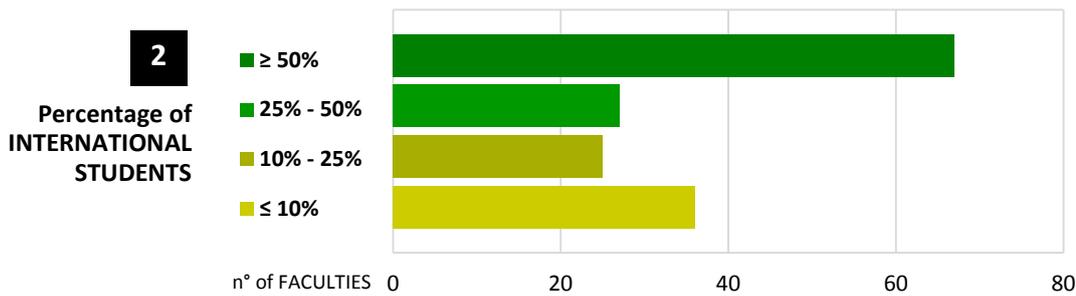


46% of the Faculties that responded state that FEMALE students are 25% or less – hence it can be derived that they state to have a higher number of male students – while **21% state that female students are 50% or more**:



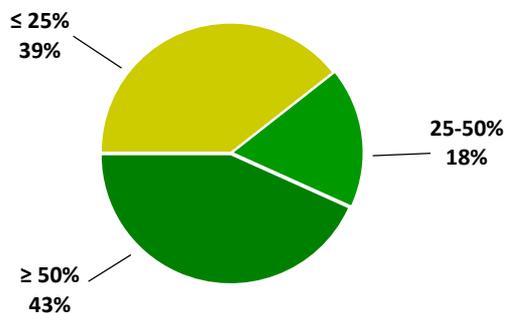
This data has to be carefully analyzed: percentages of female students appear to be **very different** depending on **DISCIPLINES** and **COUNTRIES**.

It is relevant that **11 of the Faculties that state females are 50% or more are concentrated in 1 Country**, while in some others the percentages of female students are on the contrary very low - **13% of the Faculties state that they have less than 5% female students**.



43% of the Faculties that responded state that more than 50% of their students are INTERNATIONAL students and 39% state that they have less than 25% of international students – almost the exact percentages to those of the 2019 survey.

	2020	2019
≤ 10%	23%	28%
10%-25%	16%	11%
≤ 25%	39%	39%
25-50%	18%	19%
≥ 50%	43%	42%

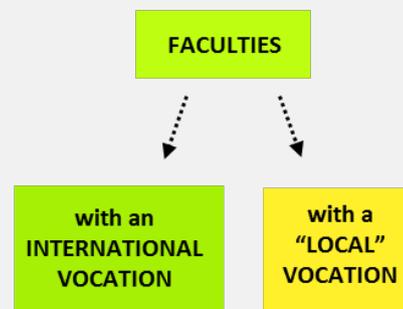


The differences within the distribution of percentages between ≤ 10% and 10%-25% in 2020 could be related to the increased number of questionnaires received.

The more data obtained helped in a better profiling of the international students' distribution within the system, with more significant differences between Countries.

Rome confirms to have the higher concentration of Faculties that state to have 50% or more international students.

These percentages show that there seems to be **2 different types of Faculty within the system:**



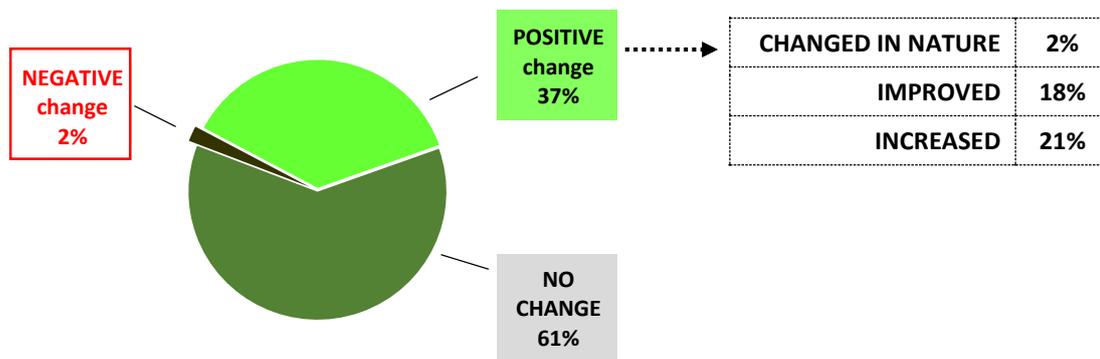
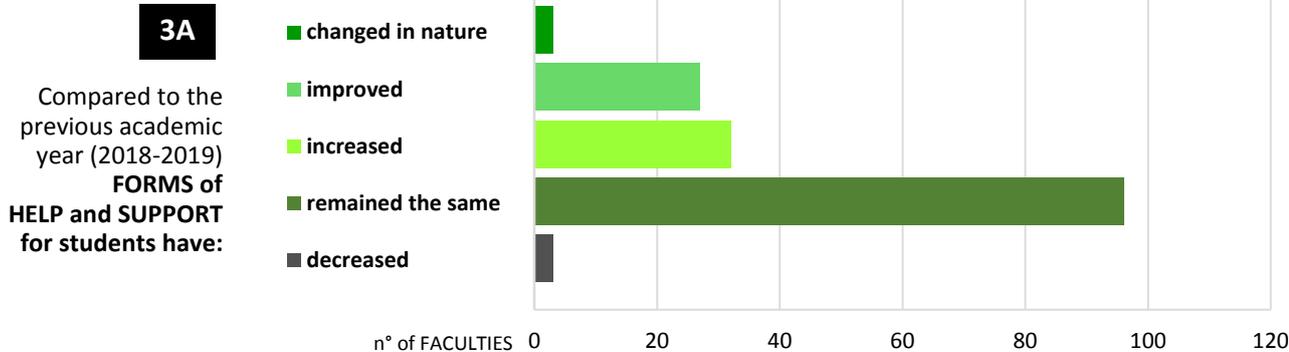
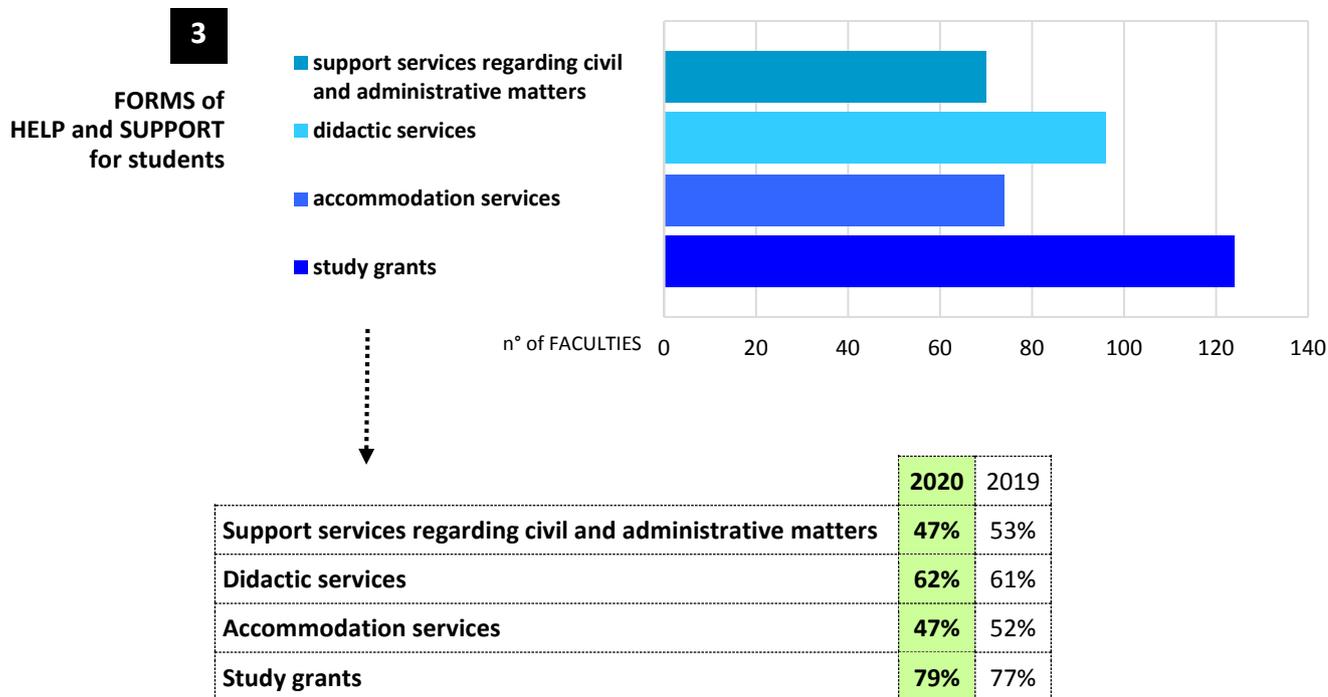
These situations differ greatly from each other and **have repercussions on the organization of the Faculties**, which need to adapt their structures to the different demands and issues of their students (international students require more administrative assistance and often also linguistic help) and have to deal with significant cultural challenges both for the Institution's staff and the students.

➔ Regarding questions 3 and 3A, it may be interesting to note that:

- The answers provided about FORMS of HELP and SUPPORT for students are in line with those of 2019. Many Faculties indicate more than one form of help and support and 2 Faculties, while answering "yes" to question 3, don't indicate any.
- This data confirms that **almost all the Ecclesiastical Faculties in Europe (99%) state to provide at least one kind of the basic forms of help and support for students**, while some of them (12%) state to provide all of the four basic kinds proposed in the questionnaire.

- The 3A question is new and focuses on changes occurred in the forms of help and support for students, in comparison with the previous academic year (2018-2019).

37% of the Faculties indicate at least one of the answers listed in the scale of a **positive change** (increased, improved, changed in nature) while just 2% of them state that there has been a negative change (decreased).



► **Section B – Information regarding INSTITUTIONAL ACTIVITIES**

► Regarding question 4, it may be interesting to note that:

- The answers provided about the carrying out of PROCESSES of SELF-EVALUATION are in line with those of 2019. Those data confirm that the vast majority of the Ecclesiastical Faculties in Europe (**96%**) **have carried out a process of self-evaluation of some sort**, even those that still haven't carried out the evaluation process with AVEPRO and its procedures.

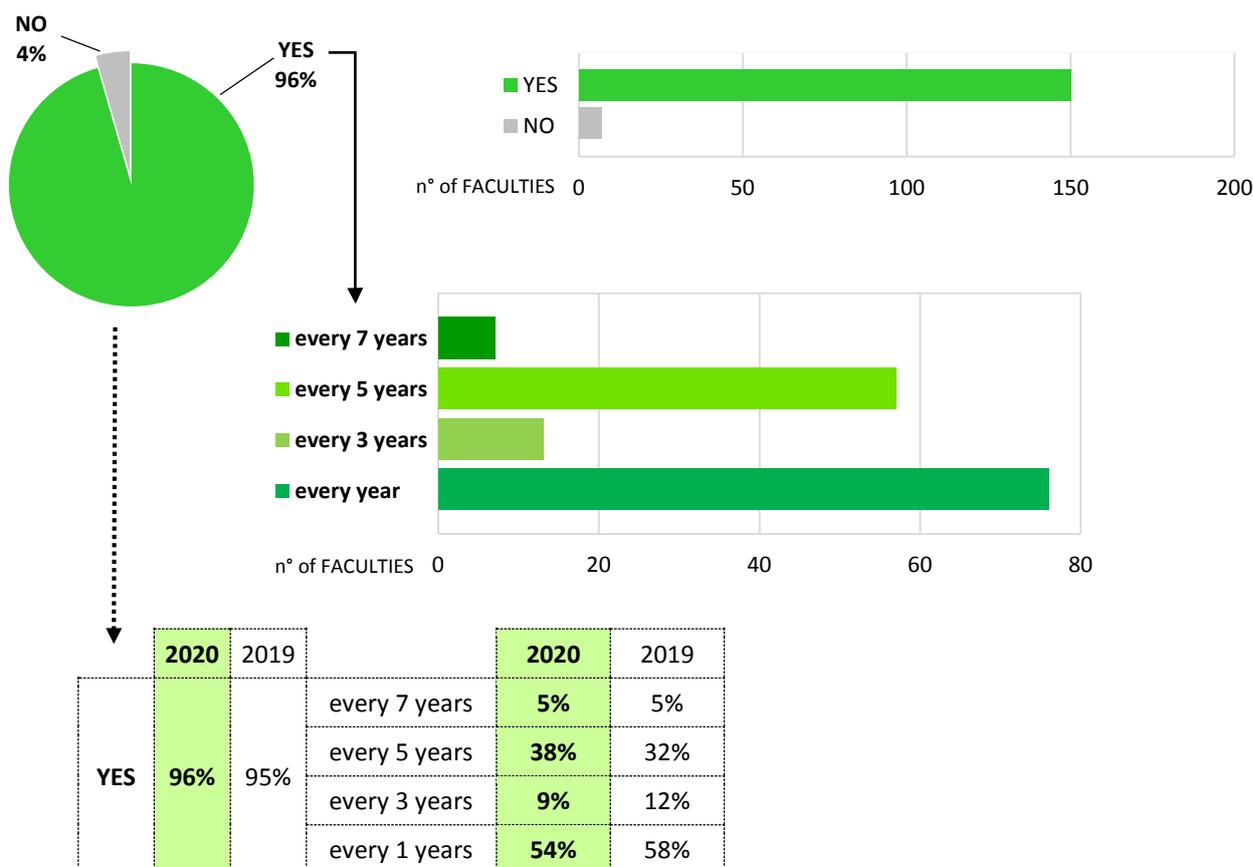
It is important to remind here that the situation varies a lot depending on the Country, since some State legislation require QA processes to be carried out by the Faculties. In some cases, the self-evaluation procedures are connected to state accreditation and have different requirements from the QA carried out by AVEPRO.

At the time **AVEPRO has carried out evaluations in 111 Faculties located in 10 European Countries.**

Concerning the cycles of the AVEPRO's QA process, it may be interesting to point out that:

- in 3 Countries with Faculties that have already carried out the 2 cycle of evaluation
- in 2 Countries AVEPRO is working with all the local Faculties to start the 2 cycle of evaluation based on the national model.

4 Academic Institutions that carry out PROCESSES of SELF-EVALUATION



➔ Regarding questions 5, 5A and 5B, it may be interesting to note that:

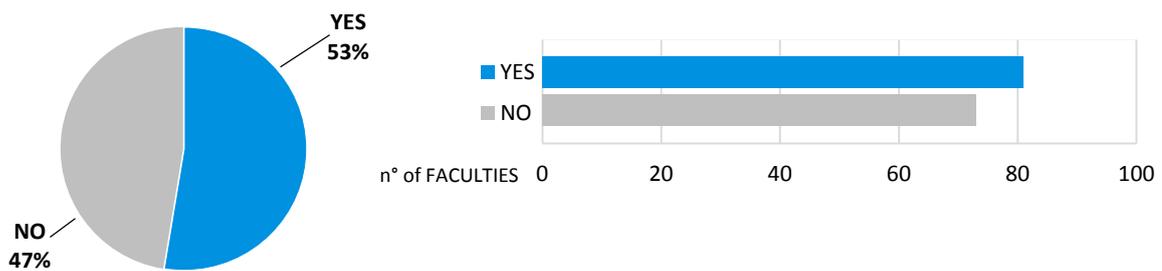
- The answers provided about question 5 are in line with those of 2019, while questions 5A and 5B are newly added.
- Crossing the data from question 5 with those from question 4 it emerges that, while **almost all the Ecclesiastical Faculties in Europe carry out processes of evaluation (96%) just half of them (53%) have a QUALITY POLICY which is clearly expressed and published on their websites.**
- **92% of the Ecclesiastical Faculties in Europe state to use its website to communicate with students.**

This data, **read in association with that of 5, 5B and the rate of digitally filled questionnaires (77%)** can be useful to create a hypothetical general overview on the possible **DIGITAL LITERACY/COMPETENCE level of the Ecclesiastical Faculties in Europe.**

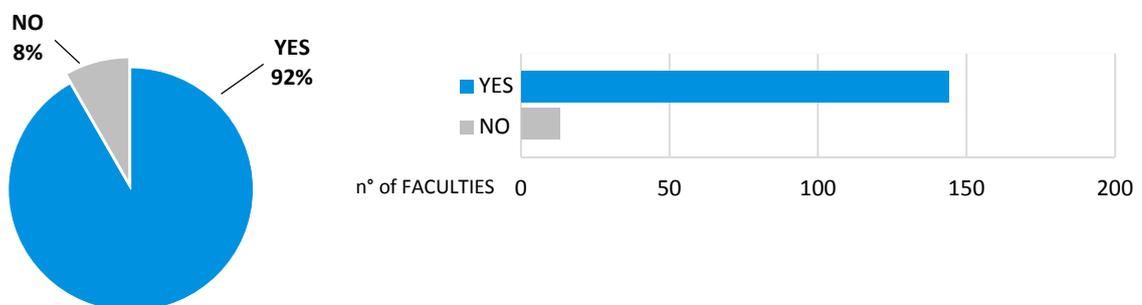
Considering the importance of being aware of new technologies, as well as being able to use them, it seems useful to monitor the digital literacy/competence of the Ecclesiastical Faculties in order to better help them through QA processes that are able “to dialogue” with the contemporary world and the new generations of students.

It is undoubtful that the fast-technological changes impact also on the Ecclesiastical Faculties in various ways both directly and indirectly, and that’s way it may be important to understand the local situations also from a technological/digital point of view.

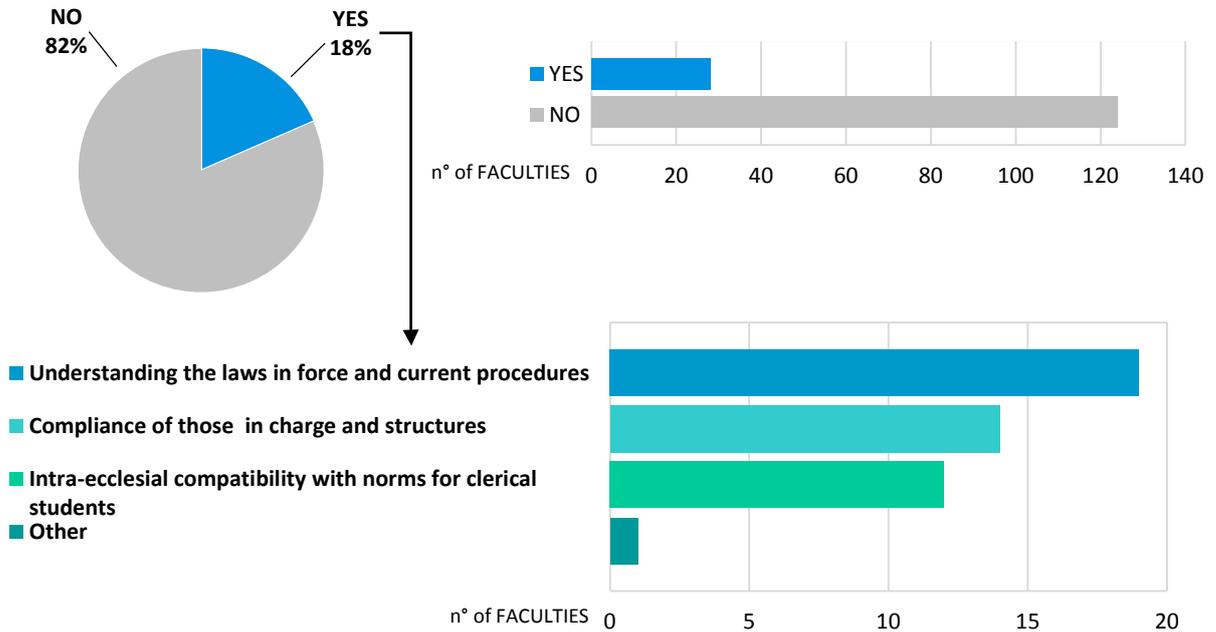
5 Academic Institutions that **have a QUALITY POLICY**, which is **clearly expressed and published on their WEBSITES**



5A Academic Institutions that **regularly use its own websites to communicate with students** (exam information, materials, teacher contact information, various information ...)?



5B Academic Institutions that have **problems managing PRIVACY** regulations

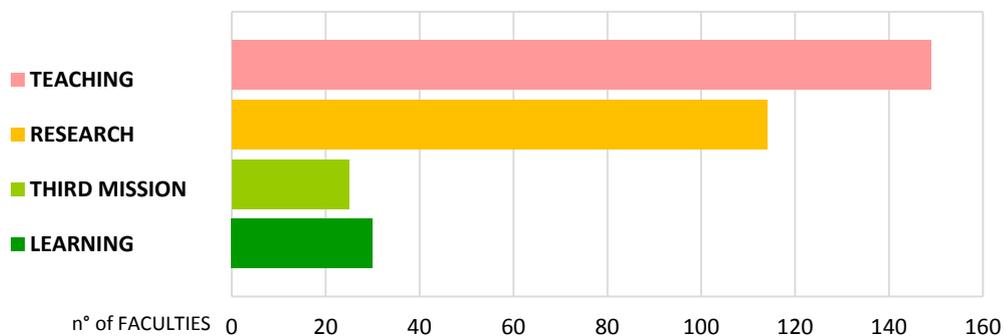


➔ Regarding questions 6 and 7, it may be interesting to note that:

- The answers provided about the **ACTIVITIES** on which the Faculty **FOCUS ON MOST** and the underlining of the connection between **TEACHING** and **RESEARCH** within teaching activities are almost identical to those of 2019. Many Faculties indicate more than one activity and just 1 Faculty doesn't indicate any.

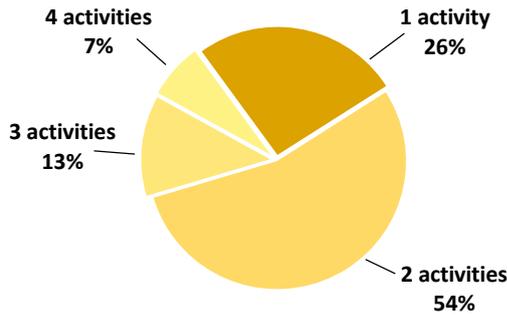
The responses regarding the **activities which the Faculties focus on most have to be read in the light of the AVEPRO Guidelines¹⁰ that highlight the central role of students and learning processes in relation to teaching processes¹¹.**

6 **ACTIVITIES** on which the academic Institution **FOCUS ON MOST**



¹⁰ AVEPRO, *Guidelines: Nature, context, purpose, standards and procedures of the evaluation and promotion of Quality*, 2019; AVEPRO, *Self-Evaluation Report Guidelines*, 2019; AVEPRO, *Guidelines on External Evaluation*, 2019; AVEPRO, *Guidelines on Strategic Planning*, 2019. The Guidelines can be downloaded from the Agency's website: www.avepro.va.

¹¹ This issue is also present in the teaching methods used within ecclesiastical academic Institutions.

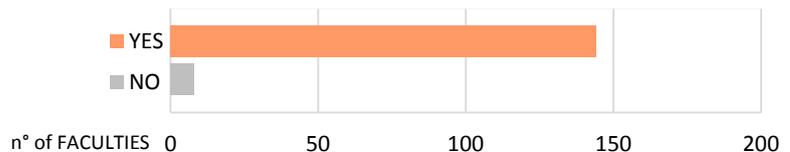
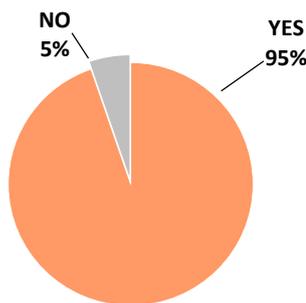


	N° of ACTIVITIES selected - 2020			
	1	2	3	4
TEACHING	85%	93%	50%	35%
RESEARCH	7%	--	50%	35%
3 rd MISSION	5%	--	--	15%
LEARNING	3%	--	--	15%

The data collected show that the most selected activity, whether individually or in association with other activities, is **TEACHING: 96%** if calculated for the single activity compared to the total amount of actual answers (without considering if individually selected or in association to other activities). Following the same calculation principle, **RESEARCH has been selected by the 74% of the Faculties**, **THIRD MISSION by the 16%** and **LEARNING by the 19%**.

Those percentages could be read as a stimulus for the Ecclesiastical Faculties to focus more on a student-centered learning perspective, since according to the AVEPRO Guidelines¹² "the Agency highlights the centrality of students and of learning processes in relation to teaching, an issue adopted within the didactic methods used in ecclesiastical academic Institutions".

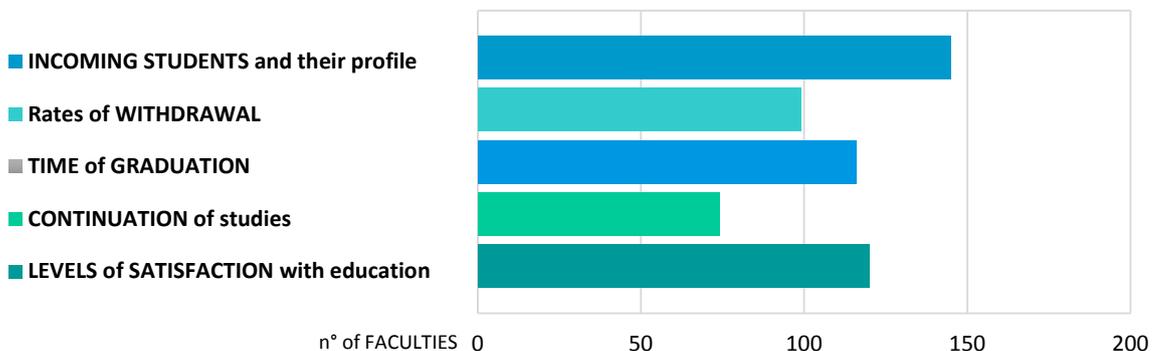
7 Underlining of the connection between TEACHING and RESEARCH within teaching activities



➔ Regarding question 8, it may be interesting to note that:

- The answers provided are in line with those of 2019. Many Faculties indicate more than one kind of data, with **31% of them stating that they collect all the 5 kinds listed** in the question and just 3% of them (4 Faculties) not providing any answer.

8 DATA COLLECTED within the Institution



¹² AVEPRO, Guidelines: Nature, context, purpose, standards and procedures of the evaluation and promotion of Quality, 2019.

➔ Regarding question 9, it may be interesting to note that:

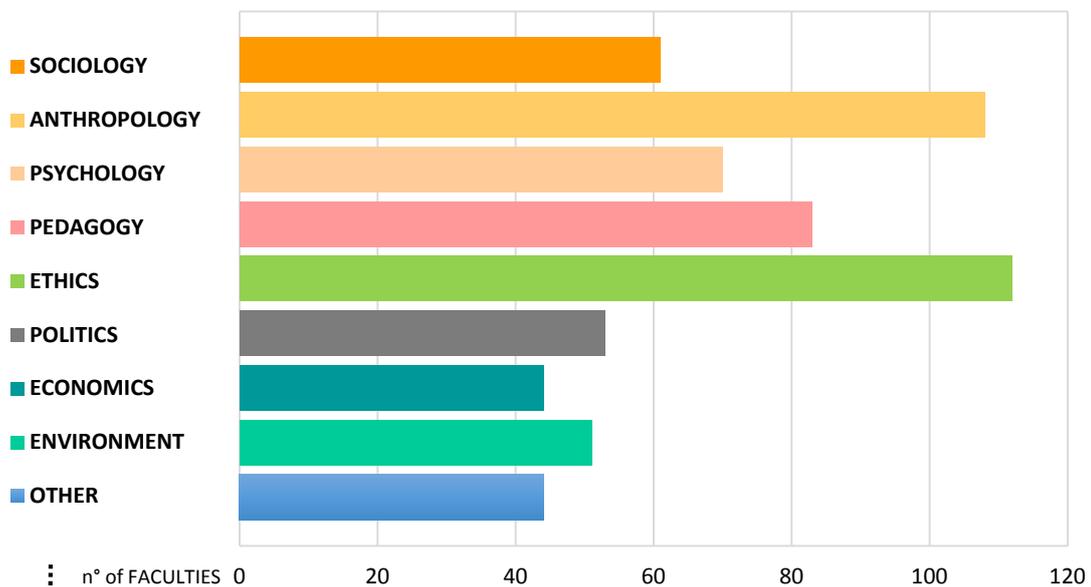
- The answers provided are generally in line with those of 2019. A few Faculties don't indicate any discipline among the 8 proposed (3%), while most of them indicate more than one.

12% of the Faculties indicate all 8 disciplines proposed.

33% of the Faculties indicate at least 1 discipline as an alternative to those proposed, making a total of 28 different disciplines other than those suggested. Within them, some areas seem to emerge: **36% history, 36% philosophy, 24% science, 21% law and 15% media and communication.**

One Faculty, indicates 2 disciplines and adds *"our discipline already confronts these sciences. What must increase is confrontation and relationship"*. This perspective on the internal development on inter- and cross-disciplinarity could be inspiring also for other Faculties, in the light of **the importance of creating synergies and building networks underlined by the Apostolic constitution *Veritatis gaudium*.**

9 HUMAN SCIENCES that the Institution **would like to focus on, in the context of inter- and cross-disciplinarity**



2019	2020	
40%	39%	SOCIOLOGY
72%	69%	ANTHROPOLOGY
53%	45%	PSYCHOLOGY
51%	53%	PEDAGOGY
66%	72%	ETHICS
34%	32%	POLITICS
28%	29%	ECONOMICS
33%	33%	ENVIRONMENT
28%	33%	OTHER

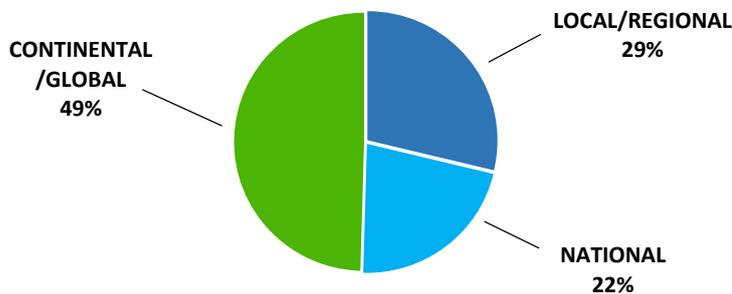
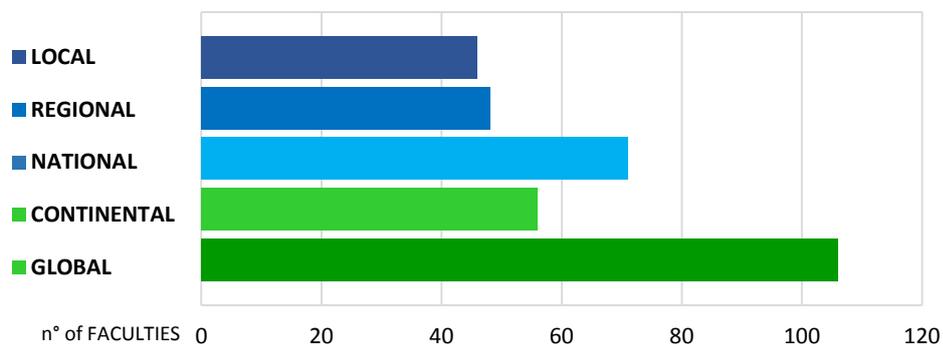
ART	LIBERAL ARTS
BIOLOGY	LITTERATURE
CRISISI SITUATION	MANAGEMENT
COMMUNICATION	MEDIA PHILOSOPHY
MEDIA COMMUNICATION	MEDICINE
SOCIAL COMMUNICATION	NATURAL SCIENCES
FAMILY STUDIES	NEUROSCIENCES
HEALTH	PHILOSOPHY
HISTORY	RELIGIUS STUDIES
JOURNALISM/MEDIA	RESEARCH
JUDAISM	SOCIAL WORK
AI	SPIRITUAL DIMENSION of the PALLIATIVE CARE and HOSPITAL CHAPLANCY
LAW and IR	
LAW	
CIVIL LAW	THEOLOGY

► Section C – Expectations regarding the AGENCY'S ACTIVITIES

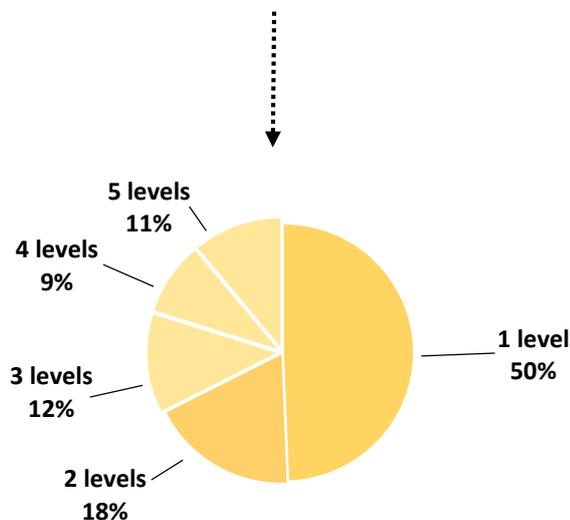
➔ Regarding question 10, it may be interesting to note that:

- The answers provided about the TERRITORIAL LEVEL at which the Institution seeks to CREATE NETWORKS are similar to those of 2019.
Almost all the Faculties that sent the questionnaire (99%) indicate at least one territorial level and the most of them indicate more than one.
11% of the Faculties indicated all 5 levels proposed.
- According to the collected data, the **territorial level at which the Faculties mainly seek to create networks appears to be GLOBAL/CONTINENTAL (49%)**.

10 TERRITORIAL LEVEL at which the Institution seeks to CREATE NETWORKS



	2020	2019
LOCAL	29%	26%
REGIONAL	31%	21%
NATIONAL	46%	44%
CONTINENTAL	36%	34%
GLOBAL	68%	71%



	N° of LEVELS selected	LOCAL	REGIONAL	NATIONAL	CONTINENTAL	GLOBAL
50%	1	1%	10%	8%	5%	76%
18%	2	14%	..	..	..	14%
		..	11%		..	..
		..	..	11%		..
		..	..	..	18%	
12%	3	17%			..	..
		..	..	35%		
		22%		..	..	22%
9%	4	53%				
			21%			
11%	5	11%				

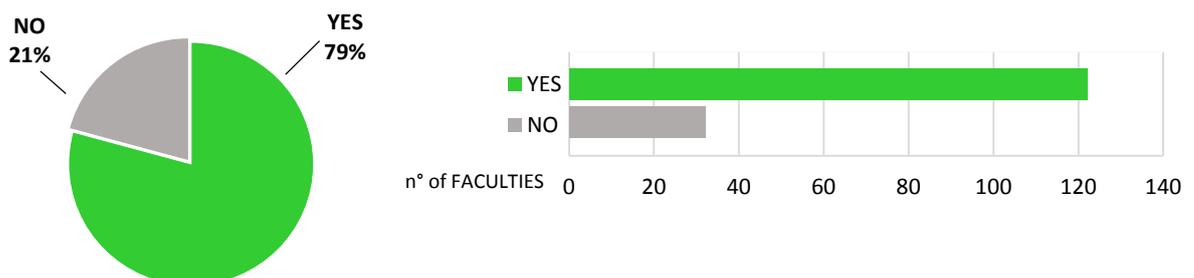
➔ Regarding question 10A, it may be interesting to note that:

- The question is newly added.
Almost all the Faculties that sent the questionnaire (98%) answer the question.
- The data collected show that **the vast majority of Faculties (79%) state to have expanded their networks of exchange and cooperation in 2019.**

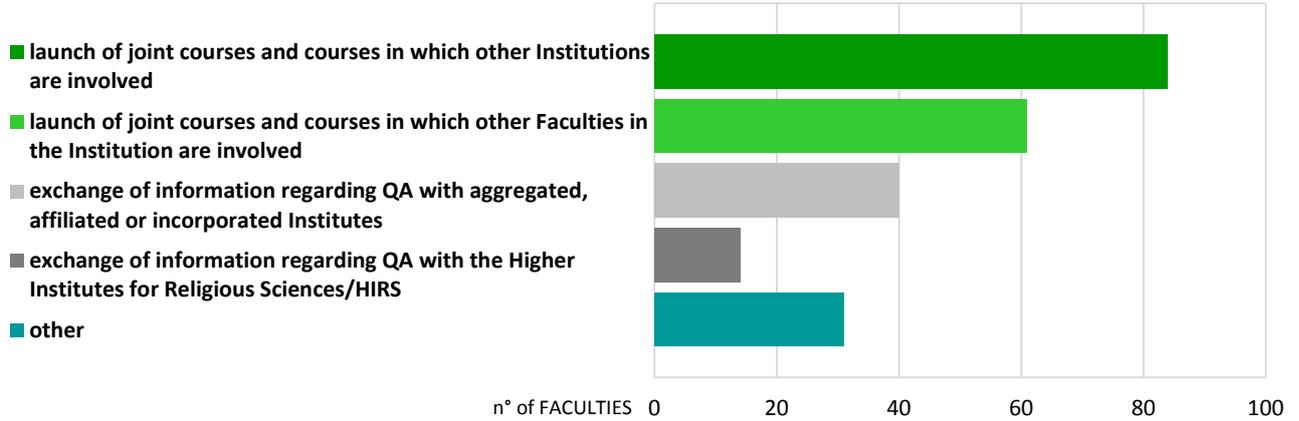
Even if, at present, there might not be any data that could relate this result with certainty to any particular event or activity, it is reasonable to presume that it could be in some way related to the effects produced in the Holy See's Higher Education system by the Apostolic constitution *Veritatis gaudium* and also to the work carried out by the Agency across Europe in the QA field.

- **16% of the Faculties indicate a different way** from the 4 listed in the questionnaire.
This data shows that some **Faculties are using "customized" ways to work in the expansion of their networks, according to their specific needs and situations** (local, national, charismatic, functional...).

10A Institutions that have **expand their networks of exchanges and cooperation in 2019**



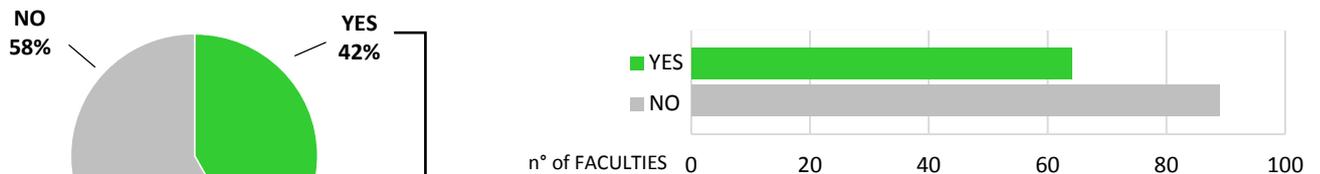
HOW have they expanded their networks of exchanges and cooperation



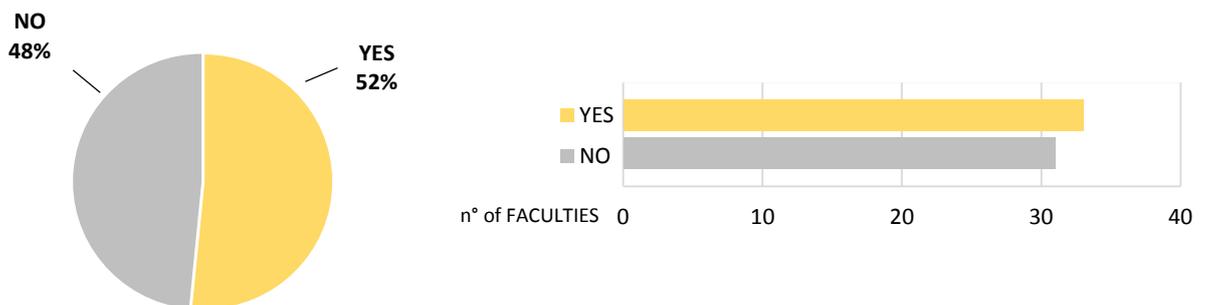
➔ Regarding question 10B, it may be interesting to note that:

- The question is newly added. Almost all the Faculties that sent the questionnaire (98%) answer the question.
- **42% of the Faculties state to be familiar with the *Global Compact on Education* and 18% state to participate in some way** (corresponding to 52% of the Faculties that state to be familiar with it). In both cases, the vast majority of them is located in Rome.

10B Institutions that are familiar with the *Global Compact on Education* - www.educationglobalcompact.org



Does the Institution participate in any way?

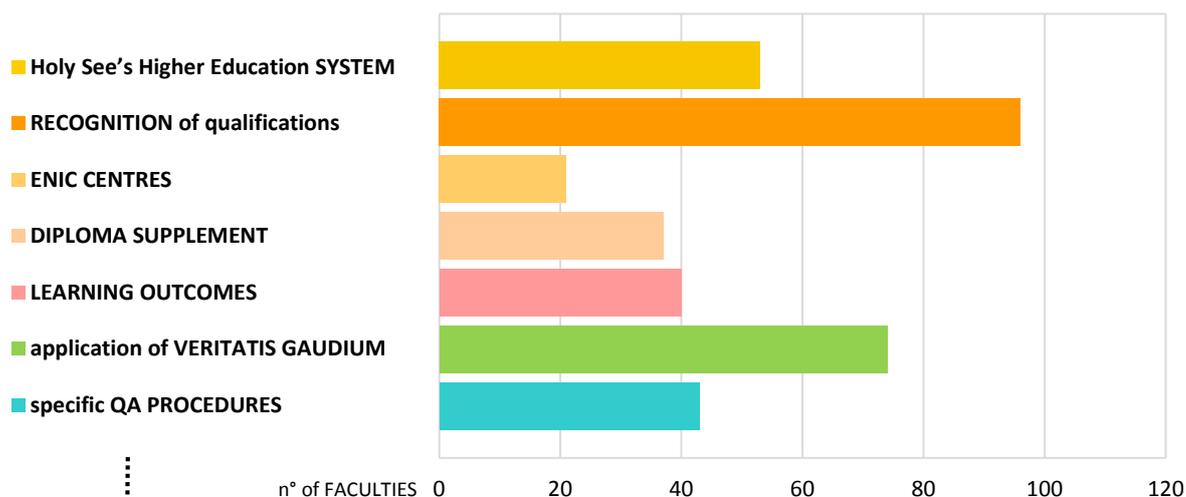


➔ Regarding question 11, it may be interesting to note that:

- The answers provided are similar to those of 2019, except for the “specific QA procedures” that is a new 2020 added field. Some Faculties don’t indicate any area, while others indicated several.

The most commonly selected fields/areas among those for which the Faculties think it would be useful to receive more information and clarifications are the **recognition of qualifications (62%)** and the **application of the Apostolic constitution *Veritatis gaudium* (47%)**.

11 FIELDS/AREAS in which the Institution thinks it would be most useful to receive information and clarifications



	2020	2019
Holy See's Higher Education System	34%	45%
Recognition of qualifications	62%	67%
ENIC centres	13%	13%
Diploma supplement	24%	24%
Learning outcomes	26%	33%
Application of <i>Veritatis gaudium</i>	47%	37%
Specific QA procedures	28%	--

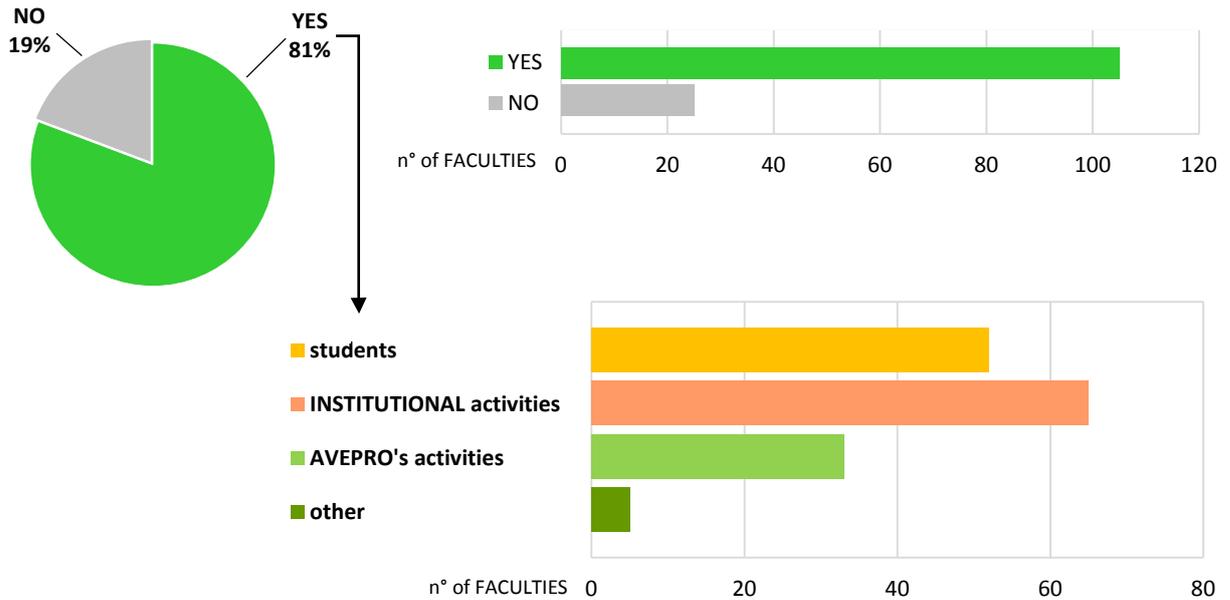
➔ Regarding question 12, it may be interesting to note that:

- The question is newly added. **17%** of Faculties that sent the questionnaire **don't provide any answer to this question**.

Some of the Faculties that don't answer the question and some of the ones that answer “NO” report that they didn't receive the Report 2019. This may be related to a problem that occurred with some internet servers which automatically recognized our emails (@avepro.va) as spam, in some cases even blocking them before reaching the spam inbox. **We therefore invite all the Faculties that didn't receive the Report 2019 to let us know** and we will be pleased to send it.

- 81% of the Faculties that answered the question finds that the Report 2019 has been useful and **indicate one or more sections that could be useful to develop in 2021:**
 - **INSTITUTIONAL ACTIVITIES 42%**
 - **STUDENTS 33%**
 - **AVEPRO'S ACTIVITIES 22%**

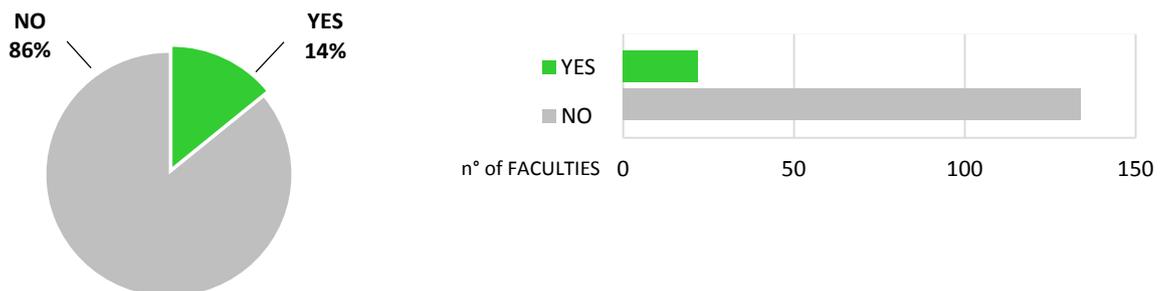
12 Has the **Report sent by AVEPRO** with the results of the Questionnaire 2019 **been useful for the Institution**



➔ Regarding question 13, it may be interesting to note that:

- The answers provided are similar to those of 2019.
- 14% of the Faculties that sent the questionnaire choose to use this space to communicate with the Agency.

13 Any **FURTHER INFORMATION/REQUEST** that the Institution would like to provide



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AVEPRO

**A SPECIAL “THANK YOU”
to all the Ecclesiastical Faculties in Europe
for the precious cooperation**

*AVEPRO/Holy See’s Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities
and Faculties*

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