

Social and Economic Conditions of Student Life in Europe

National Profile of Italy

eurostudent III 2005-2008



A joint international project co-ordinated by the Higher Education Information System (HIS), Germany

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Introduction to this report

The National Profiles are a key element in the reporting concept of the EUROSTUDENT project:

- **National Profiles** focus on the data from individual participating countries. They provide both an introduction to each of the national higher education systems and the context data behind the key indicators used in the comparative report, the Synopsis of Indicators. The National Profiles include comments on the data from a national perspective.
- **Synopsis of Indicators:** The foundation of this report are the key indicators, which are highlighted in the National Profiles. These key indicators are then used to provide a comparison between the participating countries.
- A **dedicated website** and a special **data appendix** which can be downloaded provide easy access to the data and background materials used to draw-up the reports – www.eurostudent.eu

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Overview of the national system of higher education

1. General characteristics of country

Table 1: General characteristics

Total population (million)	59.1
Population density (persons per square kilometre)	197
GDP per inhabitant in 2006 in PPS, EU27 = 100 EU Member States, Candidate and EFTA countries	104
GDP year-on-year growth rate (2007)	2.3

2. Types of higher education institution

Italian higher education consists of two main articulations:

- the university sector;
- the non-university sector.¹

University Higher Education

There are 95 university higher education institutions:

- 60 *università statali* (State universities);
- 18 *università non statali* (non-State universities);
- 6 *istituti superiori a ordinamento speciale* (higher schools);
- 11 *università telematiche* (online universities).

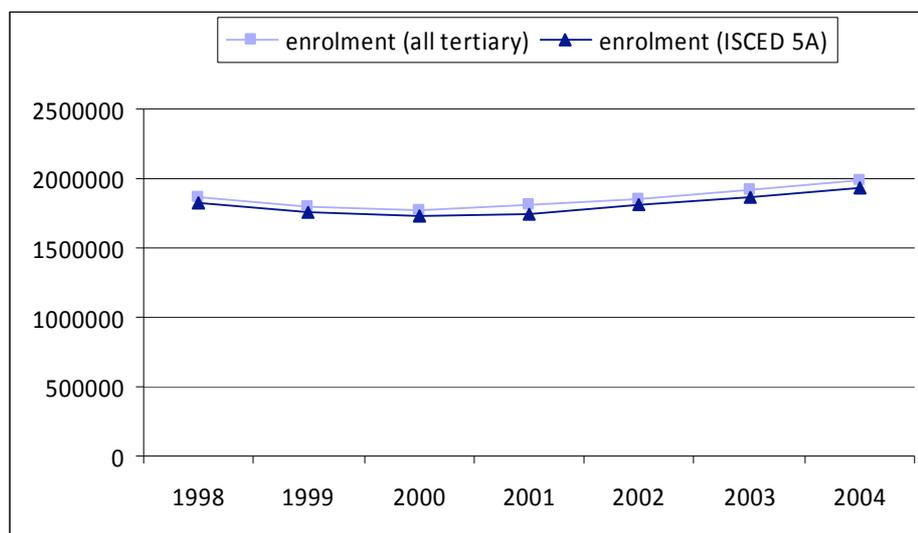
3. Enrolment levels

Figure 1 shows a slight but general growth within higher education enrolments, where the number of people participating in tertiary education increased since the year 1998 by 6%. The same trend

¹ This report is based largely on the Eurydice country report in the Eurydice databank. Available online under: http://www.eurydice.org/portal/page/portal/Eurydice/DB_Eurydice_Home. Additional data was sourced from the Eurostat statistics databank. Available online under: http://epp.eurostat.ec.europa.eu/portal/page?_pageid=0,1136184,0_45572592&_dad=portal&_schema=PORTAL Section 5, subtitle "Bologna reforms" was sourced from: <http://www.dfes.gov.uk/londonbologna/index.cfm?fuseaction=docs.list&DocCategoryID=17&StartRow=1> Section 5, Figure 2 "Overview of basic structure of tertiary education system" was sourced from: http://www.eurydice.org/ressources/eurydice/pdf/0_integral/085EN.pdf

applies to students enrolled in academically oriented courses (ISCED 5A) for the same period. In 2006 1.98 million students were studying academically oriented courses (ISCED 5A); these students make up 97% of all tertiary students.²

Fig.1 Enrolment in all tertiary education



Source: [Eurostat](#) education databank

4. Admission requirements

Universities can autonomously plan the maximum number of available places for each of their degree programmes, and to decide specific entrance requirements.

Admission to a number of degree programmes in dentistry, human medicine, pharmacy, veterinary medicine, architecture and building engineering, is planned at national level and limited by numerus clausus. Students have to pass a competitive admission exam which is defined at national level but takes place at individual universities.

Also AFAM (Arts and Music Higher Education institutions) have the faculty to autonomously plan the maximum number of available places for each of their degree programmes, - CDA1 (*Corsi di Diploma Accademico di 1° livello*) and CDA2 (*Corsi di Diploma Accademico di 2° livello*) in the arts and music - and to decide specific entrance requirements.

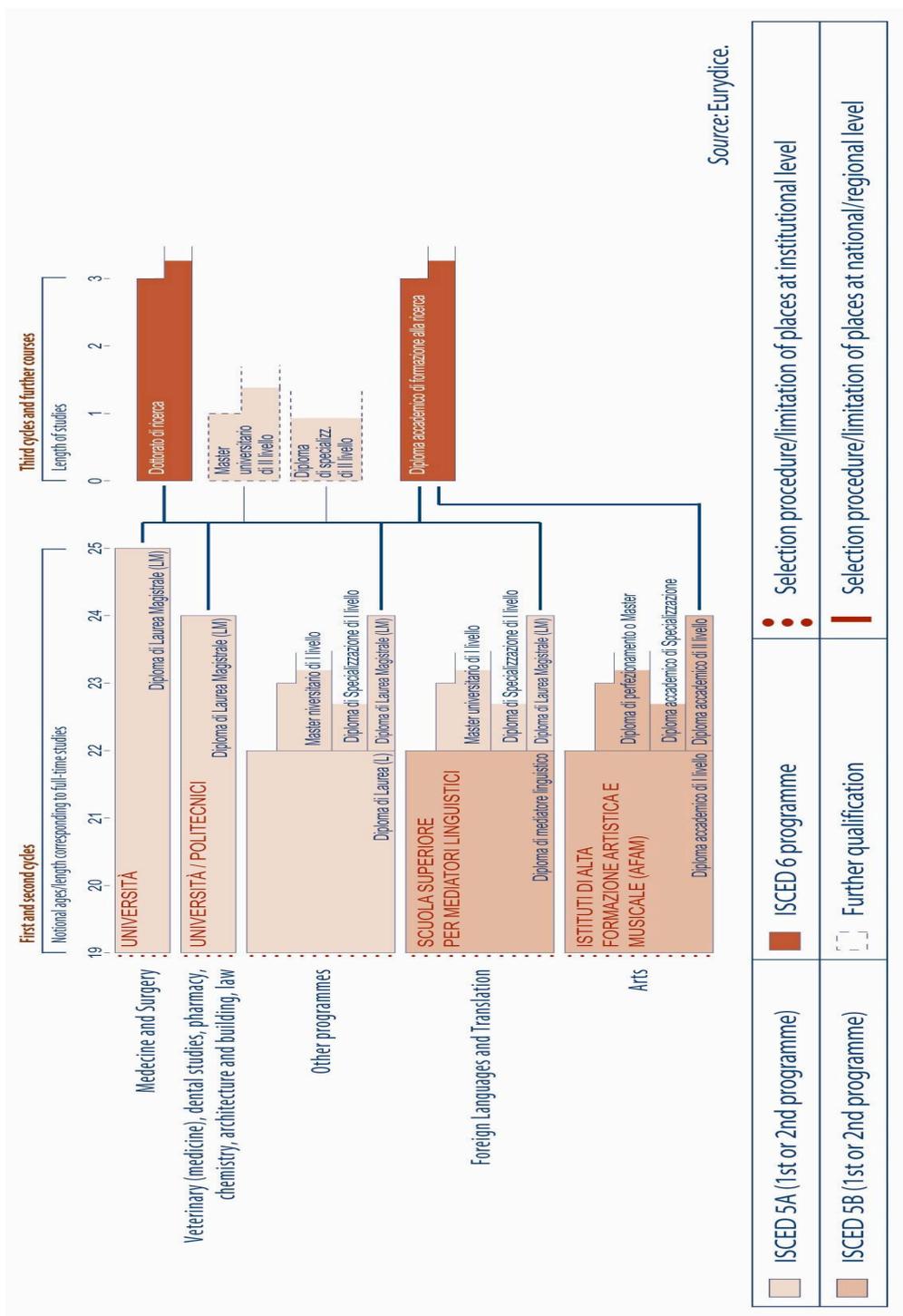
Enrolment in *laurea* (L) and CDA1 (*Corsi di Diploma Accademico di 1° livello*) courses requires the possession of a *Diploma dell'esame di Stato/Maturità* at upper secondary level, awarded on completion of 13 years of global schooling and after the relevant State examination; also comparable foreign qualification may be accepted. Since the Ministerial Decrees on teaching autonomy (DM 509/1999 and DM 270/2004) each university defines, in its regulations, what constitutes the possession or acquisition of an adequate initial preparation. These regulations determine the

² Data was sourced from statistic databank of Italian Ministry of University and Research (MiUR).

knowledge required for admittance and lay down tests procedures. Tests can be carried out on completion of propedeutic training activities in collaboration, at the same time, with institutes of upper secondary education.

Furthermore, students attending the final year of secondary school (*scuole secondarie di secondo grado*) may submit a pre-enrolment application form in order to allow the various higher education institutions to plan and improve their organisational and teaching offer and, at the same time, to inform students about their teaching offers.

Figure 2: Overview of basic structure of tertiary education system



5. Study structure

University Higher Education

1st cycle:

- *laurea* (L) three-year course (180 CFU, *Crediti Formativi Universitari*).

2nd cycle:

- *laurea specialistica/magistrale (LS/LM)* two-year course (120 CFU); a *laurea* (L) is required for admission;
- a limited number of 2nd cycle programmes (dentistry, human medicine, pharmacy, veterinary medicine, architecture), are defined *Corsi di Laurea specialistica/magistrale a ciclo unico* (one-block LS/LM courses); human medicine requires 6 years (360 CFU); law (*laurea magistrale in giurisprudenza*) requires 5 years (300 CFU), train for legal professions (lawyer, judge, notary);
- *Master universitario di I° livello* lasting at least one year (60 CFU); a *laurea* (L) is required for admission.

3rd cycle:

- *Corsi di Dottorato di Ricerca* three year course; a *laurea specialistica/magistrale* is required for admission;
- *Corsi di specializzazione* (concern medical, clinical and surgical specialities); course length varies in relation to subject fields; a *laurea specialistica/magistrale (LS/LM)* is required for admission;
- *Corsi di Master universitario di II° livello* lasting at least one year (60 CFU); a *laurea specialistica/magistrale (LS/LM)* is required for admission.

The new university system started in the academic year 2000/01. A number of students who entered in university are still enrolled in pre-reform programmes.

6. Registration and/or tuition fees

Universities have financial autonomy; as a consequence, the amount of fees and contributions for each study course is established by each institution. It is important to know that

- a minimum fee for enrolment is foreseen by law, which changes slightly every year (for instance, in academic year 2006/07 it was €175);

- the total student fees and contributions cannot exceed 20% of the state funds allocated to universities.

The average fees and contributions students payed was €1.074 in year 2005/06 for enrolment in *laurea* (L) and *Corsi di Laurea specialistica/magistrale a ciclo unico*. There can be a relevant difference in this amount from one university to the other, according to their legal status (state or non-state universities), geographical location on the national territory, and various types of study courses: the non-state, legally recognised universities are generally more expensive; furthermore, programmes in Science and Technology area are generally more expensive than programmes in Social studies.³

7. Financial support for students

Support to students may be in cash or in kind. Support in cash includes: student grants, student loans, payment for part-time activities (non-specific assistance), fee reduction or exemption, special contributions, contributions for international mobility (specific assistance).

Support in kind covers: housing, transport expenses, refectory service, health service, cultural activities, language learning facilities, and sports (specific assistance).

Components of grants and/or loan system

Student grants are the main form of maintenance support for deserving students in need of financial assistance. Grants are awarded on a competitive basis, but not all students entitled to grants receive assistance because of insufficient funding. Students who meet the requirements for a grant, but do not receive one, are considered “eligible” and receive some support (e.g. special contributions, fee exemption). Extra funding is available for disabled students, either in the form of services or money. Universities can also award grants to students enrolled in doctoral programmes, specialisation schools and advanced courses.

A loan system has never been developed in Italy. Some years ago bank loans for students were introduced at zero interest rates. However these have not been widely used and the loan system is currently being reviewed. Some university have special agreements with banks to provide loans at special interest rates for their students.

Sources of public funding

The main funding sources for services and interventions are: the State, the Regions and students (through the regional tax for student welfare). Universities also contribute to services and some funds, integrating regional and state resources from their own budget.

³ Source: ES survey – Italy, 2006

Conditions of awarding/eligibility

Funds are intended for “eligible” students enrolled in courses at all university and post-university levels. Some categories of students are entitled to specific funds, in particular those students that meet certain conditions of merit and income, disabled and foreign students.

Coverage and value

Grants vary according to students’ financial conditions and place of residence compared to the university town; there are three student types: non residents, students who live away from home, residents, who live at home, and commuting students, who travel daily to attend university. Grant amounts may be reduced if students are given housing and/or free meals. The cost of these services is subtracted from the amount students receive in cash.

Other social benefits

Help with accommodation

Student welfare organisations provide housing for financially disadvantaged, “eligible” students, handicapped students and foreign students. Costs vary according to income and merit; when housing cannot be provided, the organisations provide financial assistance towards the cost of rent in private apartments.

Number of places in student residences

The number of student housing places available in 2006 was just over 32,602. In recent years enormous financial resources have been made available to co-finance the building and restructuring of student residences.

Subsidised meals

All students have access to university refectories at costs that vary according to the universities and according to student merit and income. Refectory service is free for all “eligible” students and some towns bars and self service canteens have special student rates.

Assistance with travelling expenses

Special rates are available for air travel, trains, ferries and urban transport for students under 26 age years all over Italy. There are often special urban transport rates for students that vary from town to town. Universities sometimes provide commuting students with assistance for travel expenses.

Support with health services

Students have access to health services in the Region where they study at the same conditions as other citizens. Some regions have special rates for general practitioner and specialist consultations at reduced rates.

Exemption of fees

All “eligible” students and students with at least 66% disability are exempted from fees and other university costs. All other students may be entitled to reductions on the basis of income or merit, or other conditions decided by the single universities.

Part-time activities

Part-time activities (administrative work, information services, assistance, library duties) may be carried out by students for a maximum 150 hours per year. “Eligible” students have priority access to these activities and payment is made by the universities or the student welfare organisations.

Cultural activities, language facilities and sport

Universities or student welfare organisations offer tickets at reduced rates for cultural events. Many cultural initiatives are financed with university funds or by bodies promoting initiatives organised by student associations.

University language centres set up in many universities offer language courses at reduced rates for students. There are also university sports centres offering a range of sports activities.

8. Recent reforms/developments concerning social dimension

It is worth reporting, among others, the following recent developments concerning the social dimension in Italian Higher Education:

- increased student enrolments, and increased internal diversification of the student population’s social composition; this is one of the strongest and more visible effects of the reform of academic programmes in the 1st and 2nd cycles of studies according to the Bologna process; the growth in the numbers of new entrants has been higher in past years; in the most recent years, the new entrants rate seems to become stable;
- as expected, the most recent numbers of adult and mature students among the new-entrant group seem to show a tendency to decreasing.

The following recent reforms may have an impact on the social dimension in Italy:

- the development of Arts and Music Education (AFAM - *Alta formazione artistica e musicale*) as a sector of non-university Higher Education;
- the expected reform of post-secondary education, leading to the development of an alternative track to Higher Education, i.e. ITS - *Istruzione tecnica superiore* (Higher Technical Education);

- the establishment of a national public fund for the granting of students loans; loans will be aimed at: covering academic fees and housing costs; co-financing international and Erasmus mobility; enrolling in post-graduate programmes; buying wi-fi connections;
- the establishment of a special fund to support the building or new student hall of residences;
- simplification of the procedures for granting entry visa and stay permits to non-EU international students.

Websites for further information

- <http://www.study-in-italy.it/> Information on Italian higher education targeted to international students (English Version); <http://www.studiare-in-italia.it/> (Italian version); <http://www.estudiar-en-italia.it> (Spanish version); <http://www.estudiar-en-italia.it/> (Chinese version).
- <http://www.miur.it/DefaultDesktop.aspx?doc=5> Downloadable guide on first level courses in Universities and AFAM institutions.
- <http://guidalaureebiennali.miur.it/> Downloadable guide on second level courses in Universities and AFAM institutions.
- <http://offf.miur.it/> Database on offerings at Italian universities (first and second level post-reform courses).
- <http://statistica.miur.it/> Statistics on Italian higher education.
- <http://www.cimea.it/> Website of the Italian Naric centre.

- <http://www.miur.it/> Website of the Ministry of university and research.
- <http://www.cruis.it/> Website of the Italian university rectors' conference.
- <http://www.cnvsu.it/> Website of the National university evaluation council.
- <http://europa.eu.int/ploteus/portal/home.jsp> The Ploteus portal on learning opportunities in the European space.
- <http://www.eurydice.org/portal/page/portal/Eurydice/Overview/OverviewByCountry/> Description of the Italian education system.
- <http://www.indire.it/eurydice/> Website of Italian unit of Eurydice Network.
- <http://www.andisu.it/> Association of student welfare institutions

Metadata for the national survey

National Currency	Euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	
Survey method	CATI - Computer assisted telephone interview
Size of final sample	3,704
Sampling method	quota: stratified by gender, level of degree, field of study, geographical area
Return rate	83.9%
Reference period of survey (semester, year)	Academic year 2005-2006
Weighting scheme	By year of enrolment, region
Project sponsor	MiUR - Ministero dell'Università e della Ricerca; Fondazione Rui
Implementation	Fondazione Rui

COMMENT:

The survey was carried out among students enrolled in the academic year 2005-2006 in all Italian universities and in all fields of study. The survey considered all students enrolled in first-cycle Bachelor level courses (corsi di laurea) and students enrolled in second-cycle Master-level courses (corsi di laurea specialistica a ciclo unico). These courses follow the principles defined in the Bologna Process, are ISCED Level 5A and have an entry requirement of an upper secondary school leaving certificate. Students enrolled in the following second-cycle courses: corsi di laurea specialistica, and corsi di Master universitario di primo livello were not considered. The majority of Italian second-cycle students are enrolled in those courses. For this reason, the survey editors consider it inappropriate to generalize the outcomes of the Italian survey for the entire Italian population of Master-level students. The following students were also not considered: those entering university before the reform (started in academic year 2000-2001) and enrolled in pre-reform courses: students from the non-university sector (ISCED Level 5B). For further information on the structure of university programmes in Italy, see comments at Figure

IT10. The Fondazione Rui carried out the survey on the basis of a project approved and co-funded by MiUR - Ministero dell'Università e della Ricerca (Ministry for Universities and Research). The sample was stratified according to the following variables: gender, level of study, field of study, students' residence, geographical area. The Istituto Doxa realized the field survey through computer-assisted telephone interviews (C

ATI). The field survey was carried out between 10th May and 4th June 2007 and was based on the questionnaire and sampling developed by the Fondazione Rui. The size of the sample has been set in advance. A number of students did not accept the interview and were replaced (712 cases): a total of 4,416 students have been contacted and response rate has been 83.9%. The final sample (n. = 3,704)

was weighted by gender, level of study, field of study, year of enrolment, region. The data which does not come from the Eurostudent survey is from the following sources: Ufficio di Statistica del MiUR - Ministero dell'Università e della Ricerca (Ministry for Universities and Research - Statistics Office); Comitato nazionale per la valutazione del sistema universitario (National Committee for the Evaluation of the University System), and ISTAT - Istituto nazionale di Statistica (National Institute for Statistics).

Topic: Demographic Characteristics

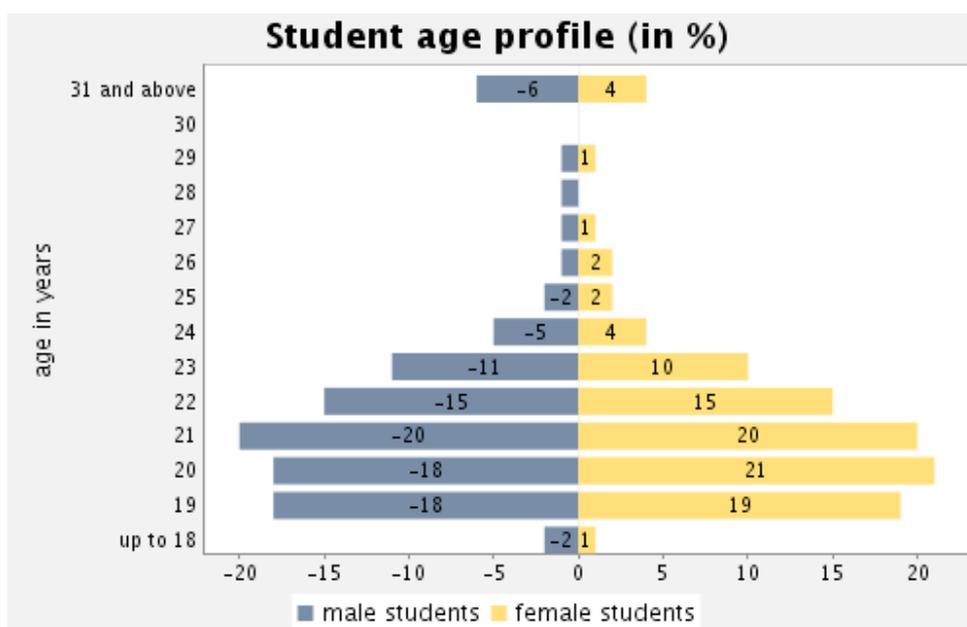
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Topic: Demographic Characteristics

Subtopic 1: Student age profile and percentage of female students

Key Indicators

Total average age (arithm.mean):	22.03
Average age of female students:	21.84
Average age of male students:	22.28
Percentage of 21 year old students:	20.05
Percentage of female students:	56.17



National Source: Euro Student Survey - Italy 2007

National commentary:

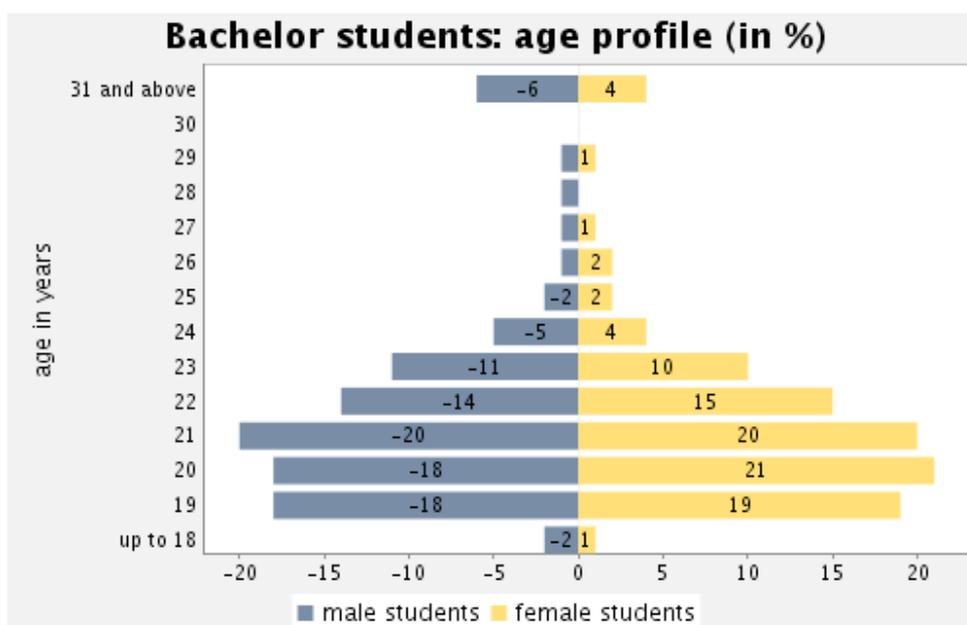
The student average age has increased about one year as compared to the previous survey: in 2003 it was 21.2 years. In order to assess these figures correctly, it must be remembered that the Italian Eurostudent survey looks at the students enrolled in universities after the Bologna reform - i.e. from 2000-2001 onwards. In 2003 the vast majority of students had been enrolled for one or two years; this had an effect on the average age. The composition of the sample according to the years of study is presently more varied, and the result is a relatively strong increase of the average age. It is possibly a provisional effect: one may assume that figures will be more stable in the future. Females are the majority in the student population. The female student rate continues to grow over the years. The female students' average age is lower than the males' (-0.5 years). Figures show a relatively stable trend in the Italian student population. Note: according to OECD standards, the reference year to compute student age in 2005-2006 is 2005.

Topic: Demographic Characteristics

Subtopic 2: Bachelor students: age profile and percentage of female students

Key Indicators

Total average age (arithm.mean):	22.11
Average age of female students:	21.91
Average age of male students:	22.37
Percentage of 21 year old students:	20.2
Percentage of female students:	55.64



National Source: Euro Student Survey - Italy 2007

National commentary:

There are no differences between the entire sample and Bachelor students concerning composition by gender, percentage of 21-year-old and average age. That is probably due to the fact that Bachelor students represented the vast majority of the sample. It is observed that the average age of Bachelor students is nominally lower (-0.1 years) than that of the entire sample, which also includes Master students. Such a difference, while of little statistical relevance, highlights an important effect of the recent reform and already pointed out in the previous Eurostudent national survey. The 'new' first cycle three-year courses (corsi di laurea) are shorter than the 'old' (i.e. pre-reform) four- or five-year courses. Consequently, they are more attractive in terms of expected completion times and more accessible also in terms of study costs. One of the effects of the Bologna reform is that these new courses are able to attract new categories of students and are therefore having a positive effect on access to higher education. A category of new students is made up of people who entered higher education after a number of years since finishing secondary school. The presence of these adult students, enrolled at a

higher age than normal, determines the observed tendencies. The effect of attracting adult students is much less evident among students enrolled in corsi di laurea specialistica a ciclo unico who, as already mentioned (see Figures

IT00 and

IT10), make up the Master student component in the Italian sample; the average age of students in this group is in fact lower and is 21.1 years.

Topic: Demographic Characteristics

Subtopic 3: Student age profile of first year students

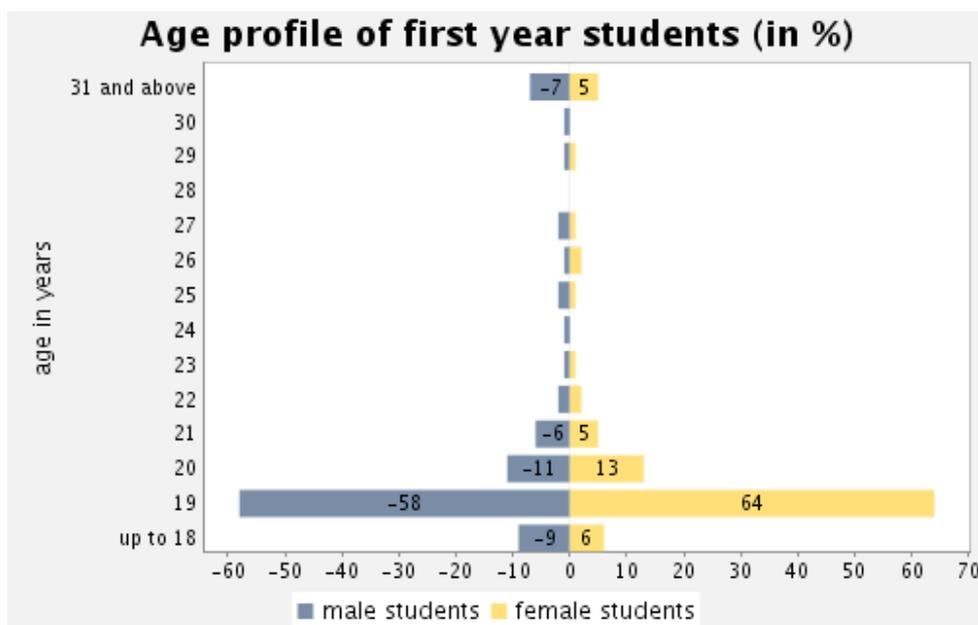
Key Indicators

Only first year students

Total average age (arithm.mean) of first year students 20.95

Average age of female first year students: 20.66

Average age of male first year students: 21.3



National Source:

National commentary:

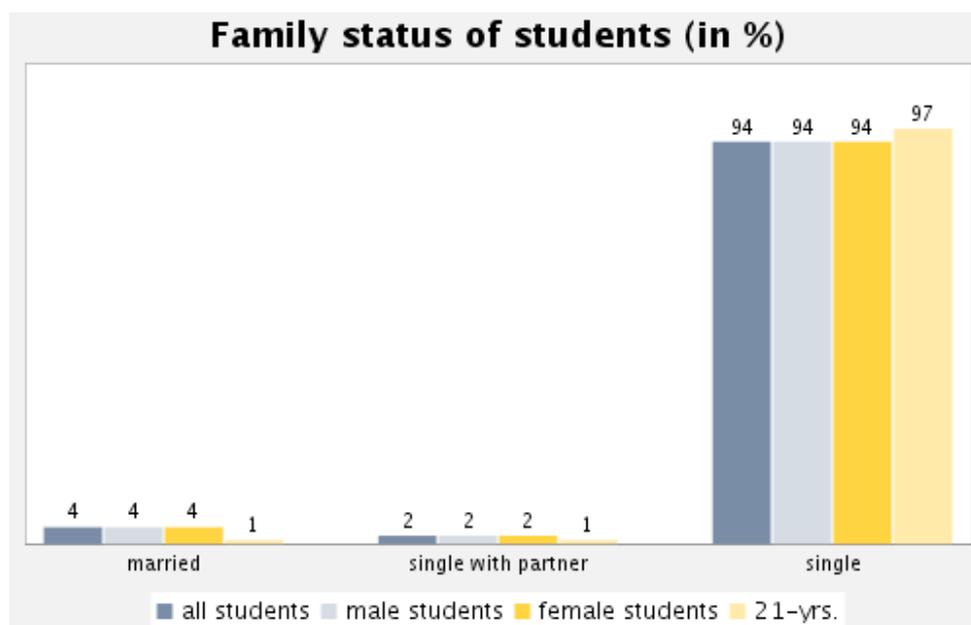
Students in this group are those enrolled in the academic year 2005-2006: they represent 26.9% of the sample. The average age of first year students is about one year lower than total students: the division by gender reproduces the tendencies observed in the overall sample. There are no differences compared to the previous edition of the survey: the data is stable.

Topic: Demographic Characteristics

Subtopic 4: Family status of students

Key Indicators

Proportion of married students:	3.9
Proportion of married female students:	3.7
Proportion of married male students:	4.1
Proportion of married 21-yr old students:	1.4



National Source: Euro Student Survey - Italy 2007

National commentary:

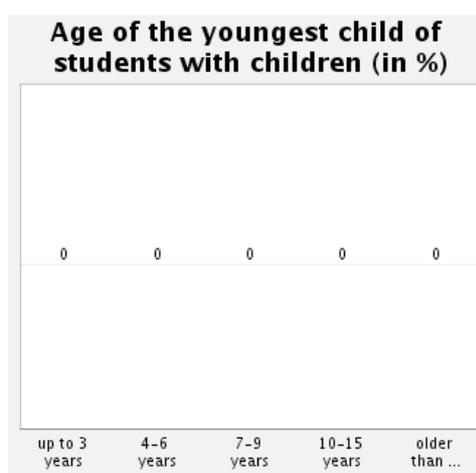
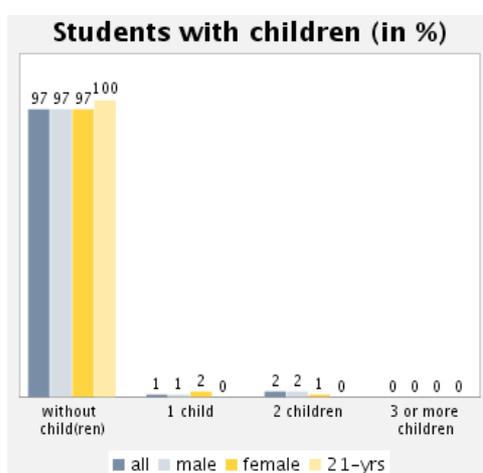
Although not very substantial, the quota of students who are married, and/or living with a partner has increasing over the last ten years, even though the average age of the sample has gone down in the same period. The percentage of this group is currently 5.7%, while it was 4.9% in 1997 and the same percentage in 2000 (family status was not surveyed in 2003). Considering only married students, the percentage is slightly higher among males and appears to be more closely linked to student age; only 1.5% of 21-year-old students declare a married status. In order to adequately assess the limited presence of married and/or living with a partner students in Italy it is worthwhile considering the following: a) the relatively low average age of the students in the survey /see Figure IT01); b) the specific Italian tendency for young people to leave home late; c) the low financial independence of students from their parents.

Topic: Demographic Characteristics

Subtopic 5: Students with children

Key Indicators

Proportion of all students with children	3.3
Proportion of female students with children	3.4
Proportion of male students with children	3.2
Proportion of 21-yr olds with children	0.4
Proportion of students with children up to the age of 15 years	n.d.



National Source: euro Student Survey - Italy 2007

National commentary:

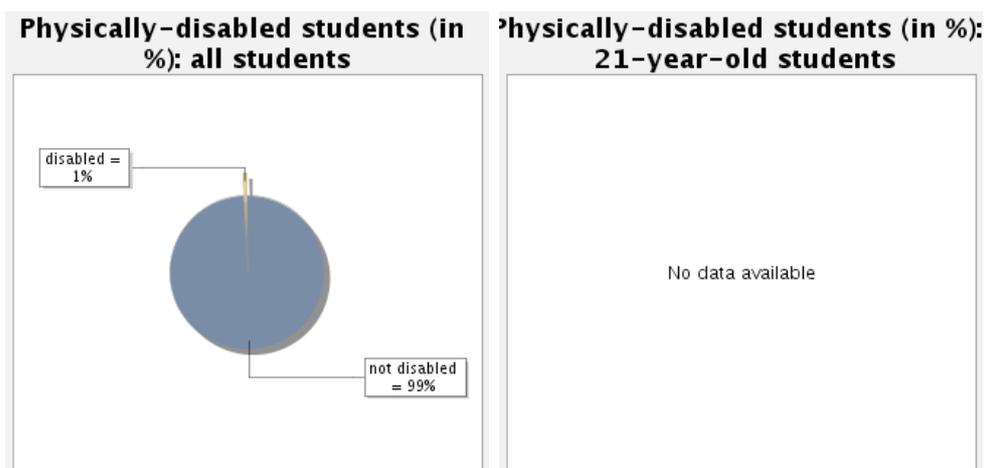
Students with children represent 3.3%. Although there are limited oscillations, this percentage has been relatively stable over the last ten years, even though the average age of the sample has gone down in the same period. Students with children were 3.7% in 1997 and 2.7% in 2000; in 2003 students with children were not surveyed. As with student family status, the presence of students with children is directly linked to age, as indicated by the data for 21-year-old students. There is no significant difference according to gender. The age of students' children was not surveyed.

Topic: Demographic Characteristics

Subtopic 6: Physically-disabled students who feel impaired in their studies

Key Indicators

Physically-disabled students (%)	0.7
Physically-disabled students 21 years of age (%)	n.d.



National Source: MiUR - Ufficio di Statistica

National commentary:

Data refer to the disabled students officially recognised as such by the universities in academic year 2005-2006 in order to receive public support (tax exemption and special grants, according to the level of disability; personal targeted support; see DPCM 19.04.2001, art. 8). The rate refers to the total number of students enrolled in first and second cycles programmes (pre-reform and post-reform).

Topic: Access to Higher Education

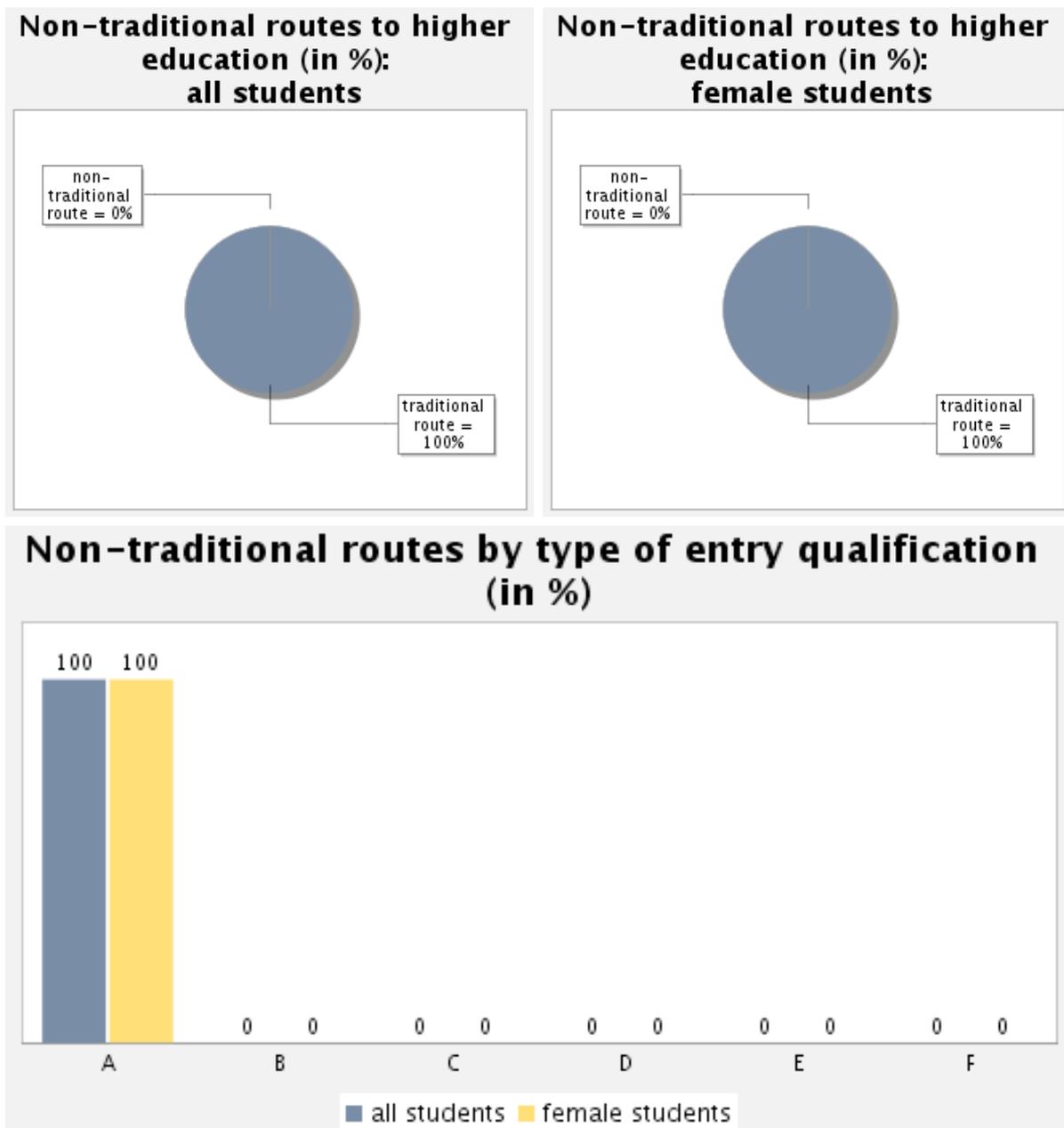
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Topic: Access to Higher Education

Subtopic 7: Non-traditional routes to higher education

Key Indicators

Percentage of students with "non-traditional" route to higher education:	0.0
Percentage of female students with "non-traditional" route to higher education:	0.0



National Source: MiUR - Ufficio di Statistica

National commentary:

The basic entry requirement for access to university studies in Italy is the upper secondary school leaving qualification (Diploma dell' esame di stato, or Maturità). The assessment of formal education credentials is the only route to higher education, i.e. a previous labour experience is not an alternative path to higher education. In some cases, professional skills and a previous work experience may be recognised in the form of academic credits (up to a maximum of 1/3 of the total) for individual students. This kind of credit recognition leads to a lower number of credits to gain. In the academic year 2005-2006, students enrolled in first- and second-cycles programmes (laurea, laurea specialistica, laurea specialistica a ciclo unico) with this kind of credit recognition were 2.3% of the total.

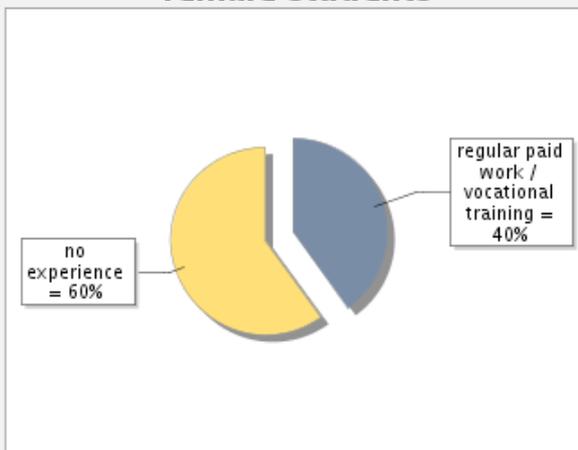
Topic: Access to Higher Education

Subtopic 8: Work experience before entering higher education

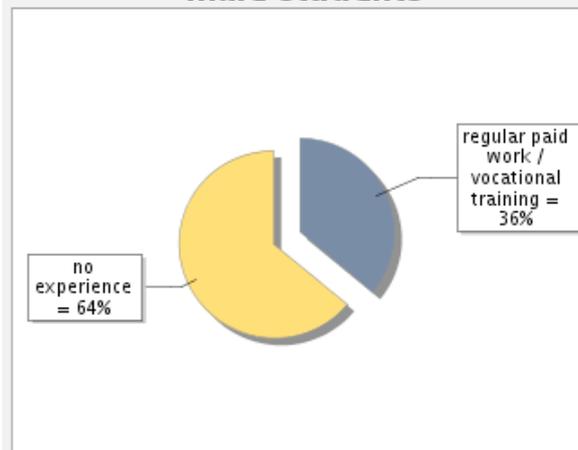
Key Indicators

Percentage of all students with work experience before entering higher education:	38.6
Percentage of male students with work experience before entering higher education:	36.5
Percentage of female students with work experience before entering higher education:	40.2

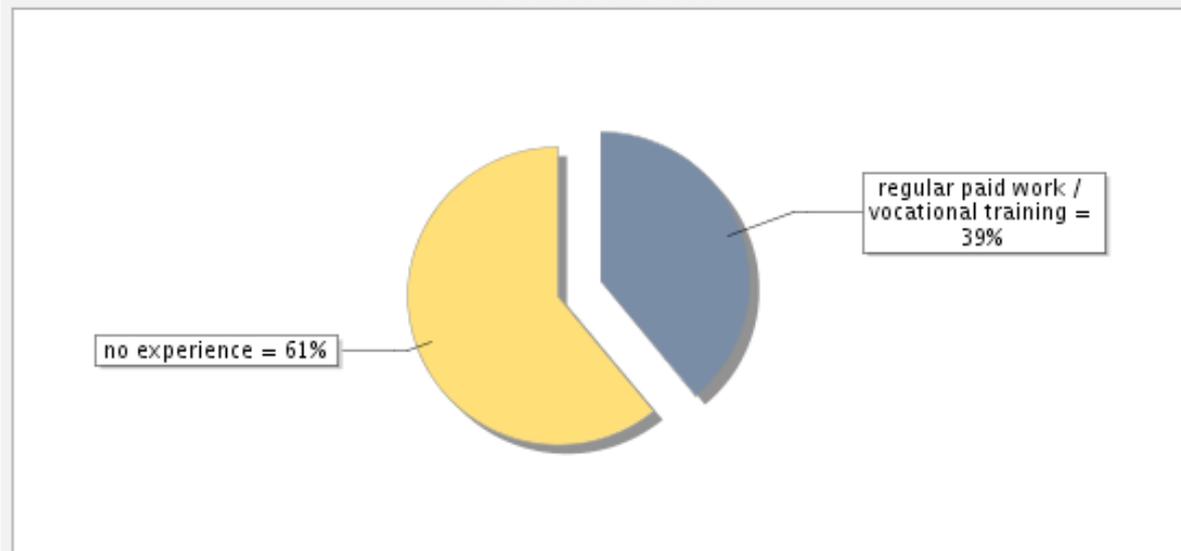
Work experience before entering higher education (in %): female students



Work experience before entering higher education (in %): male students



Work experience before entering higher education (in %): all students



National Source: Euro Student Survey, Italy 2007

National commentary:

The topic was surveyed among working students (around 40% of the total: see Figure IT 42) and not over the entire

sample. It is therefore not comparable with data in other countries, nor with data from the previous survey in 2003 (the percentage of students who declared previous work experience was 22%). Despite these limits, the data indicates that early entry to the labour market is an experience for a considerable number of students. The data tends to confirm the explanations given for the widespread tendency to work amongst university students. Similarly to previous surveys, working before university is more widespread among female students.

Topic: Access to Higher Education

Subtopic 9: Students with work experience before entering higher education by educational background of parents

Key Indicators

Students with work experience before entering higher education

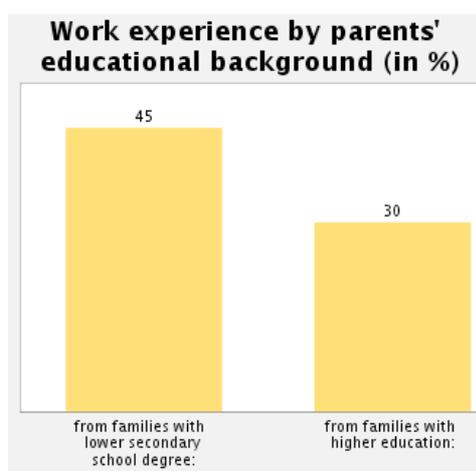
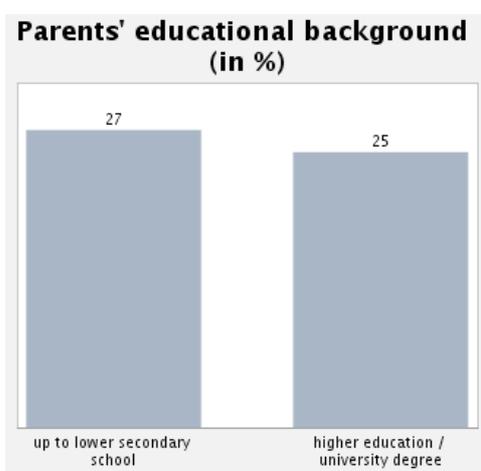
from families with lower secondary school degree:

44.8

from families with higher education:

30.4

0.0



National Source: Euro Student Survey, Italy 2007

National commentary:

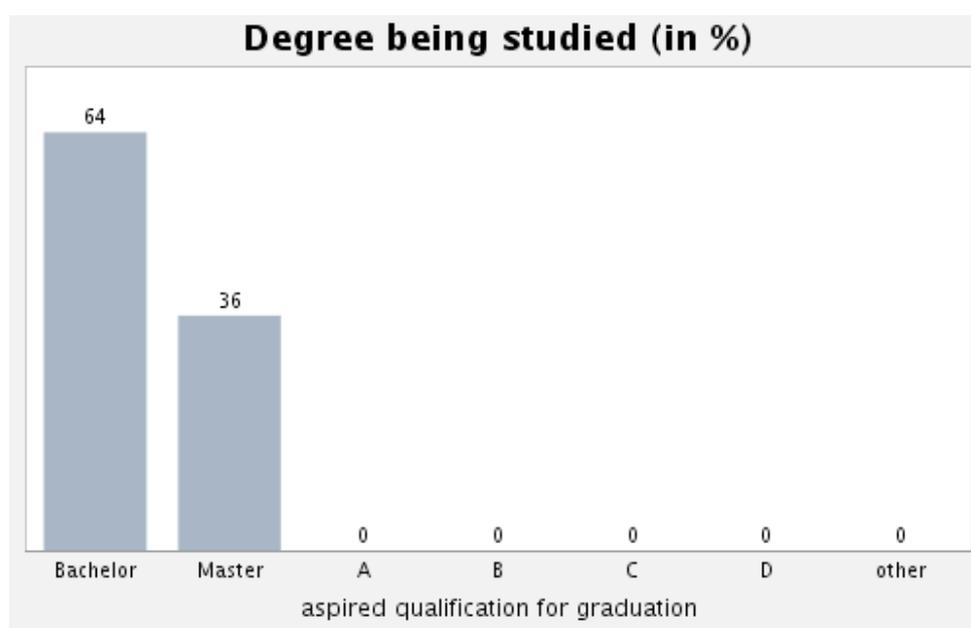
The percentage of students who have worked before entering university is considerably higher among students from a lower educational background as compared to those from the highest one. The ratio between the two groups is 1.5. It is observed that the percentage of students who come from families with higher education and have worked before entering higher education is rather high. This tends to confirm that students who work do so not only for financial reasons but also to reduce financial dependence on the family of origin or for other motives of personal emancipation. Note: see comments at Figure IT08 for the definition of student with working experience before entering higher education.

Topic: Access to Higher Education

Subtopic 10: Degree being studied

Key Indicators

% of students are studying for a Bachelor:	64.0
% of students are studying for a Master:	36.0
% of students are studying for other national degrees:	n.d.



National Source: MIUR - Ufficio di Statistica

National commentary:

Data comes from official statistics on students enrolled in Italian universities in the academic year 2005-2006. Academic programmes at Bachelor level in Italian universities are: "laurea", + old, pre-Bologna Reform "corsi di diploma universitario", and "scuole dirette a fini speciali". Programmes at Master level are: "laurea specialistica", "laurea specialistica a ciclo unico", and "Master universitario di primo livello", + old, pre-Bologna Reform "corsi di laurea". Only students enrolled in "laurea" and "laurea specialistica a ciclo unico" (i.e. post-Bologna Reform programmes accessible with an upper secondary school leaving qualification as entry requirement - see Figures IT00 and IT07 for more details) are considered in the Italian survey.

Topic: Access to Higher Education

Subtopic 11: Degree being studied by educational background

Key Indicators

% of students with ...

low edu. background are studying for a Bachelor: n.d.

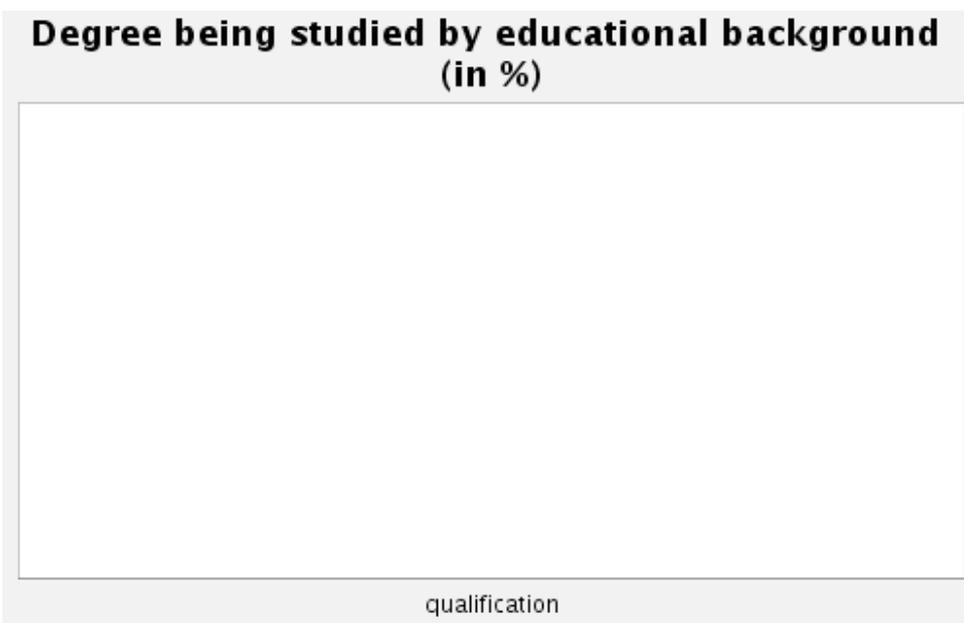
low edu. background are studying for a Master: n.d.

low edu. background are studying for other national degrees: n.d.

high edu. background are studying for a Bachelor: n.d.

high edu. background are studying for a Master: n.d.

high edu. background are studying for other national degrees: n.d.



National Source:

National commentary:

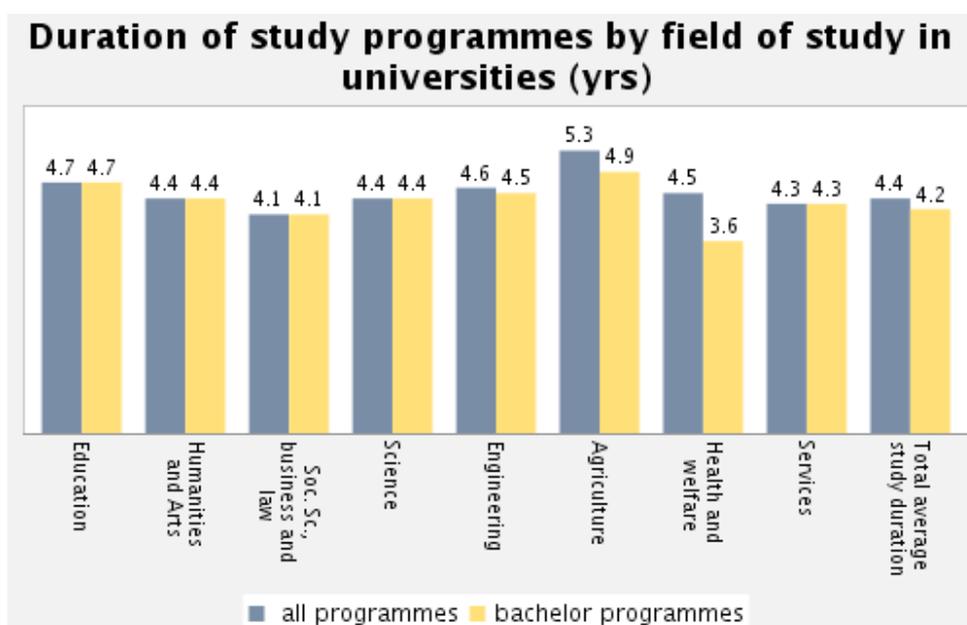
No data available (not surveyed).

Topic: Access to Higher Education

Subtopic 12: Duration of study programmes by field of study in universities

Key Indicators

Total average study duration (arithm. mean):	4.4
Average study duration in humanities:	4.4
Average study duration in engineering:	4.6
Total average study duration of Bachelor programmes (arithm. mean):	4.2
Average study duration of Bachelor programmes in humanities:	4.4
Average study duration of Bachelor programmes in engineering:	4.5



National Source: MiUR - Comitato nazionale per la valutazione del sistema universitario, 2006.

National commentary:

The average duration of studies for Bachelor students is 4.2 years. The highest average duration is in Agriculture and in Education; the fastest conclusion of first cycle studies is in Health and Welfare (nursing, and other technical health professions) and in Social Sciences, Business and Law. The small difference between average duration of studies for all students and Bachelor students is because Master students are present only in the following field of study: Engineering, Agriculture, and Health and Welfare. The average duration of studies for these Master graduates is: Engineering 8.1; Agriculture 7.3; Health and Welfare 7.2 (the legal duration is: 6 years for Medicine, 5 years for Engineering, Agriculture and the others programmes). Note: the source of the data is: Comitato nazionale per la valutazione del sistema universitario, Settimo Rapporto sullo stato del sistema universitario - ottobre

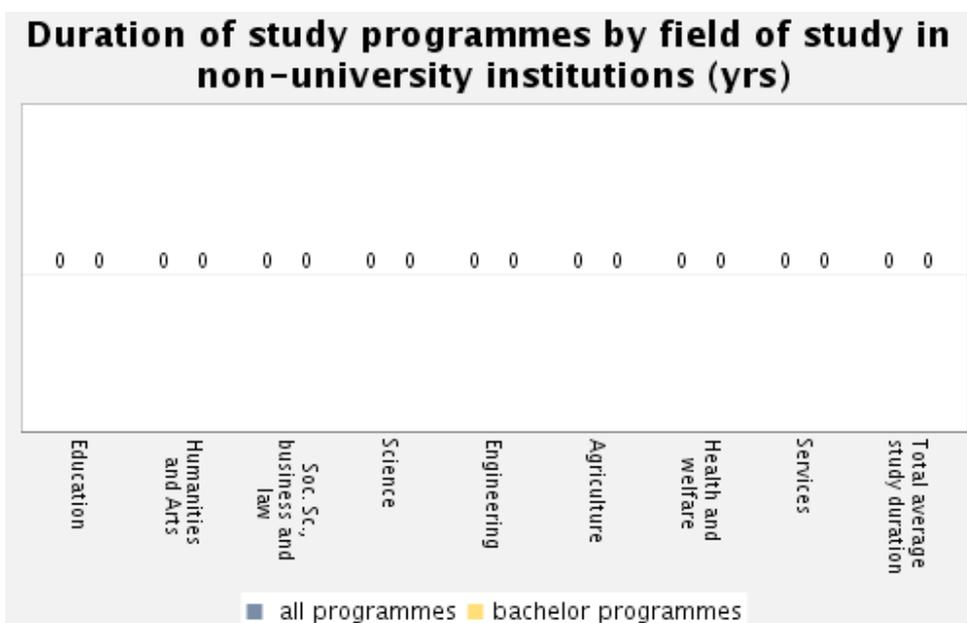
2006 (National Committee for the Evaluation of the University System, 7th Report on the State of the University System - October 2006). The information refers to students (n. = 137,057) who graduated in 2005 in the study programmes considered in the survey. In calculating the data, students who already possessed a first degree were not considered.

Topic: Access to Higher Education

Subtopic 13: Duration of study programmes by field of study in non-university institutions

Key Indicators

Total average study duration (arithm. mean):	n.d.
Average study duration in humanities:	n.d.
Average study duration in engineering:	n.d.
Total average study duration of Bachelor programmes (arithm. mean):	n.d.
Average study duration of Bachelor programmes in humanities:	n.d.
Average study duration of Bachelor programmes in engineering:	n.d.



National Source:

National commentary:

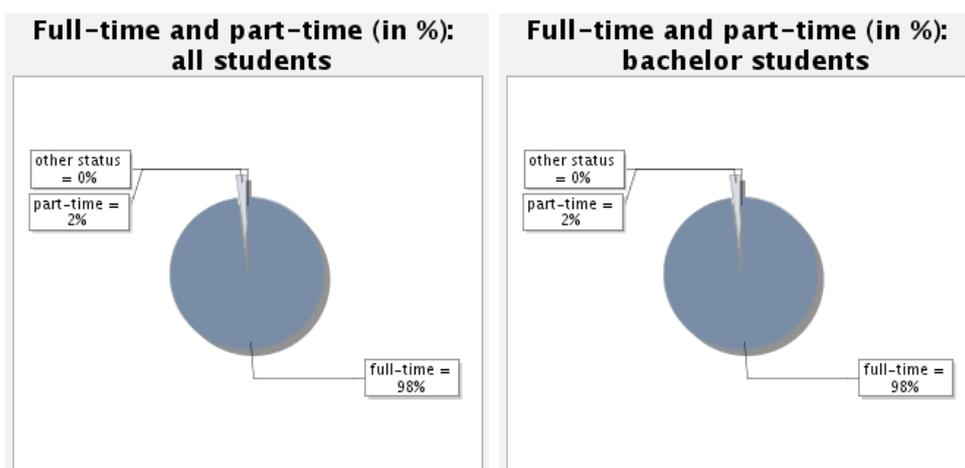
No data available (not surveyed).

Topic: Access to Higher Education

Subtopic 14: Student status

Key Indicators

all-students	full-time	97.6
	part-time	2.0
	other status	0.4
Bachelor	full-time	97.6
	part-time	2.0
	other status	0.4



National Source: MIUR - Ufficio di Statistica

National commentary:

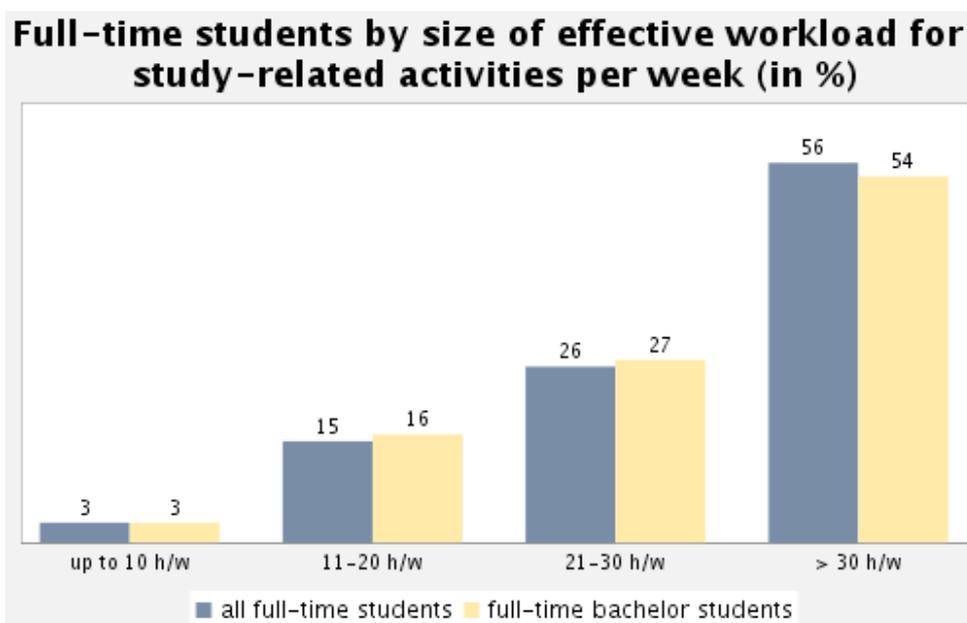
The data source is Ufficio di Statistica del MiUR - Ministero dell' Università e della Ricerca (Ministry for Universities and Research - The data source is Ufficio di Statistica del MiUR - Ministero dell' Università e della Ricerca (Ministry for Universities and Research - Statistics Office). Data refer to students enrolled with a part time status in the academic year 2005-2006 and in the reference programmes. An official national definition of 'part-time student' does not exist in Italy: universities can define such a status autonomously. The status of part-time student is normally defined according to administrative issues (i.e. lower fees for full-time workers enrolled in normal programmes) and does not imply being enrolled in a 'tailored' academic programme, i.e. a programme different from that provided for full-time students. Only in a few cases, does enrolment as a part time student imply a longer duration for the programme and a lower number of credits to acquire per year.

Topic: Access to Higher Education

Subtopic 15: Full-time students by size of effective workload for study-related activities per week

Key Indicators

Full-time students following study-related activities up to 20 hours per week:	17.7
Full-time Bachelor students following study-related activities up to 20 hours per week:	18.9



National Source: Euro Student Survey - Italy 2007

National commentary:

The data refers to students who have declared attending at least one hour of lessons in the week prior to the interview (n. = 2,884; 77.9% of total sample). Only a minority of students declare a workload of less than 20 hours per week (hours per week). The majority of students (56.5%) declare a workload of 30 hours per week or more. Workloads of less than 10 hours per week are rare. Master students declare a higher workload than Bachelor students.

Topic: Social Make-up of Student Body
null

Topic: Social Make-up of Student Body

Subtopic 16: Work status of students' parents

Key Indicators

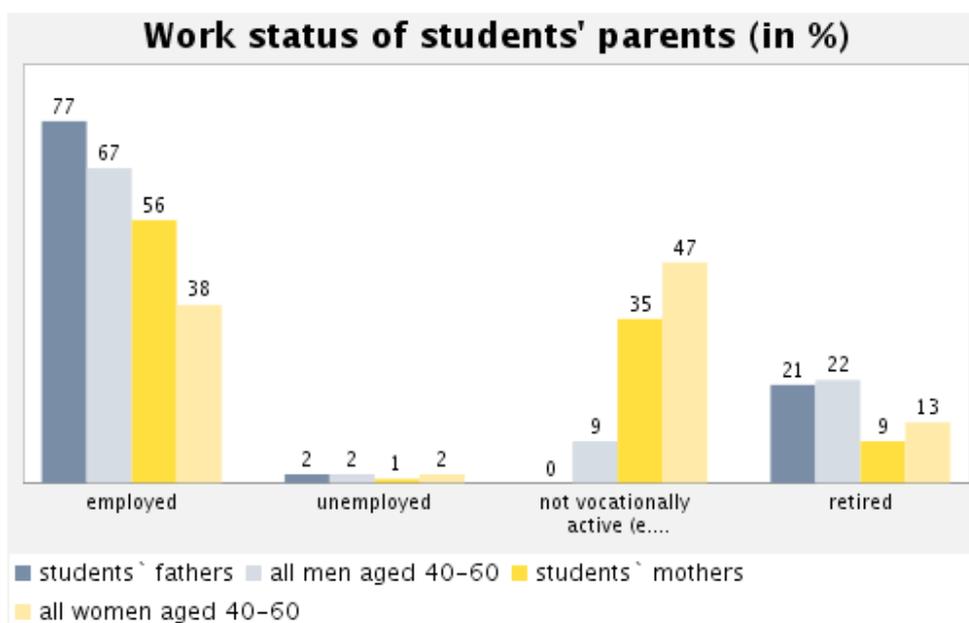
Occupational status of parents
(deceased parents excluded)

Percentage of students with economically active fathers: 77.3

Percentage of students with economically active mothers: 55.7

Ratio of students' fathers to all men who are economically active: 1.16

Ratio of students' mothers to all women who are economically active: 1.47



National Source: Euro Student Survey - Italy 2007; Istat, 2007.

National commentary:

The vast majority of fathers and mothers of students are vocationally active. Parents in this category are over-represented compared to the Italian males and females in the age group considered: the over-representation is more pronounced for mothers. Symmetrically, there is an under-representation of students' fathers and mothers for all other groups; this phenomenon is evident especially for non-working or retired mothers. Note: the source of national data of males and females of different work status and educational background is: ISTAT

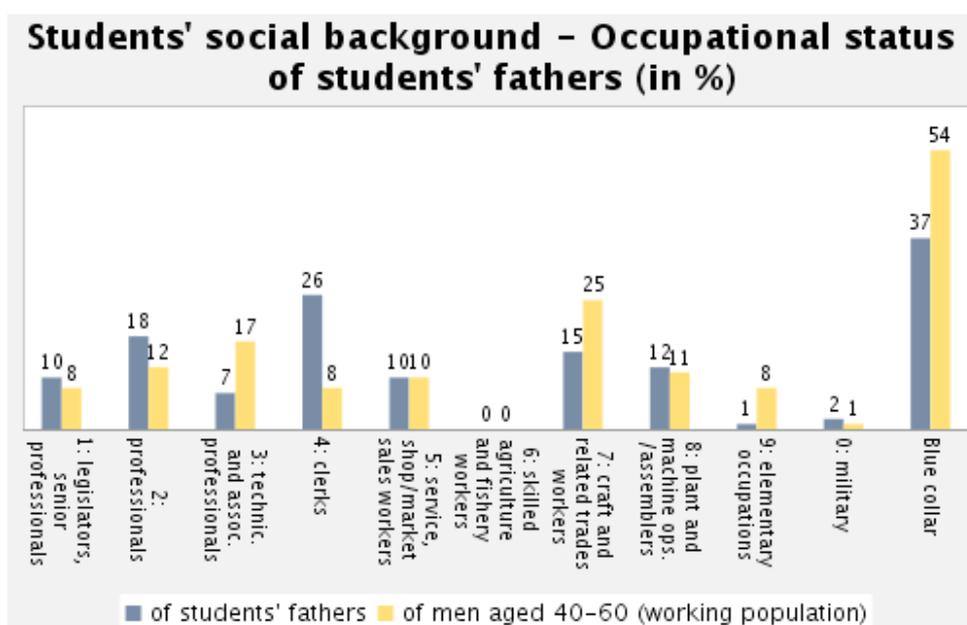
- Istituto nazionale di Statistica, Forze di lavoro - Media 2005. The age group considered is 45-64 since the data is available in this format.

Topic: Social Make-up of Student Body

Subtopic 17: Students' social background - Occupational status of students' fathers

Key Indicators

Students' fathers with working-class occupation (blue-collar) in %:	36.9
Ratio of students' fathers to all men with working-class occupation:	0.69



National Source: Euro Student Survey - Italy 2007; Istat, 2006.

National commentary:

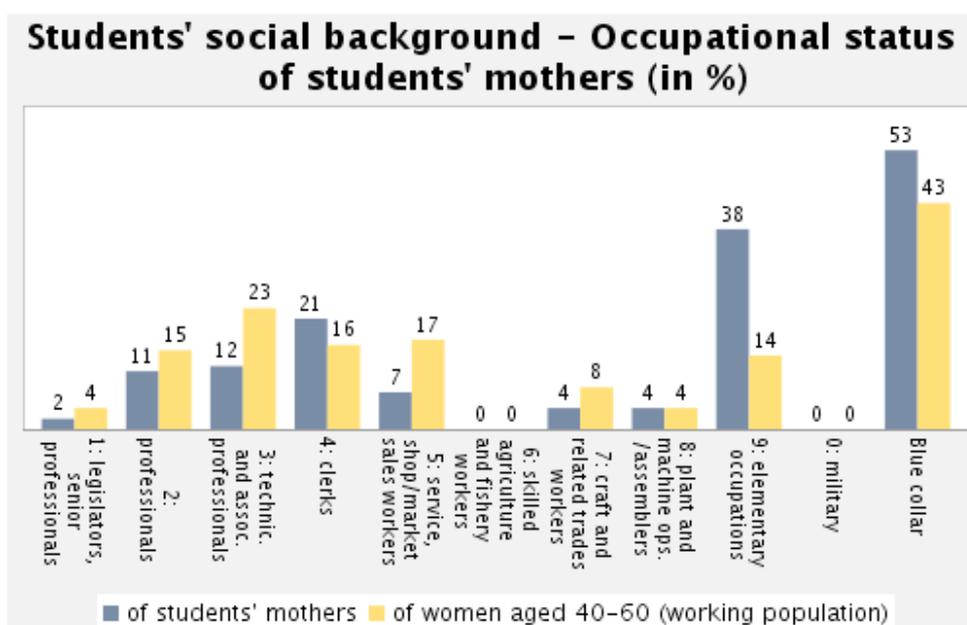
Students' fathers with blue-collar status represent 36.9%, and are therefore a substantial percentage. Nevertheless, they are under-represented compared to Italian males in the same situation and in the considered age group. A similar under-representation is noticed for fathers with technician status. Fathers with professional or clerk status, are strongly over-represented on the other hand. Note: see Figure IT16 for data source and age group. Data for skilled agriculture and fishery workers, craft and related trades workers are available in aggregate form in the ISTAT publication; in order to make a comparison the corresponding data was aggregated for students' fathers. The disaggregated data for students' fathers is as following: skilled agriculture and fishery workers 1.7%; craft and related trade workers 12.9%.

Topic: Social Make-up of Student Body

Subtopic 18: Students' social background - Occupational status of students' mothers

Key Indicators

Students' mothers with working-class occupation (blue-collar) in %:	53.1
Ratio of students' mothers to all women with working-class occupation:	1.24



National Source: Euro Student Survey - Italy 2007; Istat, 2006.

National commentary:

Amongst working mothers, those with blue-collar status represent 53.1%. They represent the absolute majority of working mothers and are over-represented compared to Italian women in the same situation and in the considered age group. Equally over-represented are mothers with clerk status. Analysing individually the aggregate categories in the blue-collar status, it can be noted that the over-representation is in fact only for 'plant and machine operators', and, above all, mothers who have 'elementary occupations'; this status alone refers to 37.9% of working mothers. If this status is not considered, the situation changes considerably and the ratio students' mothers /all women with working-class occupations goes from 1.2 to 0.5. A considerable under-representation can be noted for mothers with the status of technician or professional. In order to make a proper assessment of the picture described here and of the differences in occupational status between students' fathers and mothers (see Figure IT17), it is necessary to consider the population structure and labour market characteristics in Italy, in particular the structure of female work for the age groups considered here. Note. See note to Figures IT16 and IT17 for data source and age group. Mothers described as 'skilled agriculture and fishery workers' represent 1.2%; 'craft and related trades workers'

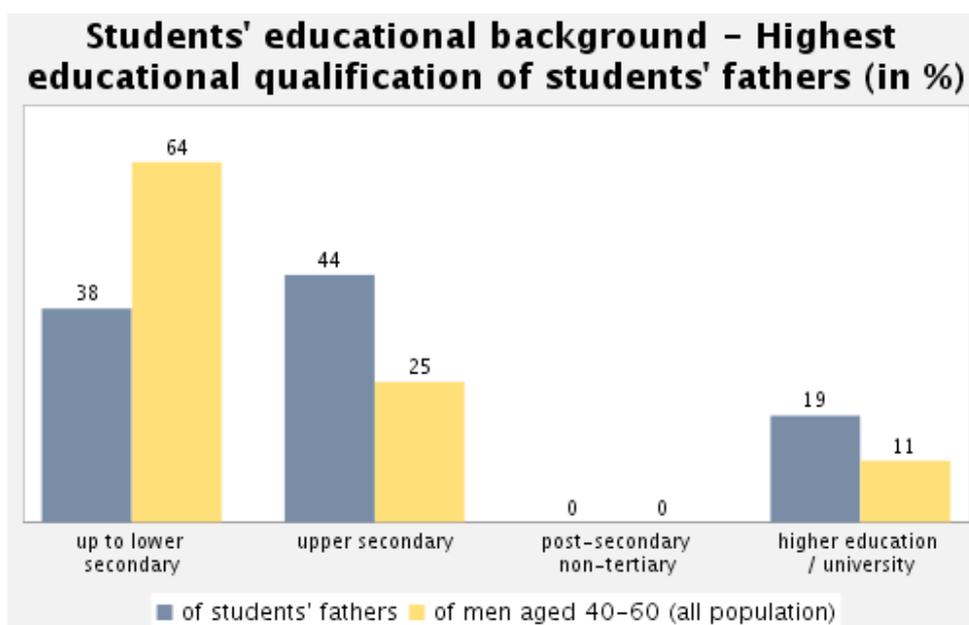
represent 3.0%.

Topic: Social Make-up of Student Body

Subtopic 19: Students' educational background - Highest educational qualification of students' fathers

Key Indicators

Students with higher-education background (measured by father's education) in %:	18.6
Ratio (students' fathers/all men aged 40-60 in the population) with higher-education background:	1.75
Ratio bachelor students' fathers/all men aged 40-60 with higher education	1.66
Students with up to lower secondary education background (measured by father's education):	37.9
Ratio students' fathers/all men aged 40-60 up to lower secondary	0.59
Ratio Bachelor students' fathers/all men aged 40-60 up to lower secondary	0.6



National Source: Euro Student Survey - Italy 2007; Istat, 2006.

National commentary:

One student in five has a father with a higher education qualification. Fathers with this educational background are over-represented in relation to the corresponding male group. The same tendency is noted for fathers with an upper secondary school qualification. Although they represent a significant percentage, fathers with a lower secondary education level are strongly under-represented on the other hand. Compared to previous editions of the Italian Eurostudent survey, there is a constant growth in the

percentage of fathers with higher education degrees while those with a qualification up to lower secondary level are decreasing. Compared to the previous survey (2003), the former have gone up from 17 to 19% and the latter have gone down from 42 to 38%. There are no significant differences for Bachelor students. Note: see

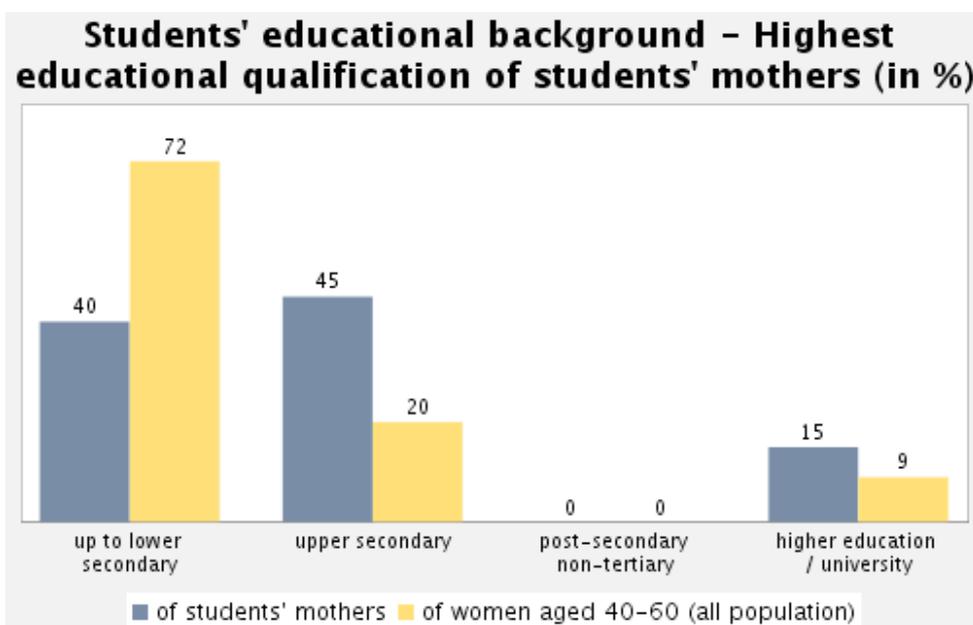
Figure IT16 for data source and age group. Due to the available format of ISTAT, 'post-secondary non-tertiary qualifications' are considered together with 'upper secondary qualifications'. Both for students' fathers and Italian males it is a very limited number of cases.

Topic: Social Make-up of Student Body

Subtopic 20: Students' educational background - Highest educational qualification of students' mothers

Key Indicators

Students with higher-education background (measured by mother's education) in %:	15.1
Ratio (students' mothers/all women aged 40-60 in the population) with higher-education background:	1.72
Ratio bachelor students' mothers/all women aged 40-60 with higher education	1.61
Students up to lower secondary education background (measured by mother's education):	39.7
Ratio students' mothers/all women aged 40-60 up to lower secondary	0.55
Ratio Bachelor students' mothers/all women aged 40-60 up to lower secondary	0.56



National Source: Euro Student Survey - Italy 2007; Istat, 2006.

National commentary:

Students' educational background for mothers is similar to that described for fathers (see Figure IT19). Even though their percentage is lower than that of fathers, mothers with a higher education qualification show a similar rate of over-representation compared to Italian females. The same tendency is noted for mothers with upper secondary

qualifications. Mothers with levels up to lower secondary are strongly under-represented with a similar rate to that registered for fathers. In comparison with previous editions of the Italian Eurostudent survey, a regular increase in the average educational background can be seen for students' mothers, especially in the lower levels. Compared to the 2003 survey, mothers with up to lower secondary levels have gone down from 43% to 40%. The percentage of mothers with a higher education degree remains stable. No significant differences are observed for Bachelor students. Note: See note for Figure IT19.

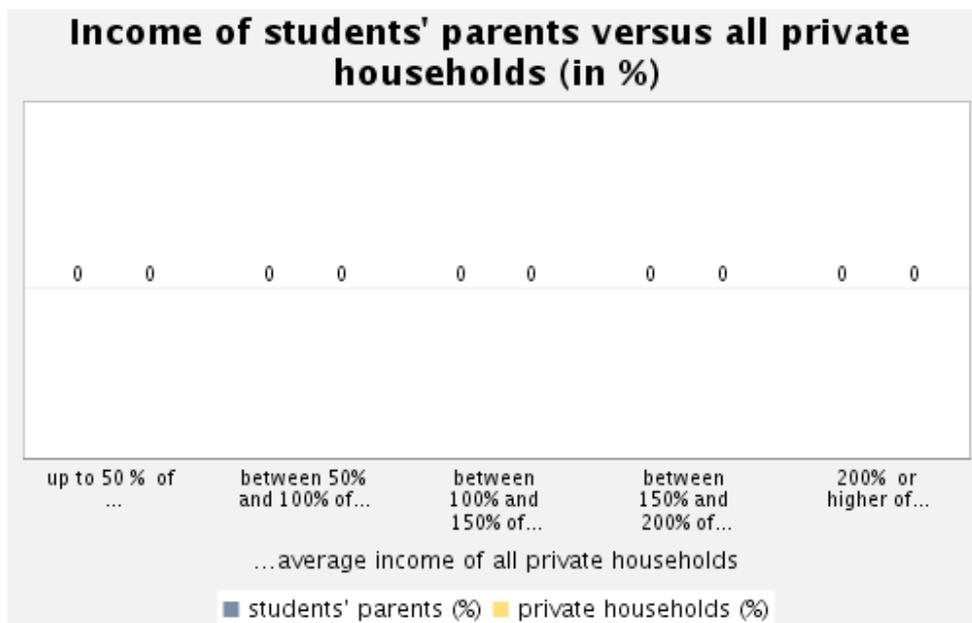
Topic: Social Make-up of Student Body

Subtopic 21: Income of students' parents versus all private households

Key Indicators

Percentage of students' parents with an income up to 50% below the average for all private households

n.d.



National Source:

National commentary:

No data available (not surveyed).

Topic: Accommodation

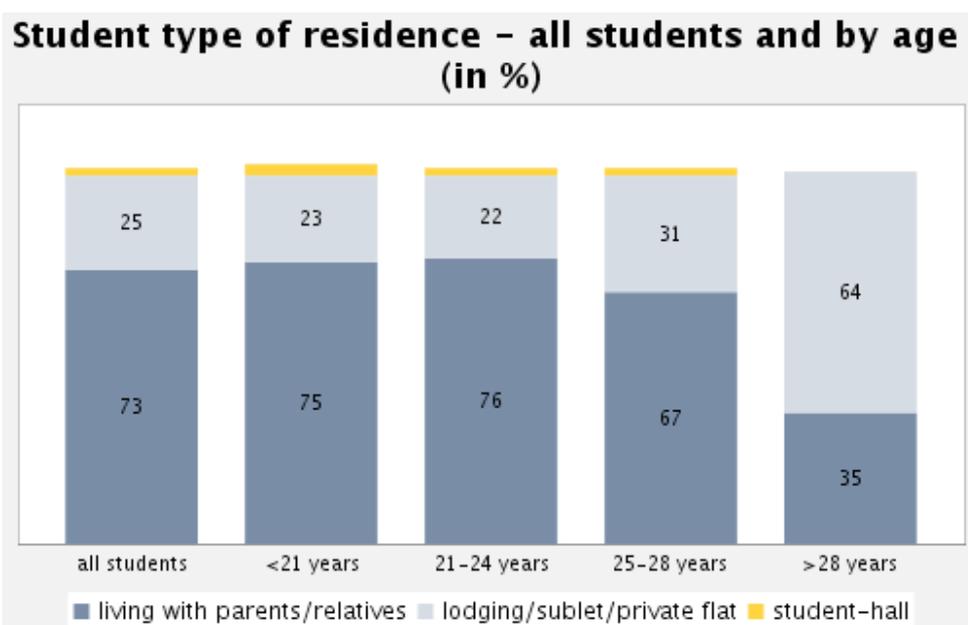
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Topic: Accommodation

Subtopic 22: Student type of residence and student type of residence by age

Key Indicators

Proportion of (all) students living with parents/relatives in %:	72.7
Proportion of student-hall residents in %:	2.3
Proportion of students living in an own lodging/sublet/privat flat in %:	25.0
Most frequent type of residence for students younger than 21 years:	1.0
Share of students younger than 21 years in this form of accommodation	74.7
Most frequent type of residence for students older than 28 years:	2.0
Share over 28 year old students in this form of accommodation:	64.3



National Source: Euro Student Survey - Italy 2007

National commentary:

The situation appears to be rather stable over the years and present data shows the same trends in the different age groups as in the past. High values for 'living with parents' are typical in Southern European countries. The rate of students living with families has increased in Italy after the reform (2000: 68%; 2003: 75%; 2006: 73%) for the following reasons: a) increasing study costs that reduce long-term mobility and result in increasing daily commuting; b) increased number of study locations enabling a larger number of students to live at home (i.e. with families) and to act as commuters; c) shortage in

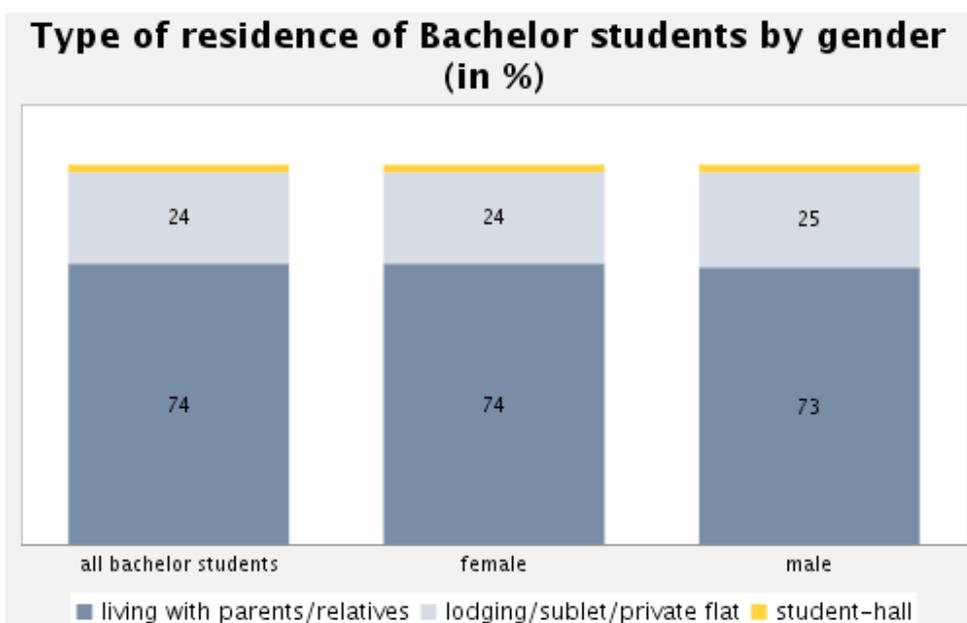
availability of student halls and facilities for non-resident students in many towns. The percentage of students who live in student halls drops rapidly with the increasing age, since the access regulations usually favour younger students. The vast majority of students who live in lodgings, sublets or private flats share accommodation with other students and rent a flat from a private owner.

Topic: Accommodation

Subtopic 23: Type of residence of bachelor students by gender

Key Indicators

Proportion of Bachelor students living with parents/relatives in %:	73.6
Proportion of Bachelor students living in student-halls in %:	2.1
Proportion of Bachelor students living in a lodging/sublet/private flat in %:	24.3
Proportion of female Bachelor students living with parents/relatives in %:	73.9
Proportion of male Bachelor students living with parents/relatives in %:	73.1



National Source: Euro Student Survey - Italy 2007

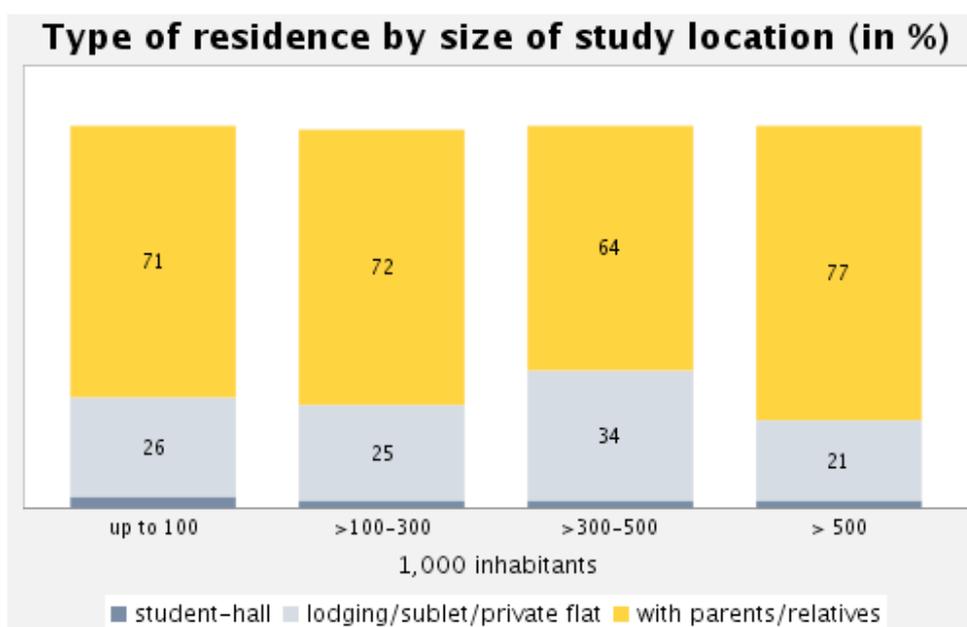
National commentary:

The situation of Bachelor students does not show any difference compared to total students (Figure IT22). There are no differences between males and females, in particular with regard to access to student halls. Access to student halls is selective in Italy: while economic conditions and academic performance are considered, gender is not relevant in the selection process.

Topic: Accommodation**Subtopic 24: Type of residence by size of study location****Key Indicators**

Ratio of students living in (lodging/sublet/private flat)/(with parents/relatives) in locations < 100,000 inhabitants: 0.36

Ratio of students living in (lodging/sublet/private flat)/(with parents/relatives) in locations > 500,000 inhabitants: 0.28



National Source: Euro Student Survey - Italy 2007

National commentary:

Students living with their parents are more than the average in cities with more than 500,000 inhabitants, where the largest universities are located. These universities offer a variety of study programmes and are able to attract students. As a result, it is unlikely for students living in major cities to move somewhere else to study. Many universities with a high rate of non-resident students (fuori sede) are located in cities with 300-500,000 inhabitants (e.g. Bologna, or Florence). This is the reason why the highest percentage of students maintaining their own household may be found in these cities. The highest percentage of students living in student halls may be found in cities up to 100,000 inhabitants. A good availability of student halls characterises many small university towns (this is often highlighted in marketing campaigns to attract students). In the same group of cities, many small-to-medium sized universities are located. In those universities the choice of study programmes tends to be less extensive. As a result, students are more likely to move, thus determining a lower percentage of students living with parents.

Topic: Accommodation

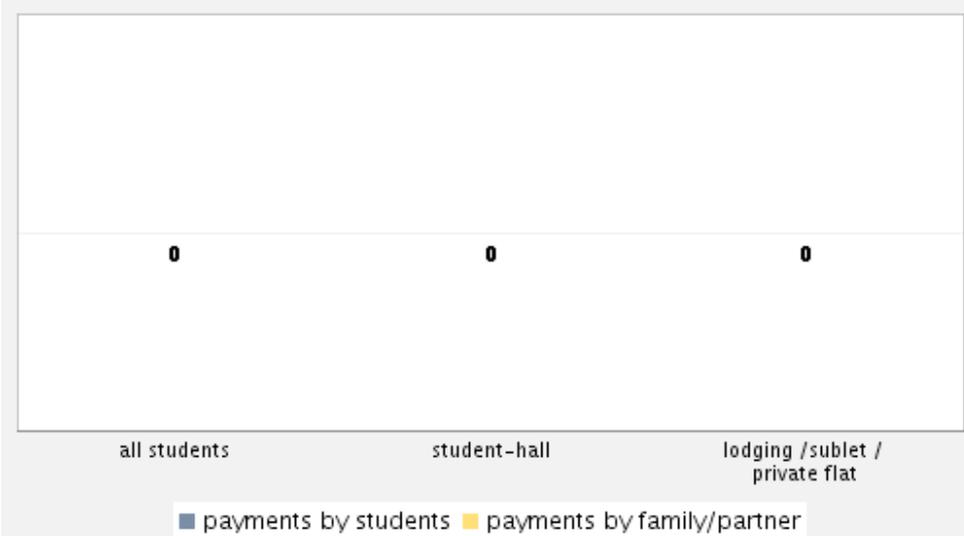
Subtopic 25: Cost of accommodation for students living in own households

Key Indicators

Average monthly rent for student-halls (arithm. mean): n.d.

Average monthly rent for students living in lodging/sublet/private flat: n.d.

Cost of accommodation by source (in nat. currency) rate:



National Source:

National commentary:

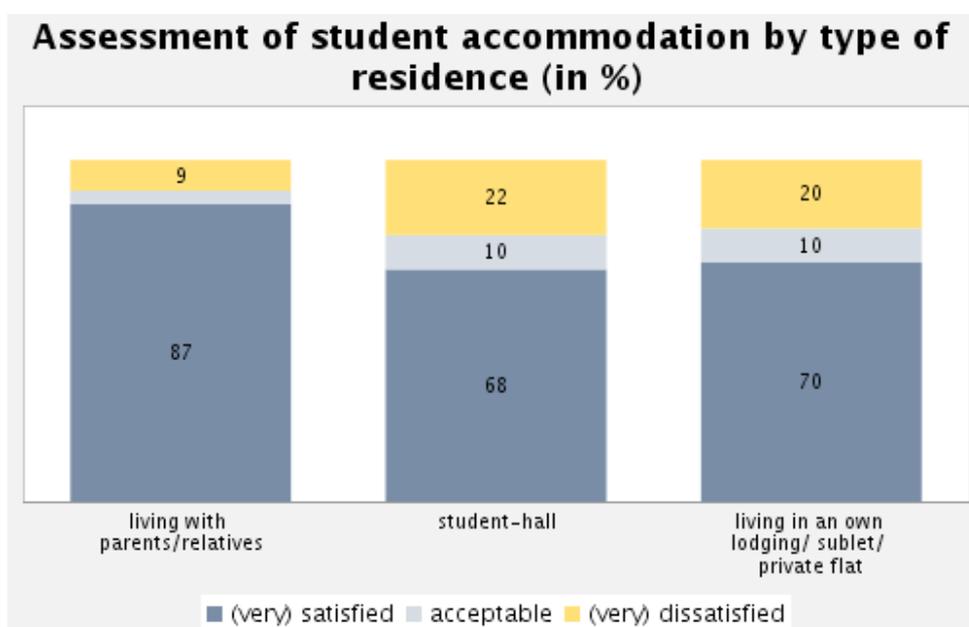
No data available (not surveyed).

Topic: Accommodation

Subtopic 26: Assessment of student accommodation by type of residence

Key Indicators

Percentage of (very) satisfied students, living with parents/relatives:	87.0
Percentage of (very) satisfied students, residing in student-halls:	68.0
Percentage of (very) satisfied students, living in an own lodging/sublet/private flat:	69.8



National Source: Euro Student Survey - Italy 2007

National commentary:

The percentage of students who are (very) satisfied is very high for all types of residence but not surprisingly especially for students living at home. The degree of satisfaction for accommodation in student halls seems to indicate that the considerable effort (also financial) of recent years by local student welfare bodies (enti per il diritto allo studio universitario) to improve conditions in their student accommodation has had positive results. Nevertheless, one student in three in student halls is not satisfied.

Topic: Funding and State Assistance

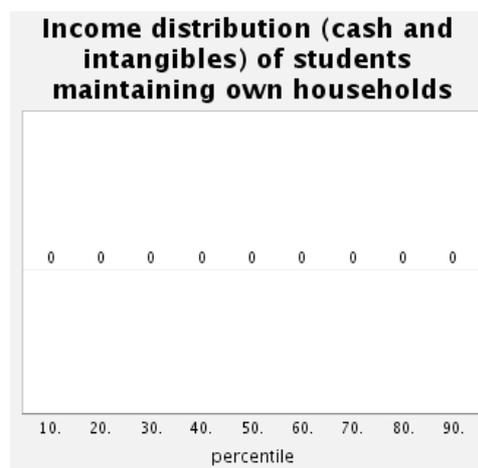
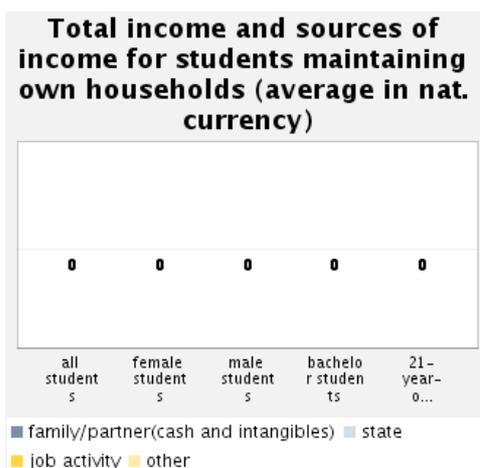
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Topic: Funding and State Assistance

Subtopic 27: Total income of students maintaining their own household

Key Indicators

Income cut-off point between lower and upper half of distribution of student income (median):	n.d.
Income cut-off point for lowest 20% of students:	n.d.
Average monetary student income per month (mean):	n.d.
Average monetary income p.m. (mean) of female students:	n.d.
Average monetary income p.m. (mean) of male students:	n.d.
Average monetary income p.m. (mean) of bachelor students:	n.d.
Average monetary income p.m. (mean) of students aged 21:	n.d.



National Source:

National commentary:

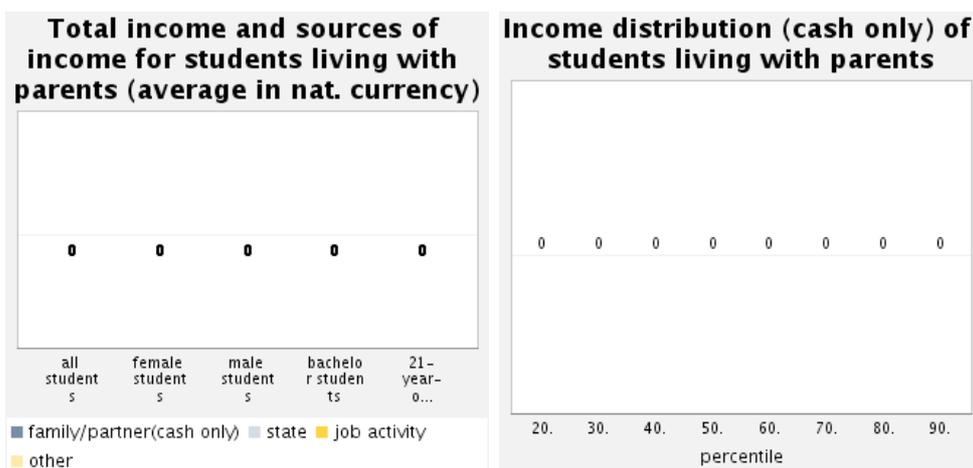
No data available (not surveyed).

Topic: Funding and State Assistance

Subtopic 28: Total income of students living with parents/relatives

Key Indicators

Income cut-off point between lower and upper half of distribution of student income (median):	n.d.
Income cut-off point for lowest 20% of students:	n.d.
Average monetary student income p.m. (mean):	n.d.
Average monetary income p.m. (mean) of female students:	n.d.
Average monetary income p.m. (mean) of male students:	n.d.
Average monetary income p.m. (mean) of bachelor students:	n.d.
Average monetary income p.m. (mean) of students aged 21:	n.d.



National Source:

National commentary:

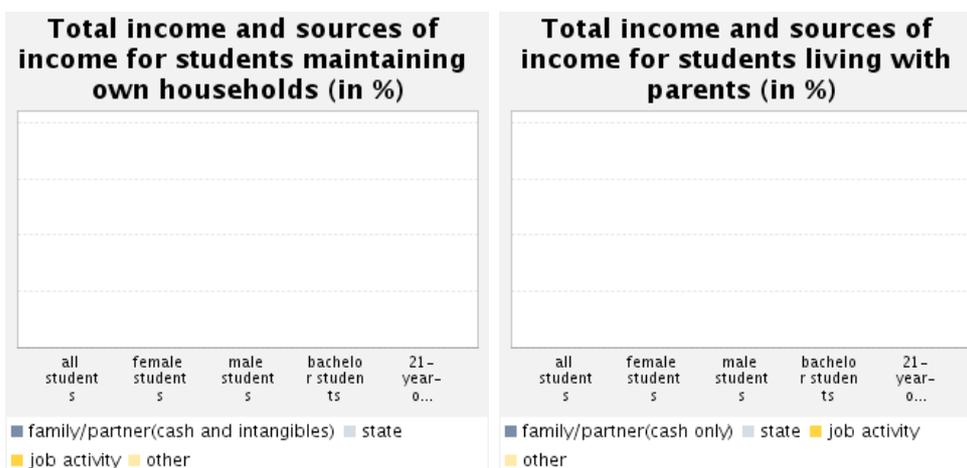
No data available (not surveyed).

Topic: Funding and State Assistance

Subtopic 29: Composition of student income according to type of residence

Key Indicators

Family/partner contribution for students maintaining own households in %:	n.d.
Job source for students maintaining own households in %:	n.d.
State contribution for students maintaining own households in %:	n.d.
Family/partner contribution for students living with parents/relatives in %:	n.d.
Job source for students living with parents/relatives in %:	n.d.
State contribution for students living with parents/relatives in %:	n.d.



National Source:

National commentary:

No data available (not surveyed).

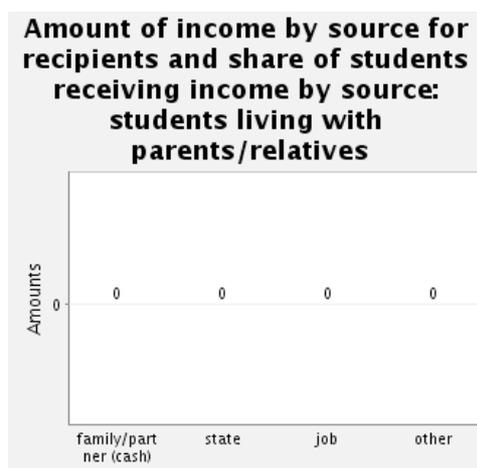
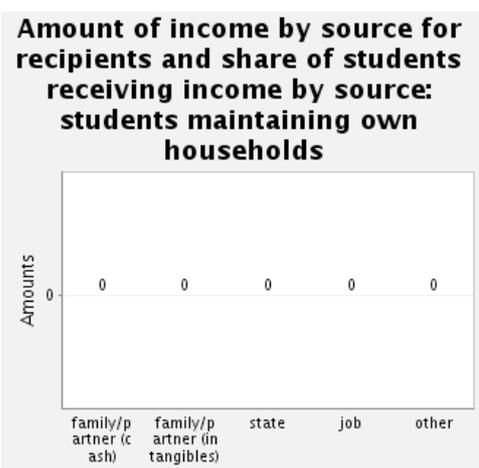
Topic: Funding and State Assistance

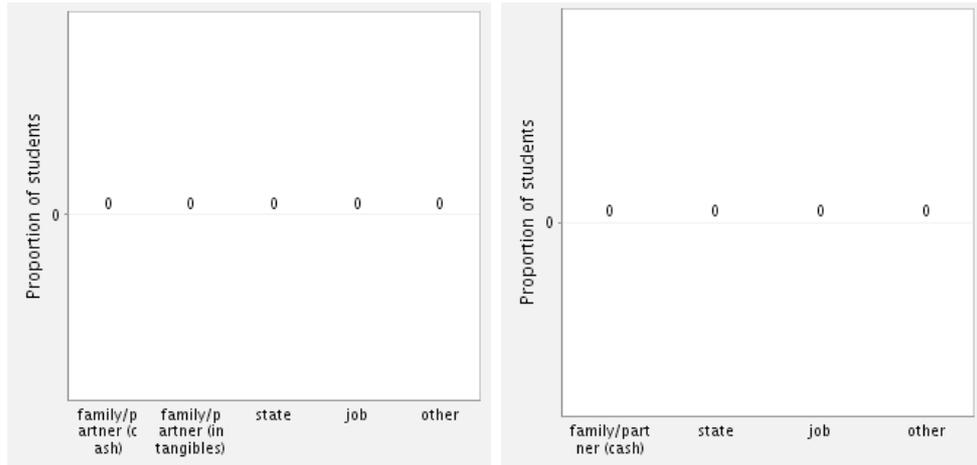
Subtopic 30: Sources of student income according to type of residence

Key Indicators

Students...

...maintaining own households who receive family/partner contribution in % and average amount:	n.d.	n.d.
...maintaining own households who earn income from employment in % and average amount:	n.d.	n.d.
...maintaining own households who receive state support in % and average amount:	n.d.	n.d.
...living with parents/relatives who receive family/partner contribution in % and average amount:	n.d.	n.d.
...living with parents/relatives who who earn income from employment in % and average amount:	n.d.	n.d.
...living with parents/relatives who receive state support in % and average amount:	n.d.	n.d.





National Source:

National commentary:

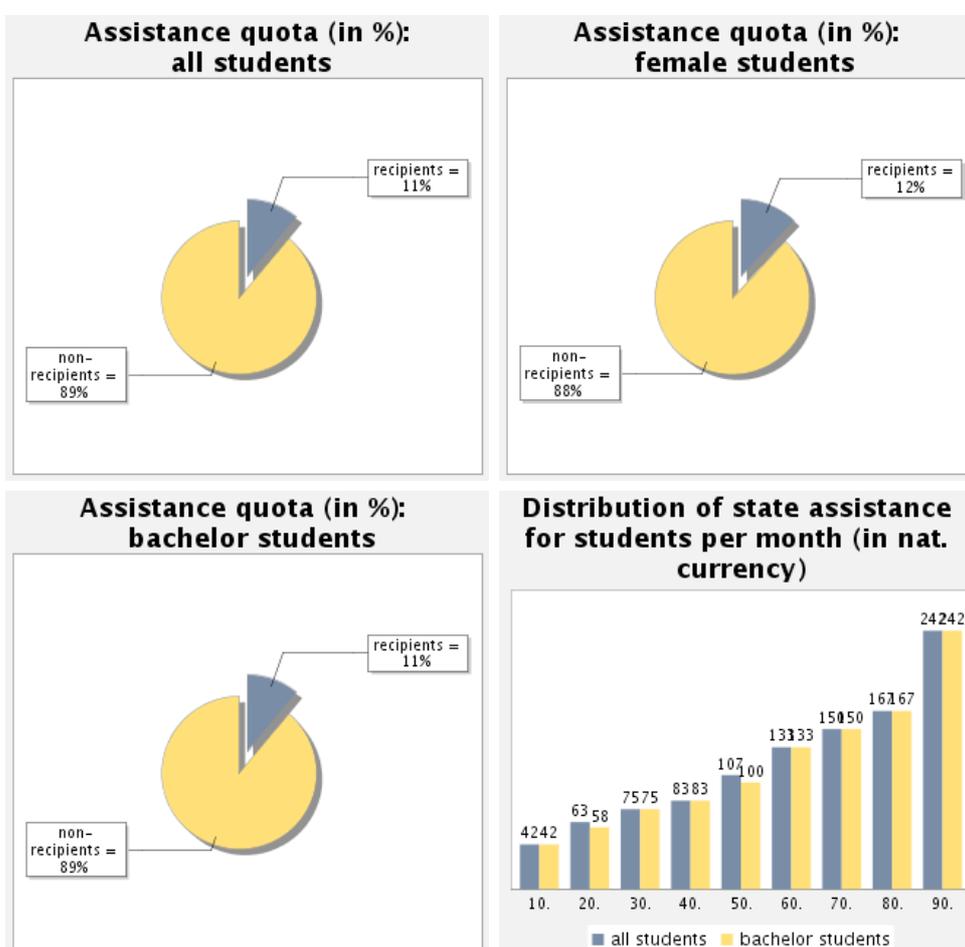
No data available (not surveyed).

Topic: Funding and State Assistance

Subtopic 31: State assistance for students

Key Indicators

State assistance quota for all students:	10.9
Cut-off point between lower and upper half of distribution of state assistance (median), all students:	107.0
State assistance quota for bachelor students:	11.0
Cut-off point between lower and upper half of distribution of state assistance (median), bachelor students:	100.0



National Source: Euro Student Survey - Italy 2007

National commentary:

The aid quota includes students who in the academic year 2005-2006 declared receiving a grant given by a regional student welfare body (ente per il diritto allo studio universitario) or a scholarship given by another public body (university, local authority, social welfare national bodies etc.). Public aid

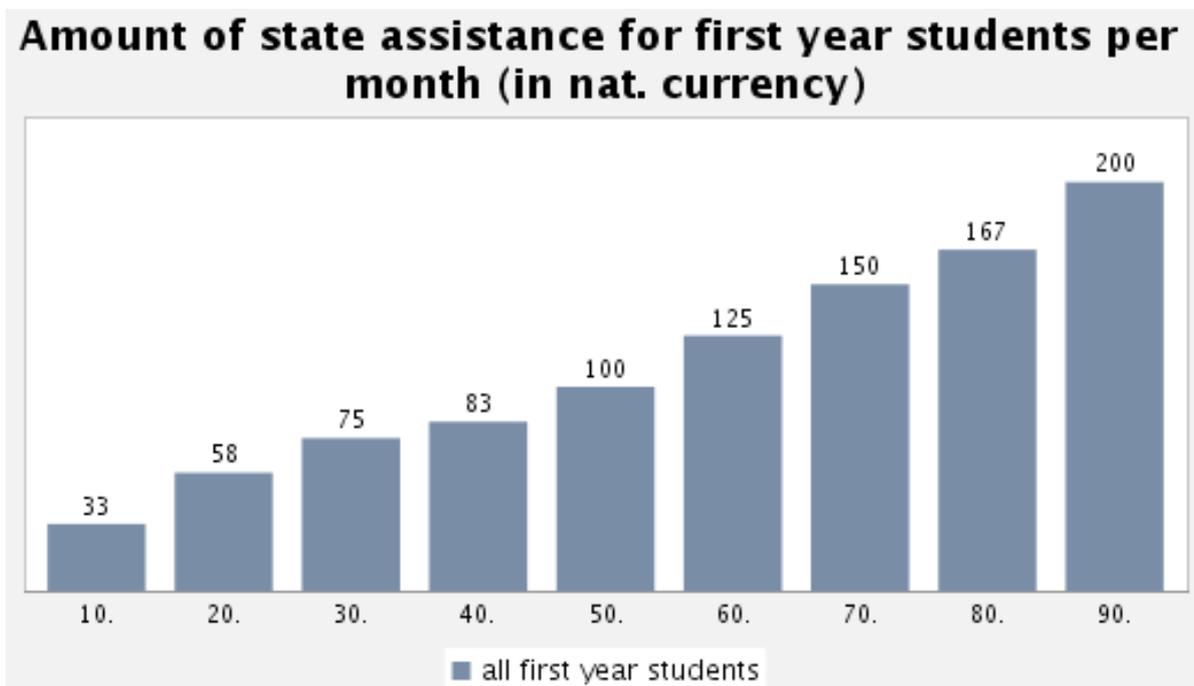
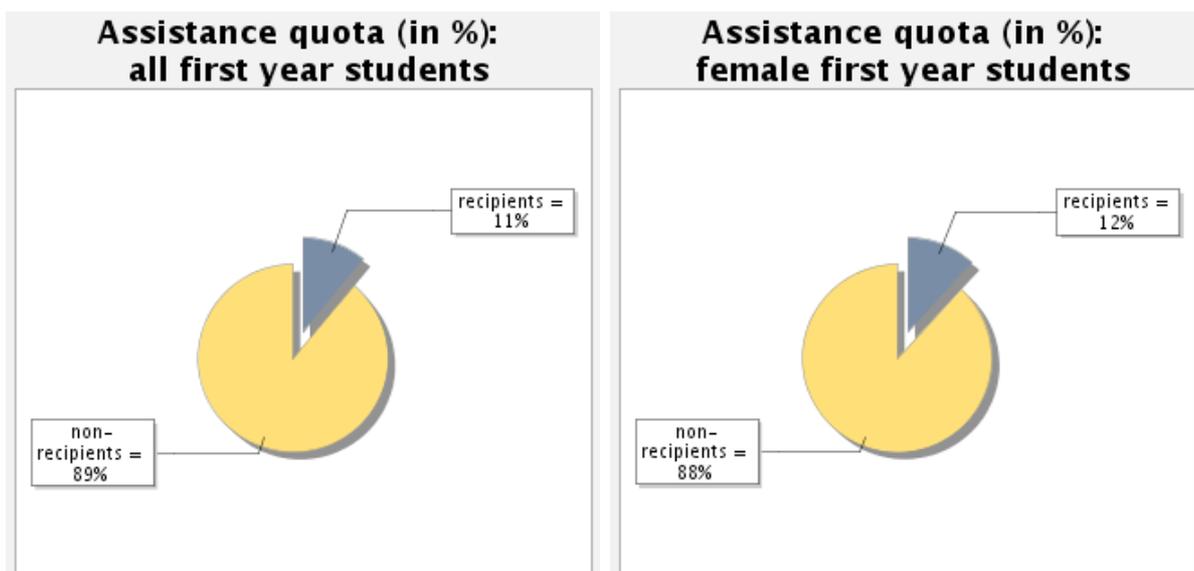
represents 11% of the sample. Even though it remains low, the percentage of assisted students has increased in the last three years (it was 9% in 2003). This tendency is noted after a sudden drop in the first years of the decade. There are no significant differences between Bachelor students and others. The percentage of female recipients (12.1%) is slightly higher than the male percentage (10.9%): this difference is similar to situations already noted in previous Eurostudent surveys. The average amount of grants has gone down since the last edition (from 125 to 107). To evaluate this data it is important to point out that more than a third of grants are given to students partly in cash and partly in services or facilities (known in Italian as *formula mista*). As explained in Figure IT33, the drop in the average amount does not affect all students in the same way.

Topic: Funding and State Assistance

Subtopic 32: State assistance for first year students

Key Indicators

State assistance quota:	10.6
Cut-off point between lower and upper half of distribution of state assistance (median), all students:	100.0



National Source: Euro Student Survey - Italy 2007

National commentary:

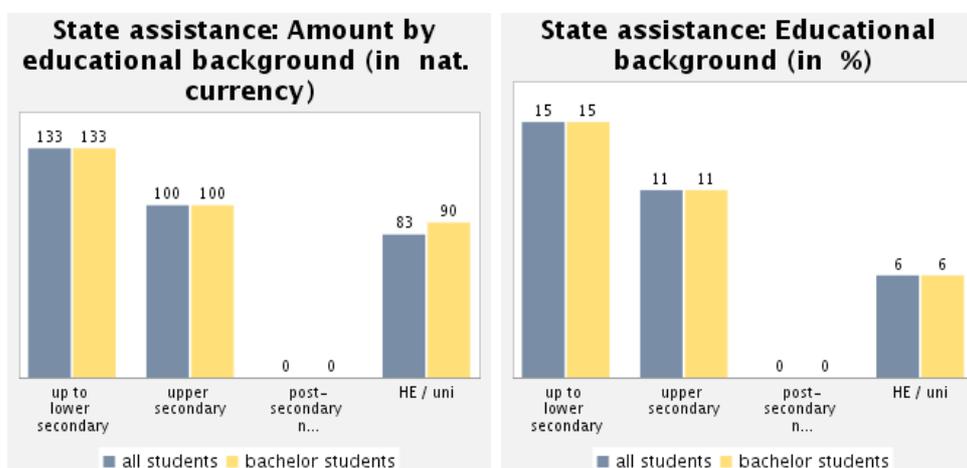
State assistance concerns 10.6% of first year students. The percentage of assisted students has increased in the last three years (it was 7% in 2003); the average amount of assistance has gone down from 133 to 100. See Figure IT31 for an evaluation of these circumstances. Note: for a definition of first year student see Figure IT03.

Topic: Funding and State Assistance

Subtopic 33: State assistance by educational background

Key Indicators

State assistance quota for students with parents with up to lower secondary education:	15.2
Median assistance amount per month for all recipients with parents with up to lower secondary education:	133.3
State assistance quota for students with parents with higher education:	6.1
Median assistance amount per month for recipients with parents with higher education:	83.3



National Source: Euro Student Survey - Italy 2007

National commentary:

State assistance varies a lot according to the family's educational background: in particular, students whose parents were university-educated are less than half (6.1%) of the students from less favourable conditions - parents with up to lower secondary education - (15.2%). The average amount of assistance also varies in the same way; students in less favourable conditions receive assistance that is 1.6 times the amount of students with university-educated parents. The differences noted are coherent with national policy objectives for student welfare, aimed at giving priority to deserving students who are socially disadvantaged. Alongside the increase in the percentage of assisted students, the percentage of socially disadvantaged students receiving aid increased in 2003-2006 from 13.8% to 15.2%. Unlike the case of total number of assisted students (Figure IT31) no reduction is noted in the average amount,

which remains stable at 133 per month (135 in 2003). Note: see Figure IT19 for the classification of students according to parents' educational background.

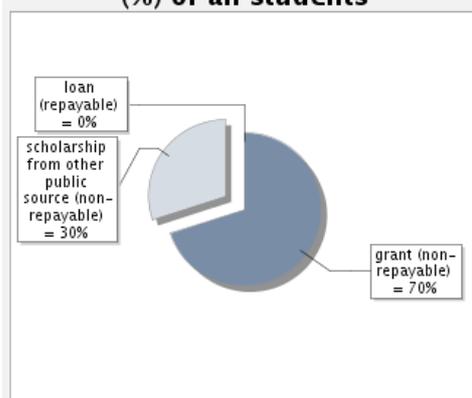
Topic: Funding and State Assistance

Subtopic 34: Make-up of state assistance for students

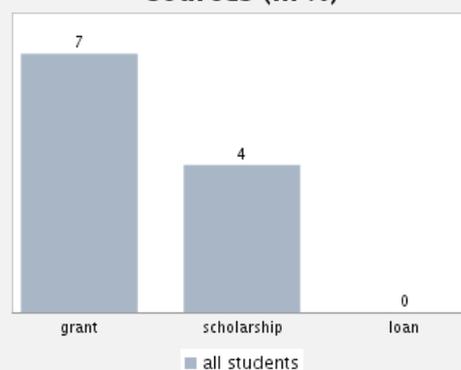
Key Indicators

Share of non-repayable public support for all students	100.0
Share of non-repayable public support for bachelor students	100.0
Share of all students who receive grants	7.3
Share of all students who receive scholarships	3.5
Share of all students who receive loans	0.0
Share of bachelor students who receive grants	7.3
Share of bachelor students who receive scholarships	3.7
Share of bachelor students who receive loans	0.0

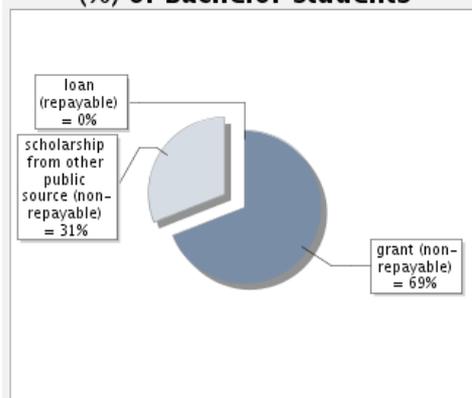
Make-up of total public support (%) of all students



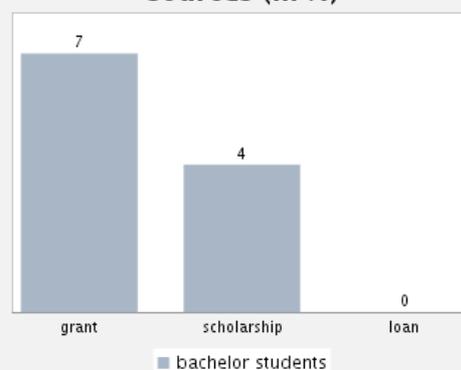
Students who receive public support from the following sources (in %)



Make-up of total public support (%) of Bachelor students



Bachelor students who receive public support from the following sources (in %)



National Source: Euro Student Survey - Italy 2007

National commentary:

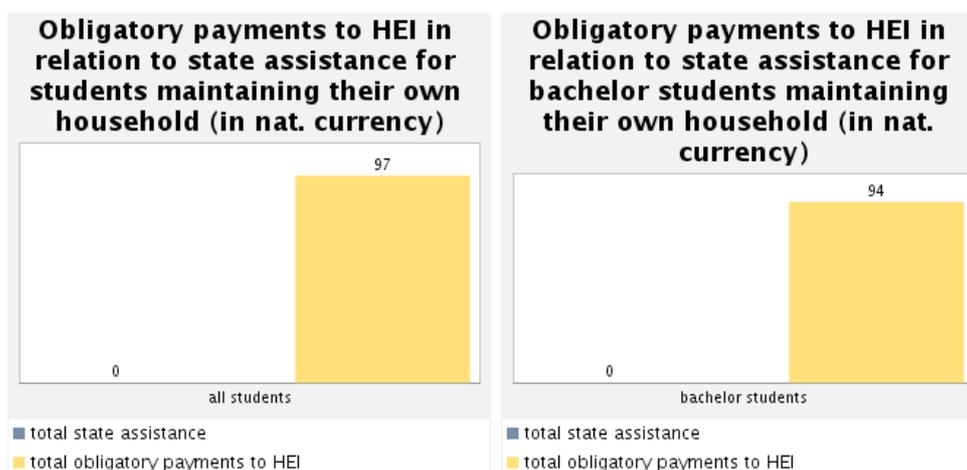
All state assistance for students in Italy is non-repayable. The number of loans is only a few dozen per year and represents an insignificant component. The distribution of non-repayable grants and scholarships confirms the scenario emerging from previous surveys and that described by official statistics: the vast majority of aid is distributed via the regional student welfare system, while the role of other public national and local bodies is minor.

Topic: Funding and State Assistance

Subtopic 35: Obligatory payments to HEI in relation to income sources for students maintaining their own household

Key Indicators

Individual payments of students to HEIs as a proportion of total income (%)	n.d.
Individual payments of bachelor students to HEIs as a proportion of total income (%)	n.d.
Ratio individual payments of students to HEIs to students' state assistance	n.d.
Ratio individual payments of bachelor students to HEIs to bachelors' state assistance	n.d.



National Source: Euro Student Survey - Italy 2007

National commentary:

The average annual amount in taxes and other obligatory contributions paid by this type of student is Euro 1,166; the amount for Bachelor students is only a few tens of Euros less. Students maintaining their own household are one of the categories analysed in this survey with the highest obligatory payment. (see Figure IT37 for more

details). Note: the amounts include fees paid to the university and a regional tax (tassa regionale per il diritto allo studio universitario) that is used to fund student welfare; this tax is paid by students to the university but does not represent a contribution to them. Note: the amounts are calculated by taking into consideration only those students who maintain their own household and have not obtained total or partial waiver for fees (n. = 700).

Topic: Funding and State Assistance

Subtopic 36: Income profile of students maintaining their own household by educational and occupational background

Key Indicators

Total income (national average index = 100)

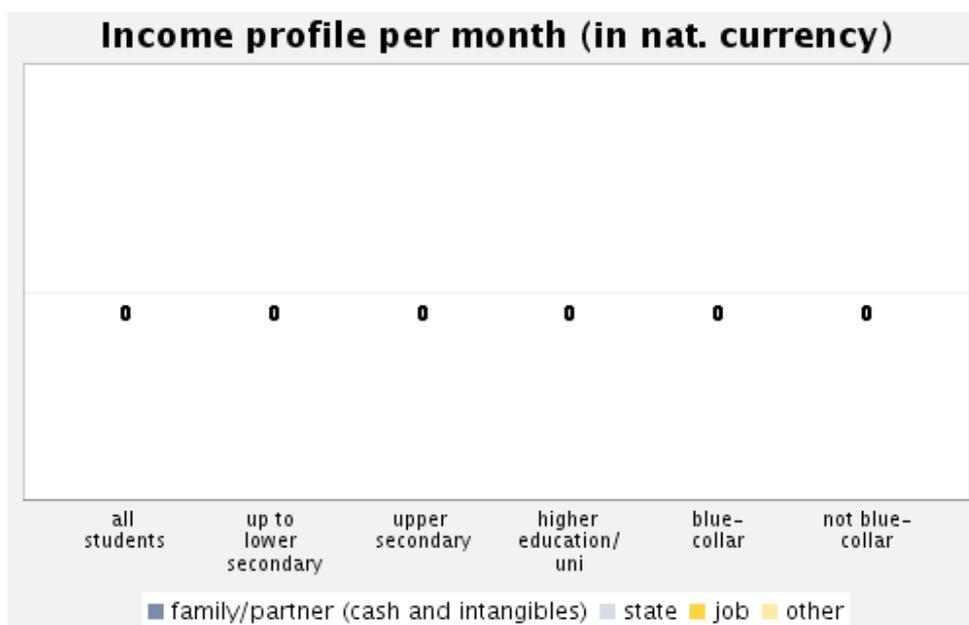
- low educational background = n.d.
- high educational background = n.d.

State assistance (national average index = 100)

- low educational background = n.d.
- high educational background = n.d.

Family contribution (national average index = 100)

- low educational background = n.d.
- high educational background = n.d.



National Source:

National commentary:

No data available (not surveyed).

Topic: Living Expenses - Student Spending

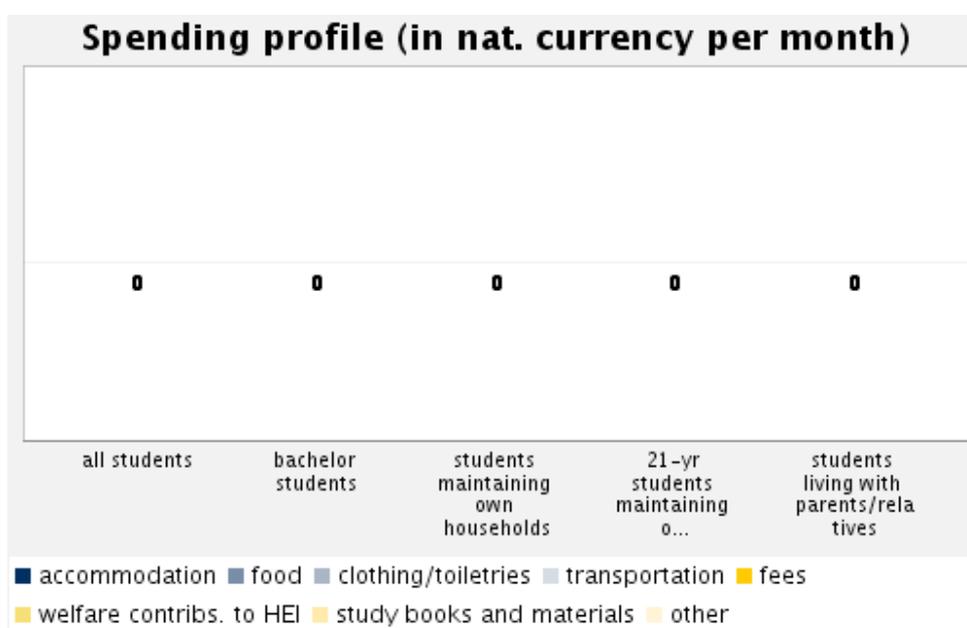
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Topic: Living Expenses - Student Spending

Subtopic 37: Profile of students' living costs

Key Indicators

Percentage of rent for accommodation relative to all costs for students maintaining own households:	n.d.
Percentage of rent for accommodation relative to all costs for 21-year-old students maintaining own households:	n.d.
Percentage of contributions to the institution relative to all costs (all students):	n.d.
Percentage of contributions to the institution relative to all costs (bachelor students):	n.d.



National Source: Euro Student Survey - Italy 2007

National commentary:

The only living costs surveyed were fees and contributions paid by students. The average annual amounts for the various categories of students are: all students: Euro 1,074; students maintaining their own household: Euro 1,166; Bachelor students: Euro 1,060; 21-year-old students maintaining their own household: Euro 1,488; students living with parents: Euro 1,015. If they have not received a total or partial waiver, students maintaining their own household especially the youngest ones pay the highest average amount. The difference between all students and Bachelor students shows that Master students pay higher fees on average. The average annual amount of fees and contributions paid by all students has increased significantly in the last years: Eurostudent surveys show an increase of about 28% since 2000. Note: the amounts refer to students who paid the whole amount of fees (n. = 2,619,

77.1% of the total); students who obtained a total or partial waiver are not included.

Topic: Living Expenses - Student Spending

Subtopic 38: Monthly living expenses by size of study location

Key Indicators

Average monthly direct expenditure at study locations with up to 100,000 inhabitants:	n.d.
Average monthly direct expenditure at study locations with more than 500,000 inhabitants:	n.d.
Average monthly direct expenditure on accommodation at study locations with up to 100,000 inhabitants:	n.d.
Average monthly direct expenditure on accommodation at study locations with more than 500,000 inhabitants:	n.d.



National Source:

National commentary:

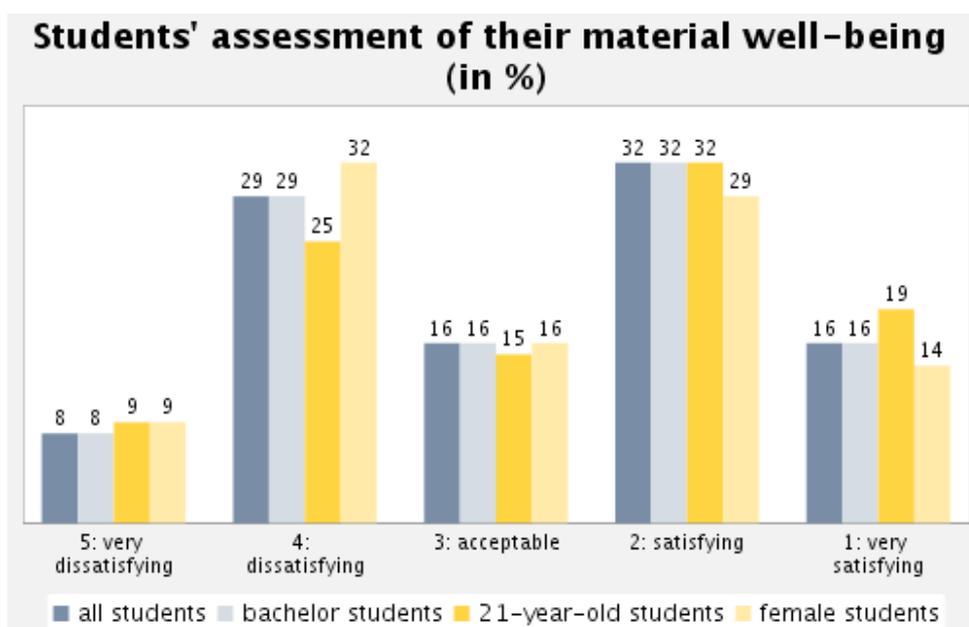
No data available (not surveyed).

Topic: Living Expenses - Student Spending

Subtopic 39: Students' assessment of their material well-being

Key Indicators

Percentage of all students who indicated that their material well-being is (very) satisfactory:	47.4
Percentage of all students who indicated that their material well-being is (very) dissatisfactory:	36.7
Percentage of bachelor students who indicated that their material well-being is (very) dissatisfactory:	36.7
Percentage of 21-year-old students who indicated that their material well-being is (very) dissatisfactory:	34.7
Percentage of female students who indicated that their material well-being is (very) dissatisfactory:	40.8



National Source: Euro Student Survey - Italy 2007

National commentary:

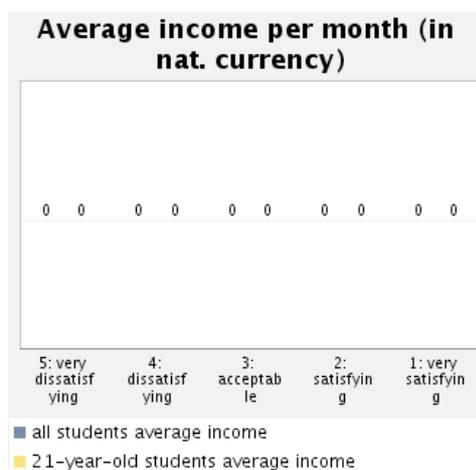
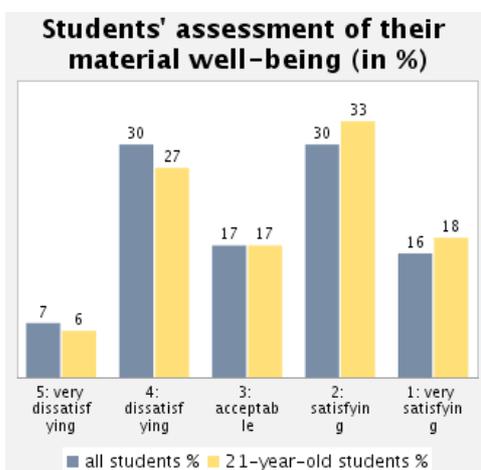
There are more satisfied than dissatisfied students (47.4% against 36.7%). Gender appears to influence the assessment of well-being: female students are almost equally dissatisfied as satisfied (42.9% against 40.8%). There are no significant differences in other student groups.

Topic: Living Expenses - Student Spending

Subtopic 40: Students' assessment of their material well-being and their average income for students maintaining their own household

Key Indicators

Percentage of students who indicated that their material well-being is (very) satisfactory:	46.0
and their average income (cash and intangibles):	0.0
Percentage of students who indicated that their material well-being is (very) dissatisfactory:	37.1
and their average income (cash and intangibles):	0.0
Percentage of 21-year-old students who indicated that their material well-being is (very) dissatisfactory:	32.6
and their average income (cash and intangibles):	0.0
Difference of income between assessment of "very satisfying" to assessment "very dissatisfying":	n.d.
Index of difference: (average income very satisfactory) / (average income very dissatisfactory) = X:	n.d.



National Source: Euro Student Survey - Italy 2007

National commentary:

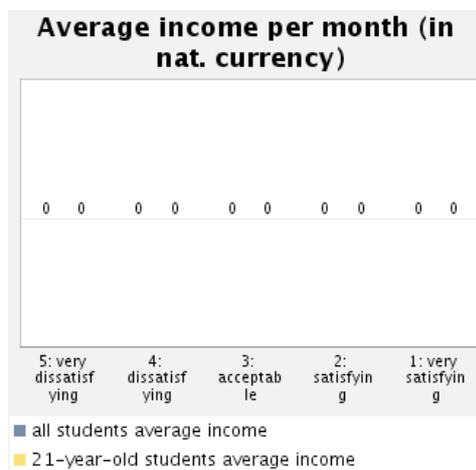
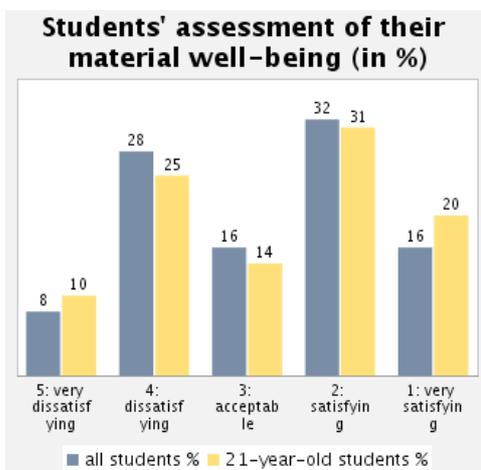
Even though the quota of satisfied students maintaining their own household is slightly below the average, the type of residence does not seem to have an influence over the assessment of material well-being. No data available for student income (not surveyed).

Topic: Living Expenses - Student Spending

Subtopic 41: Students' assessment of their material well-being and their average income for students living with parents/relatives

Key Indicators

Percentage of students who indicated that their material well-being is (very) satisfactory:	47.3
and their average income (cash):	n.d.
Percentage of students who indicated that their material well-being is (very) dissatisfactory:	36.8
and their average income (cash):	n.d.
Percentage of 21-year-old students who indicated that their material well-being is (very) dissatisfactory:	35.5
and their average income (cash):	n.d.
Difference of income between assessment of "very satisfying" to assessment "very dissatisfying":	n.d.
Index of difference: (average income very satisfactory) / (average income very dissatisfactory) = X:	n.d.



National Source: Euro Student Survey - Italy 2007

National commentary:

These data

appear to confirm outcomes in Figure IT40: students living with their parents/relatives are more satisfied than those maintaining their own household, but the small differences in numbers seem to confirm that the type of residence does not influence assessment of material well-being. No data is available for student income (not surveyed).

Topic: Student Employment and Time Budget

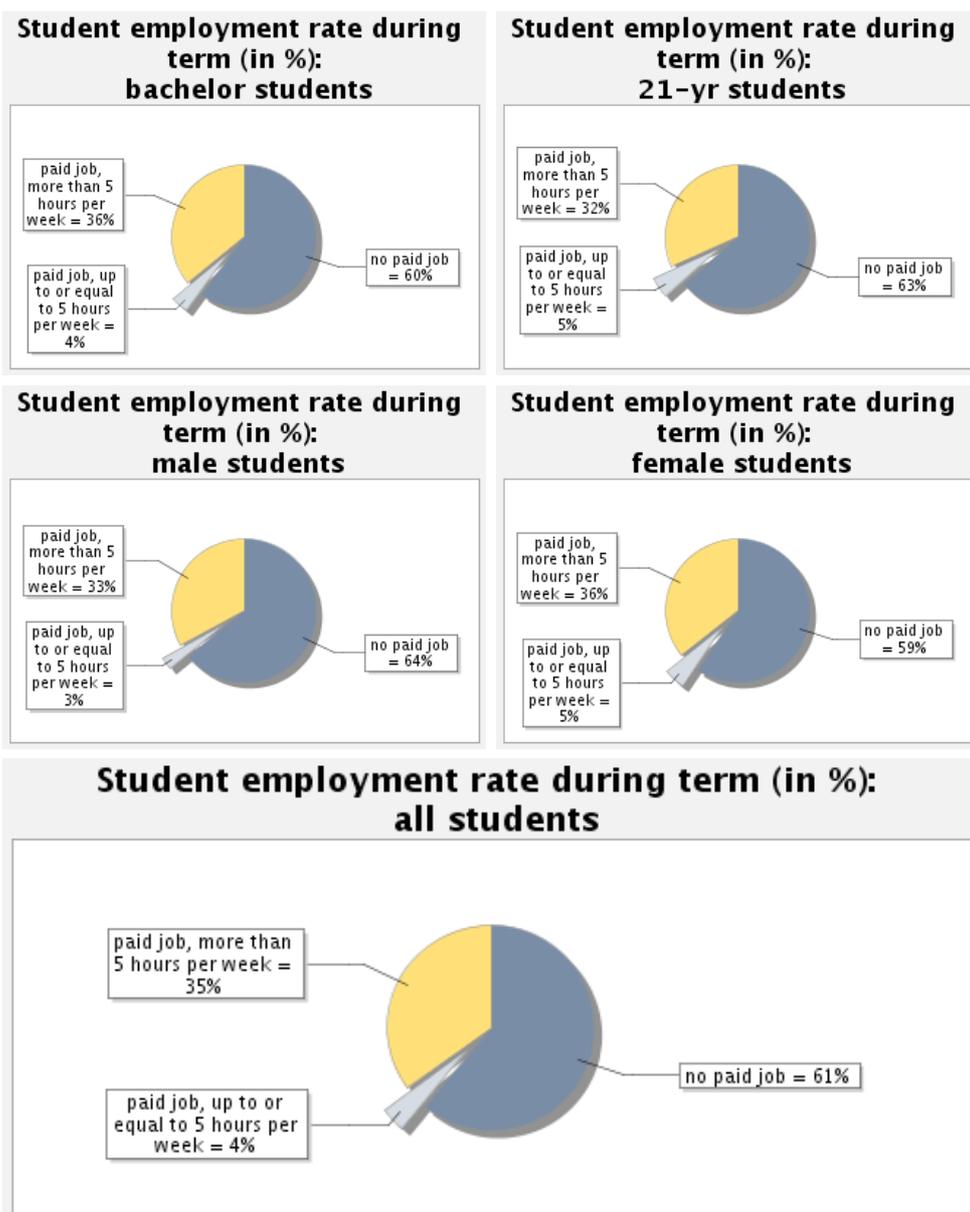
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Topic: Student Employment and Time Budget

Subtopic 42: Student employment rate during term

Key Indicators

Employment rate, all students:	38.6
Employment rate, bachelor students:	40.1
Employment rate, 21-year-old students:	36.3
Employment rate, female students:	40.2
Employment rate, male students:	36.5



National Source: Euro Student Survey - Italy 2007

National commentary:

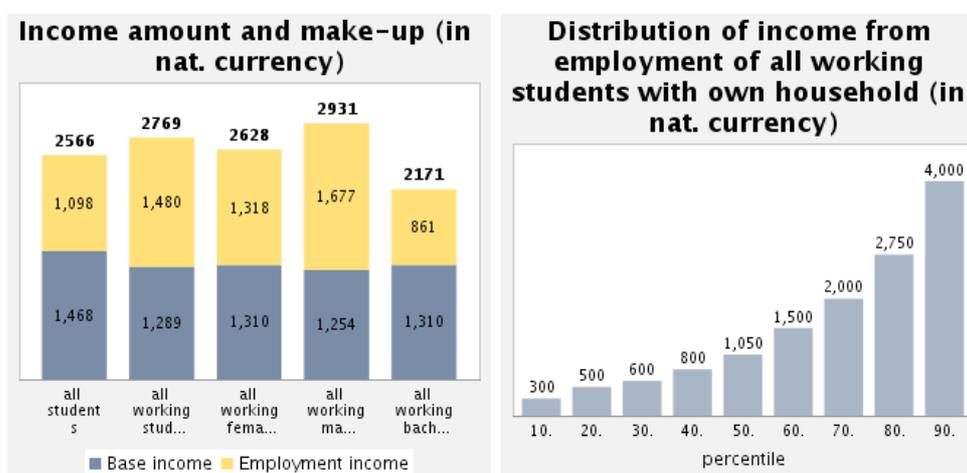
The student employment rate is increasing again, after a rather sharp fall in the early years of the reform: it was 54% in 2000, fell to 30.4% in 2003 and is now 38.6%. The trend is coherent with the student time budgets in the quoted years. Reduction of the employment rate has been one of the most visible impacts of the reform on student life conditions. A reversing trend may mean that the system is returning to 'normality'. Female students work more than their male colleagues; the current situation is the consequence of a regular trend over the years which has progressively cancelled and reversed the gap in the female employment rate noted in the 90's in the first Eurostudent surveys. The employment rate is according to age: employment rate amongst 21-year-olds is below the average, the majority of students between 24 and 27 have a job (53.9%) and this percentage goes up to 80.2% for students who are over 27 years old. There is also a different distribution of work amongst students according to the type of residence: the employment rate of non-resident students (studenti fuori sede) is almost half the average (20.3%).

Topic: Student Employment and Time Budget

Subtopic 43: Student employment and income for students maintaining own households

Key Indicators

All working students' income from employment as proportion of total income:	53.4
Working bachelor students' income from employment as proportion of total income:	39.7
Income cut-off point for lowest 10% of students:	300.0



National Source: National Survey 2005

National commentary:

For working students (maintaining own household), income from employment is more important than other income sources (parents/family, state or others). Working students (maintaining own household) have an overall higher income in comparison with all students maintaining own household.

Male students have a higher total income in comparison with female students and a higher part of their total income comes from employment, even if they did not work more than female students (see Fig. 42). For female students, employment income and base income are more equilibrated. Bachelor students have a smaller budget and less than 50% of their total income comes from employment.

It should always be considered that in the Swiss survey are taken into account students in UAS that attend classes while working in the field (see comment box Fig. 0). Those students have a higher overall income, they depend less on the support of their parents and the majority is a male student (60% of UAS students that attend classes while working in the field is male). This can explain the higher amount of employment income for male students.

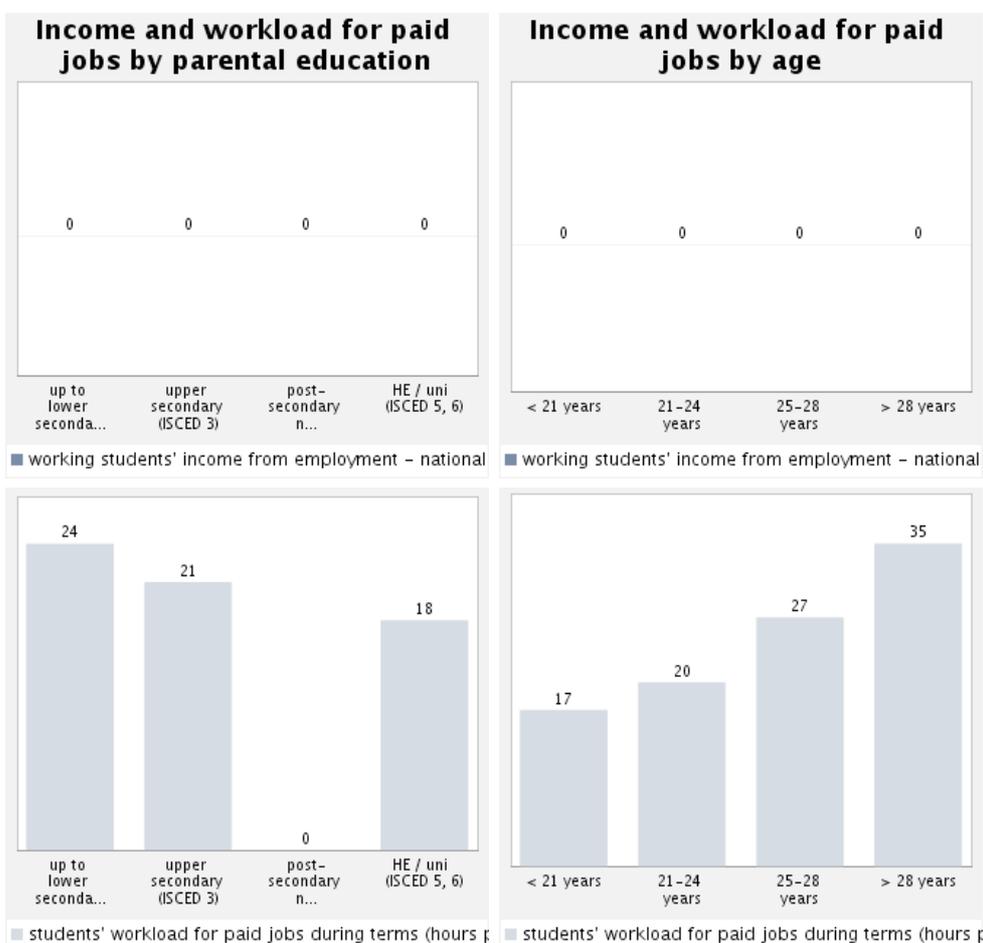
There were no students attending classes while working in the field amongst Bachelor students (it was not possible at the time of the survey, see comment box Fig. 0). Coupled with younger age of Bachelor students, this is another reason to explain why the income employment of Bachelor students is comparatively lower.

Topic: Student Employment and Time Budget

Subtopic 44: Student earnings from employment by parental education and by age of students

Key Indicators

Employment rate of students with parents of low educational background (up to lower secondary):	44.8
Employment rate of students with parents of high educational background (higher education):	30.4
Employment rate of youngest students (<21 years):	29.2
Employment rate of oldest students (>28 years):	80.6



National Source: Euro Student Survey - Italy 2007

National commentary:

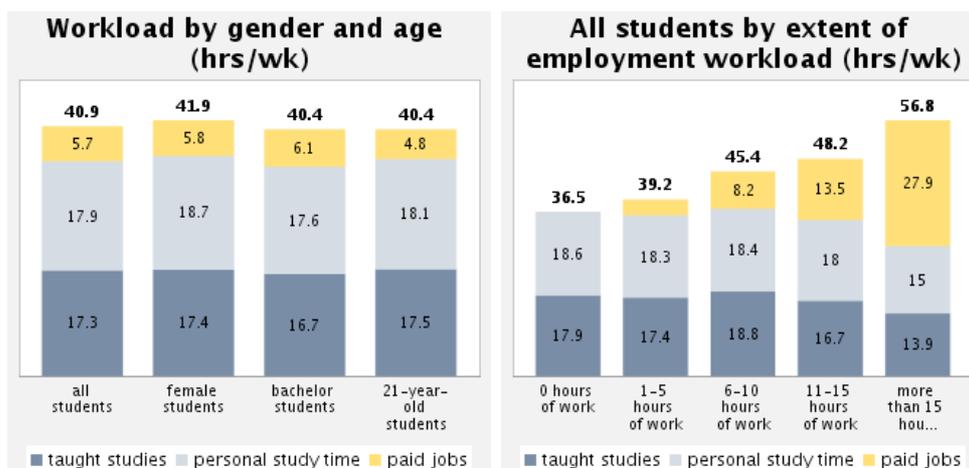
Previous Eurostudent surveys showed how both employment rate and average workload are linked to parental education; both tend to decrease with the increase in parental education. The trend is confirmed by this study: students with parents up to lower secondary education declare a weekly workload of around 35% higher than those students with university educated parents. In relation to the age of students, the increase in employment rate (see Figure IT40) is accompanied by an increase in the weekly workload, especially for students who are 24 or older. Note: No data available for students' income (not surveyed).

Topic: Student Employment and Time Budget

Subtopic 45: Time budget for study-related activities relative to the employment workload

Key Indicators

Time budget for study-related activities for all students:	35.2
Time budget for work-related activities for all students:	5.7
Time budget for study-related activities for female students:	36.1
Time budget for work-related activities for female students:	5.8
Time budget for study-related activities for Bachelor's students:	34.3
Time budget for work-related activities for Bachelor's students:	6.1
Time budget for study-related activities for 21-year-old students:	35.6
Time budget for work-related activities for 21-year-old students:	4.8



National Source: Euro Student Survey - Italy 2007

National commentary:

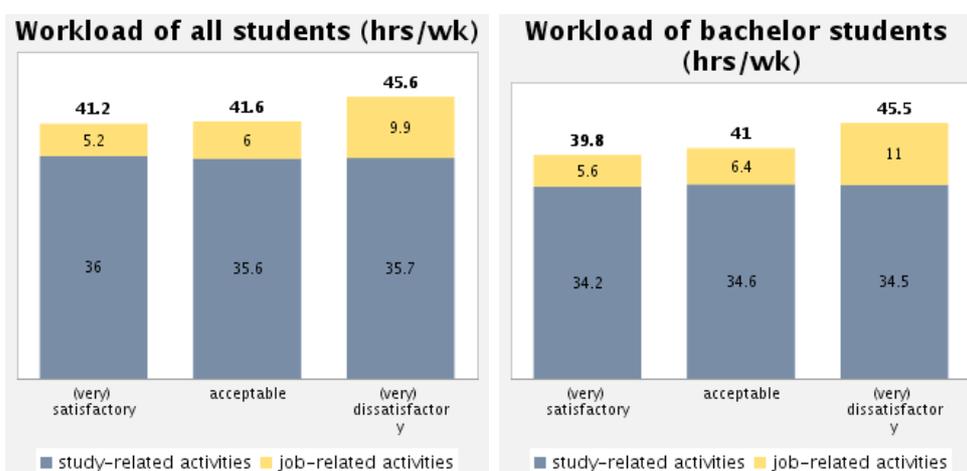
Data confirms results from previous Eurostudent surveys. The overall time budget increases constantly with the increase in number of hours per week of work but the time dedicated to the study-related activities (taught lessons + personal study) decreases considerably only when the employment workload is over 15 hours a week. Work does not seem to turn into an obstacle to study at least up to the level indicated: work time and study time add to and reduce mainly leisure time.

Topic: Student Employment and Time Budget

Subtopic 46: Students' assessment of their workload by extent of study- and job-related activity

Key Indicators

Total workload of all (very) satisfied students:	41.2
Total workload of (very) satisfied Bachelor students:	39.8
Total workload of all (very) dissatisfied students:	45.6
Total workload of (very) dissatisfied Bachelor students:	45.5



National Source: Euro Student Survey - Italy 2007

National commentary:

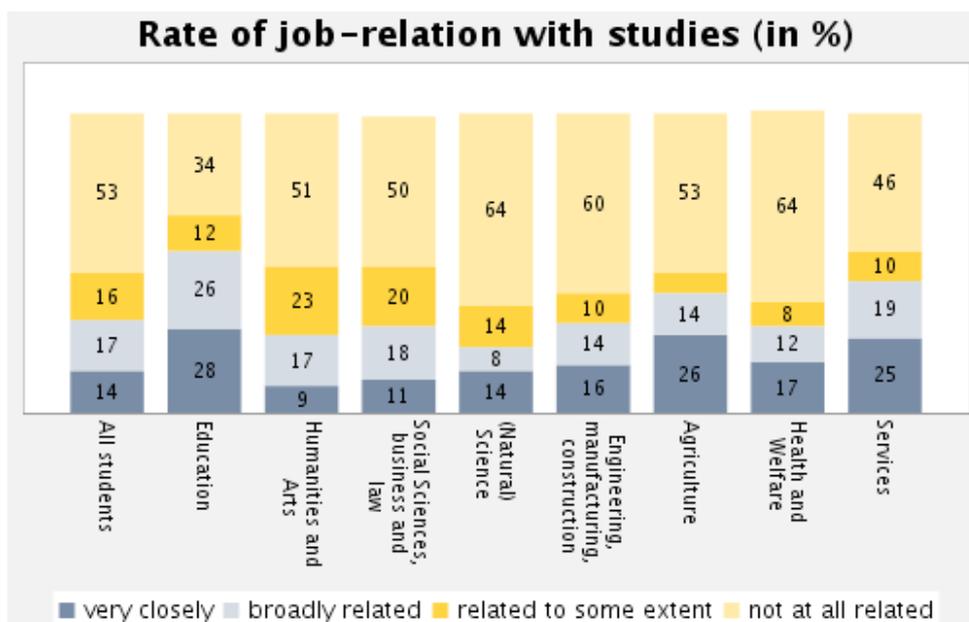
The assessment of total workload does not seem to depend on study workload. Indeed, satisfied students and those (very)dissatisfied with their workload share the same average weekly study time. The latter declare almost twice the number of hours per week for work compared to the others. This could indicate that, although study and work may be a widespread experience, for many it is problematic.

Topic: Student Employment and Time Budget

Subtopic 47: Extent of job-relation to studies

Key Indicators

Job activities are very closely related to studies:	14.1
Job activities are not at all related to studies:	52.7



National Source: Euro Student Survey - Italy 2007

National commentary:

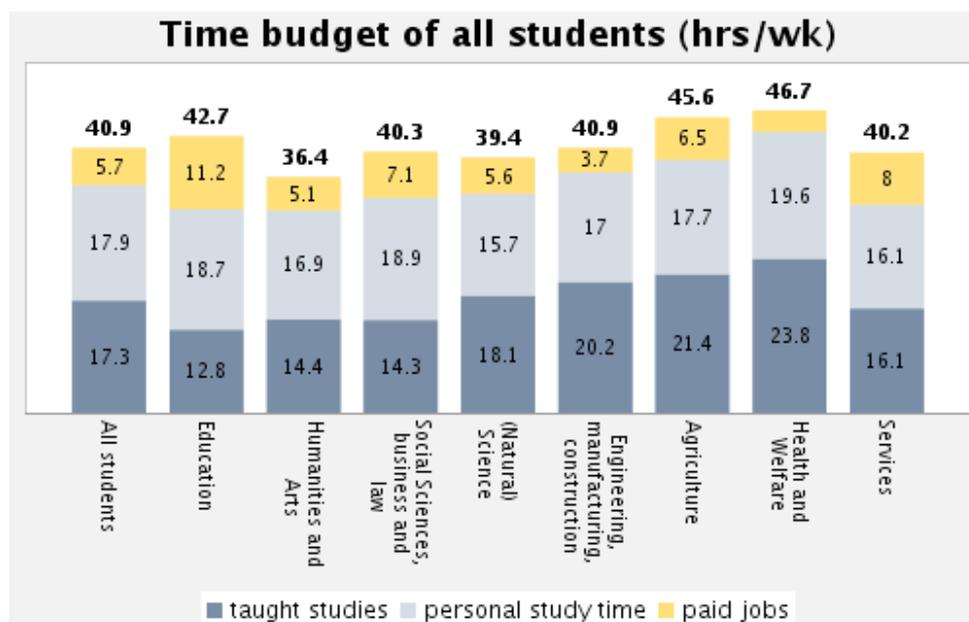
Only one student in six considers the work done is in any way connected to studies; the majority do not see any relation between the two activities. A broader and (very) positive assessment comes from students in Education, Services and Agriculture; in the first two fields of study, work is more widespread and the average age of students is higher than average. Likewise, the fields of study where there is a more negative assessment of coherence between study and work (Natural Sciences, Engineering, Health & Welfare) are also those where there is a lower presence of working students.

Topic: Student Employment and Time Budget

Subtopic 48: Weekly time budget of all students by field of study

Key Indicators

Average time budget for study-related activities in engineering disciplines:	37.2
Average time budget for study-related activities in humanities and arts:	31.3



National Source: Euro Student Survey - Italy 2007

National commentary:

The average weekly time budget of Italian students corresponds to the standard time of full time work, with some small variations according to gender and other student types in the study. There has been a reduction in 2003-2006 (-3.5 hours per week) due to a reduction of time spent in personal study, while the time for taught study has seen a slight increase; average work time has remained basically the same. At the same time, the time budget in the previous Eurostudent survey saw a considerable increase compared to previous years. In the years of curricular reform, the ways of teaching and learning have changed quite significantly. The variations in the composition of the time budget are probably due to a number of different influences, and it is not yet possible to identify a clear trend. The highest overall time budget is for students in Health & Welfare, Agriculture and Engineering; the lowest is for students in Humanities & Arts. Students in Health & Welfare, and Agriculture declare the highest time spent in study, those in Humanities & Arts, Education, and Services declare the lowest. The latter are also the students declaring the highest work time (see Figure IT50).

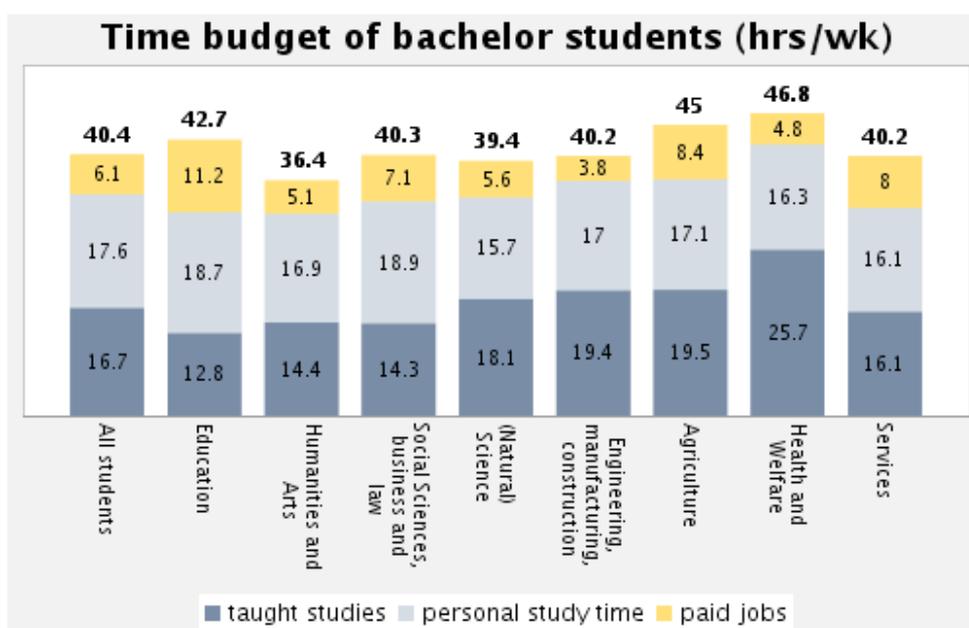
Topic: Student Employment and Time Budget

Subtopic 49: Weekly time budget of Bachelor students by field of study

Key Indicators

Average time budget for study-related activities in engineering disciplines: 36.4

Average time budget for study-related activities in humanities and arts: 31.3



National Source: Euro Student Survey - Italy 2007

National commentary:

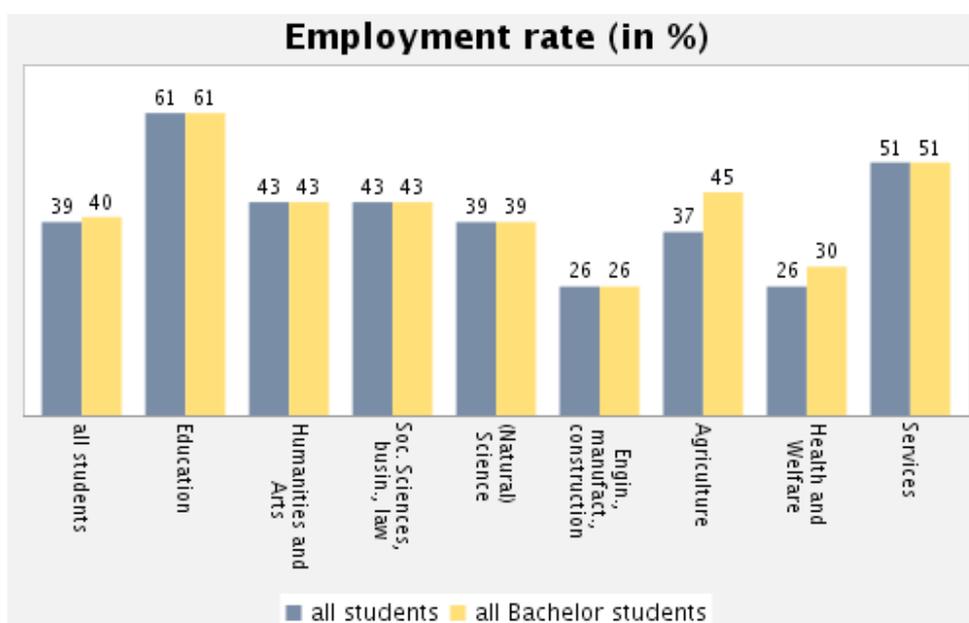
The only significant difference between all students and Bachelor students is in Health & Welfare, where the number of weekly hours of lessons is much higher than the average. This is coherent with the type of teaching in the first cycle courses in this field of study.

Topic: Student Employment and Time Budget

Subtopic 50: Employment rate of all students and Bachelor students by field of study

Key Indicators

Employment rate in Engineering all students:	26.2
Employment rate in Humanities and Arts all students:	43.1
Employment rate in Engineering Bachelor students:	26.2
Employment rate in Humanities and Arts Bachelor students:	43.1



National Source: Euro Student Survey - Italy 2007

National commentary:

The scenario for Bachelor students shows differences only for fields of study where there are also Master students. (see Figures IT00 and IT12).

Topic: Internationalisation

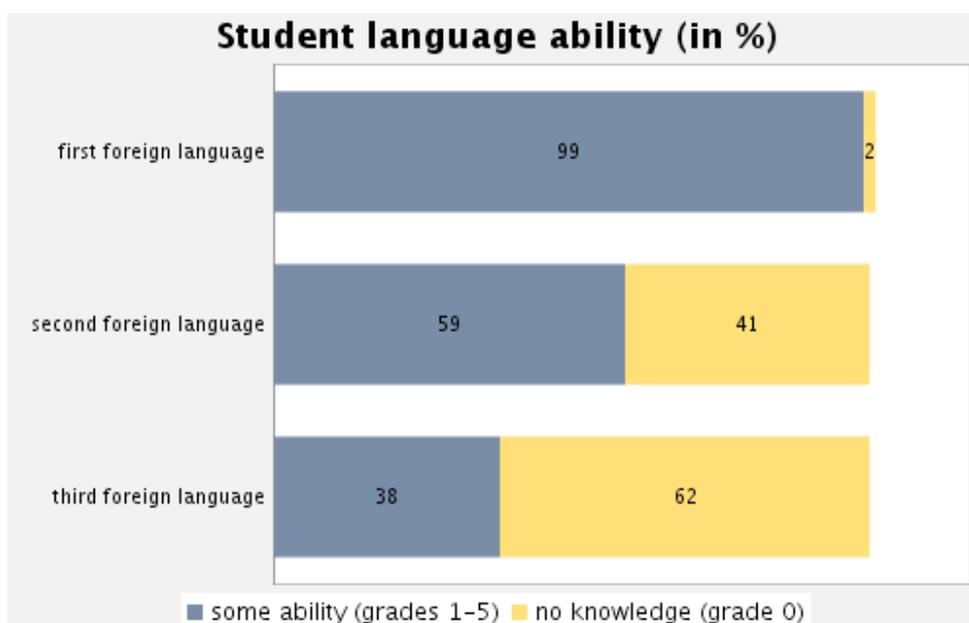
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Topic: Internationalisation

Subtopic 51: Student language ability

Key Indicators

Some ability in most frequent foreign language, namely:	98.5
Some ability in second most frequent foreign language, namely:	59.2
Some ability in third most frequent foreign language, namely:	38.3



National Source: Euro Student Survey - Italy 2007

National commentary:

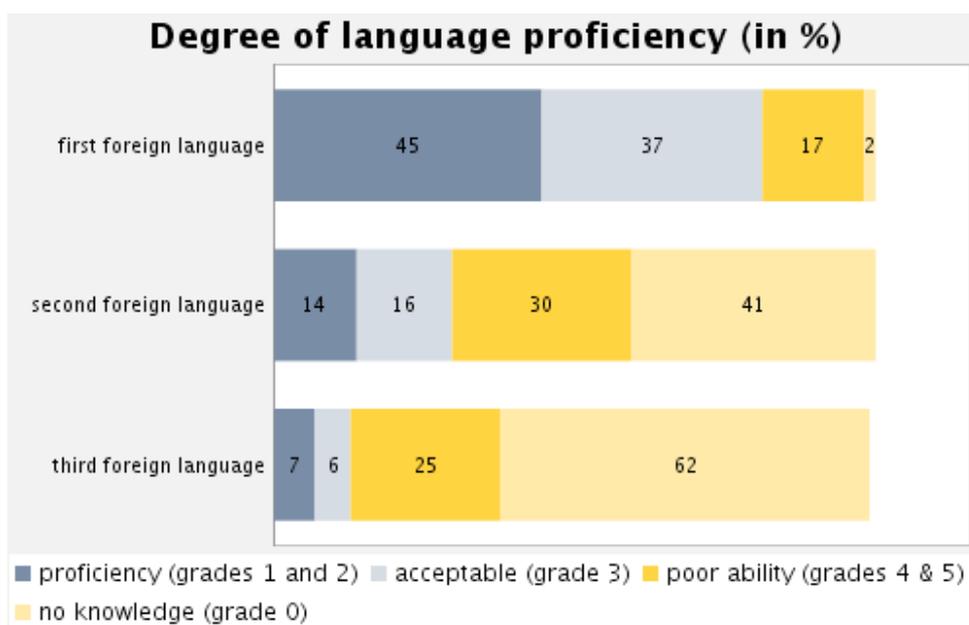
The data confirms the general scenario in the previous Eurostudent surveys: the first foreign language is English, followed by French, Spanish and German, with much less widespread knowledge. There has been a notable increase in the percentage of students with some knowledge of Spanish, while the situation in the other languages has remained stable.

Topic: Internationalisation

Subtopic 52: Degree of language proficiency

Key Indicators

Percentage of students who claim to have fluent or very good skills in most frequent first language:	44.8
Percentage of students who claim to have fluent or very good skills in two foreign languages:	13.3



National Source: Euro Student Survey - Italy 2007

National commentary:

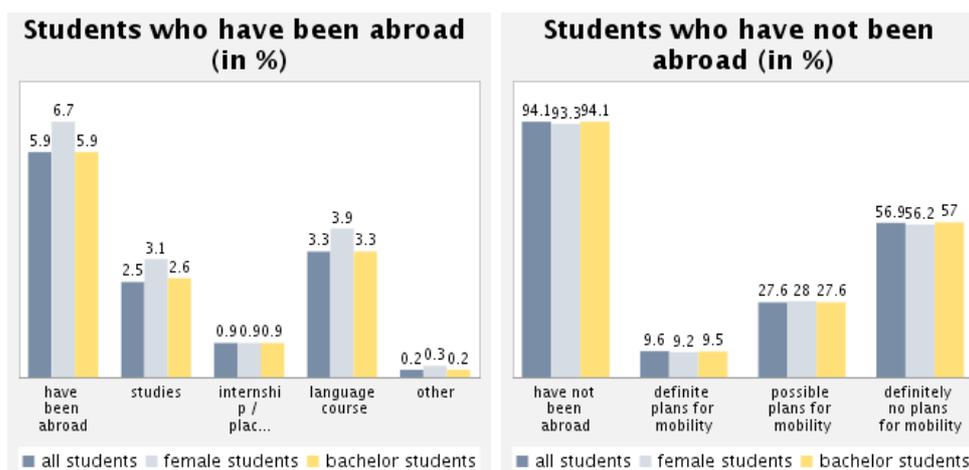
There is a link between the spread of a language and the level of knowledge: English and French, the most widespread languages, also register a better proficiency. Students declaring (very) good proficiency in languages other than English are a minority. As a result, the ratio of students declaring (very) good proficiency in more than one language is low.

Topic: Internationalisation

Subtopic 53: International student mobility

Key Indicators

Foreign study-related experience rate of all students:	5.9
Foreign study-related experience rate of female students :	6.7
Foreign study-related experience rate of bachelor students:	5.9
Foreign enrolment rate of (only studies) all students :	2.5
Foreign enrolment rate (only studies) of bachelor students:	2.6
Definite plans of all students for foreign stay:	9.6
Definite plans of bachelor students for foreign stay:	9.5



National Source: Euro Student Survey - Italy 2007

National commentary:

The current international student mobility rate shows a decline compared to the past Eurostudent surveys. A temporary reduction in international mobility rates has been indicated also by other sources (Italian Erasmus authorities, Alma Laurea Project). This seems to be the effect, among others, of two trends. The new, three year first-cycle programmes make it more difficult (compared to previously) to insert an international experience into the individual curriculum. A second effect of the Bologna reforms is a relevant growth in the numbers of students enrolled, and a greater variety in the composition of this post-reform student population. This has led to an increase in students who, for reasons of age, and/or social conditions, and/or personal aspirations, meet greater obstacles to international mobility, or attach less importance to it. The majority of students have not considered mobility; only one in three consider a possible study abroad experience and only one in ten have actually planned it. As better explained in Figure IT61 this

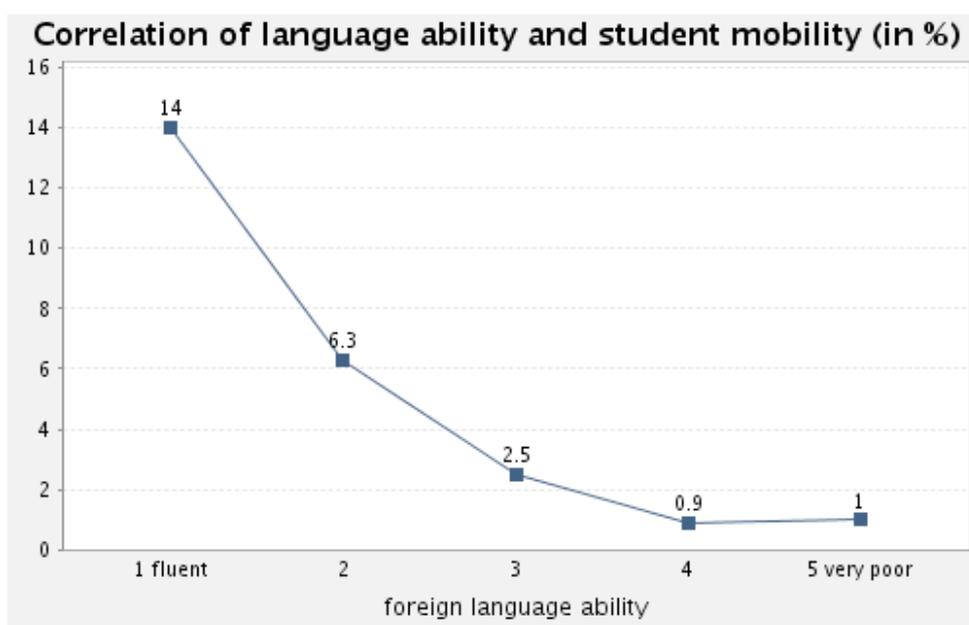
is often due to the decision to think about international mobility at a later stage in studies. The data relative to mobility reasons confirms what was known from earlier Eurostudent surveys: language study is in first place, followed by the attendance of regular courses.

Topic: Internationalisation

Subtopic 54: Correlation of language ability and international student mobility

Key Indicators

Mobility rate among students fluent in at least one foreign language:	14.0
Mobility rate among students with very poor ability in foreign languages:	1.0



National Source:

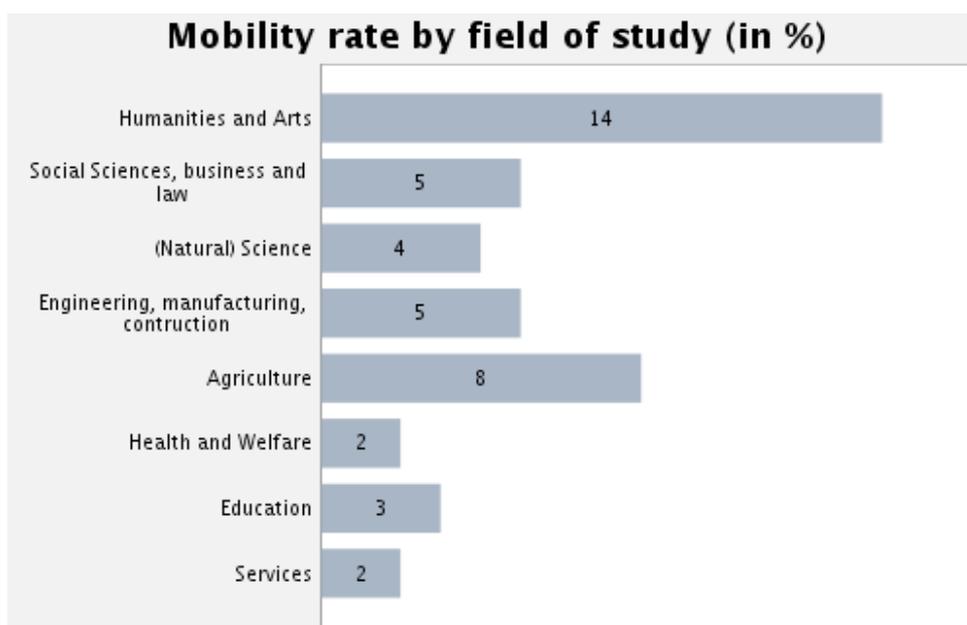
National commentary:

The data confirms the scenario indicated in the previous Eurostudent surveys; first, the mobility rate drops rapidly in line with the drop in language ability reaching almost zero; second, only those students who declare better language ability have a significantly higher mobility rate than the average. The correlation between mobility rate and language ability shows that on the one hand language ability can increase the likelihood of mobility (even if the effect is limited; see outcomes in Figure IT61); and on the other hand, an international mobility experience normally leads to an improvement in language ability.

Topic: Internationalisation**Subtopic 55: International student mobility by field of study****Key Indicators**

Percentage of students with study-related experience abroad, studying engineering: 5.1

Percentage of students with study-related experience abroad, studying humanities / arts: 14.3



National Source: Euro Student Survey - Italy 2007

National commentary:

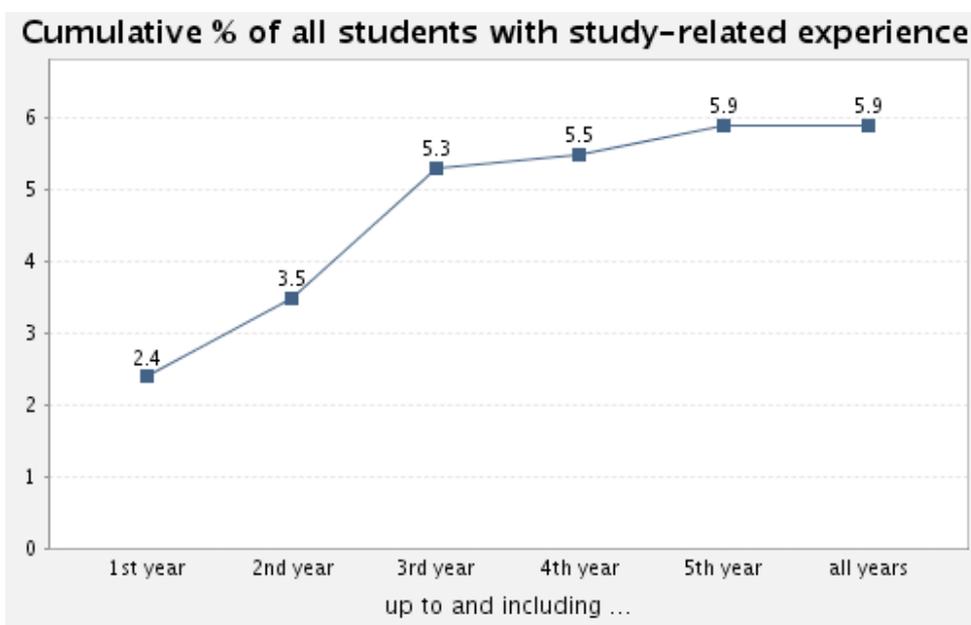
A different mobility rate is the consequence of different factors acting at the same time; course type and the different organisation of studies in various disciplines, the different composition by gender and social origin of student groups in different disciplines, the different average language abilities. The highest mobility rate is registered among students in Humanities & Arts, which included languages and where female students are a significant majority. The lowest rate is among students in Health & Welfare as well as students in Education and Services, where the presence of adult students and stably employed students is much higher than the average.

Topic: Internationalisation

Subtopic 56: Study-related experience abroad by stage of study career

Key Indicators

Students with study-related experience abroad in the first year of their studies:	2.4
Students with study-related experience abroad by their third year of their studies:	5.3
Total percentage of all students with study-related experience abroad:	5.9



National Source: Euro Student Survey - Italy 2007

National commentary:

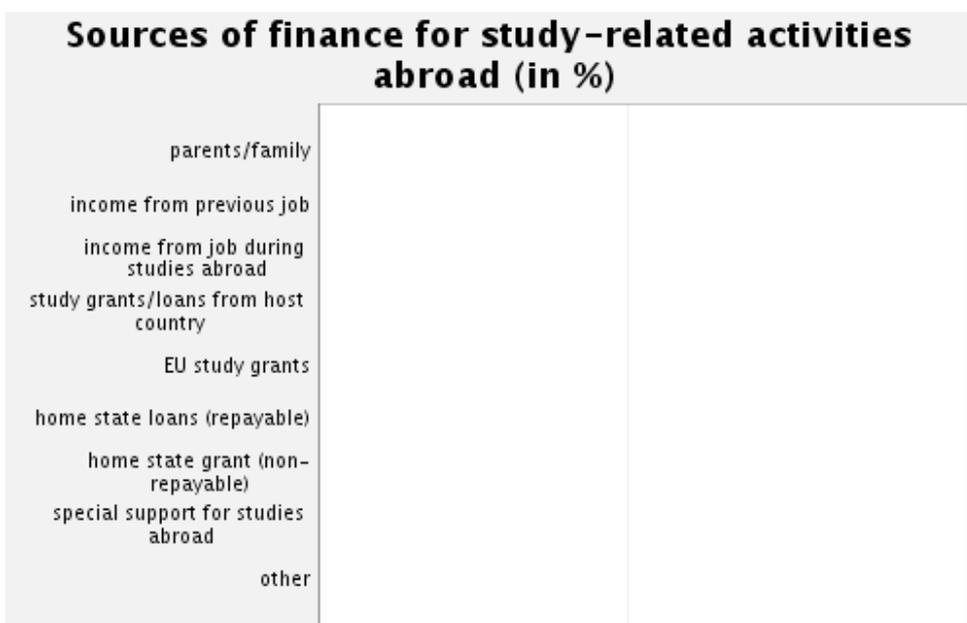
The percentage of students who have carried out study-related experiences abroad increases constantly from one year to the next. A peak in growth is reached in the third year and corresponds to a concentration of mobility in the fifth and sixth semester of the first cycle courses.

Topic: Internationalisation

Subtopic 57: Sources of finance for study-related activities abroad

Key Indicators

Percentage of private support for financing study-related activities abroad:	n.d.
Percentage of public support for financing study-related activities abroad:	n.d.
Percentage of income from earnings while staying abroad:	n.d.



National Source:

National commentary:

No data available (not surveyed).

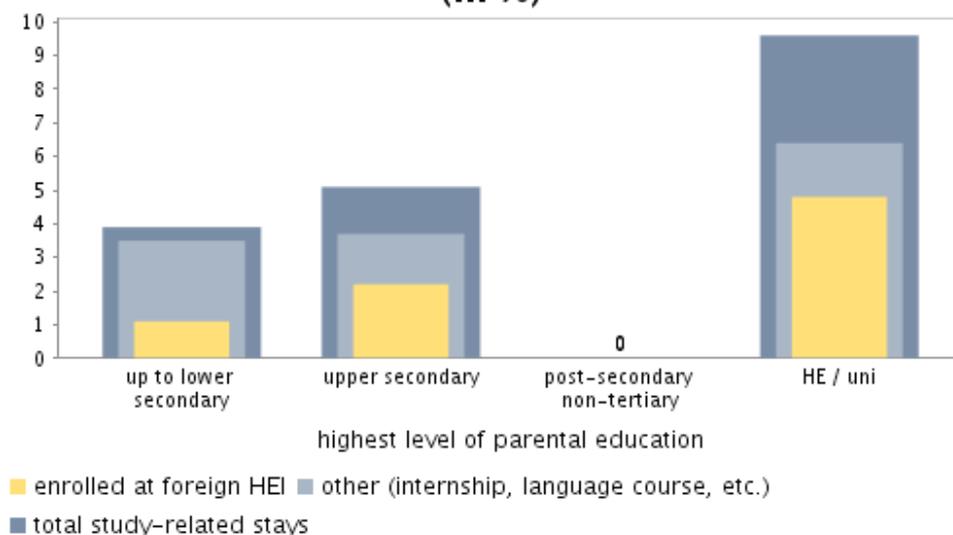
Topic: Internationalisation

Subtopic 58: Study-related stays abroad by parental education

Key Indicators

Foreign study rate of students from families with low education:	1.1
Foreign study rate of students from families with high education:	4.8

Study-related stays abroad by parental education (in %)



National Source: Euro Student Survey - Italy 2007

National commentary:

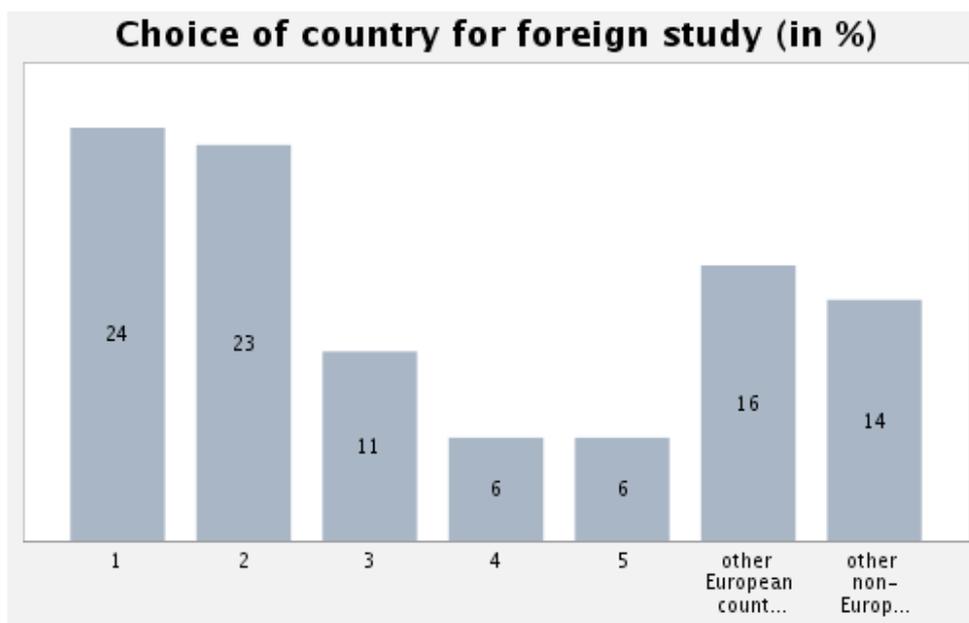
Mobility is strongly linked to the socio-economic conditions measured by the parents' educational level. Students whose parents were university educated have almost twice the chance of going abroad than students whose parents have secondary education and 2.5 times the chance of students coming from families with lower education levels. The difference is even more evident among students who went abroad to be enrolled in a foreign institution: the ratio between mobile students from families with high and low education levels is four to one.

Topic: Internationalisation

Subtopic 59: Choice of country for foreign study

Key Indicators

Most frequent host country:	23.9
Second most frequent host country:	23.4
Third most frequent host country:	10.5



National Source: Euro Student Survey - Italy 2007

National commentary:

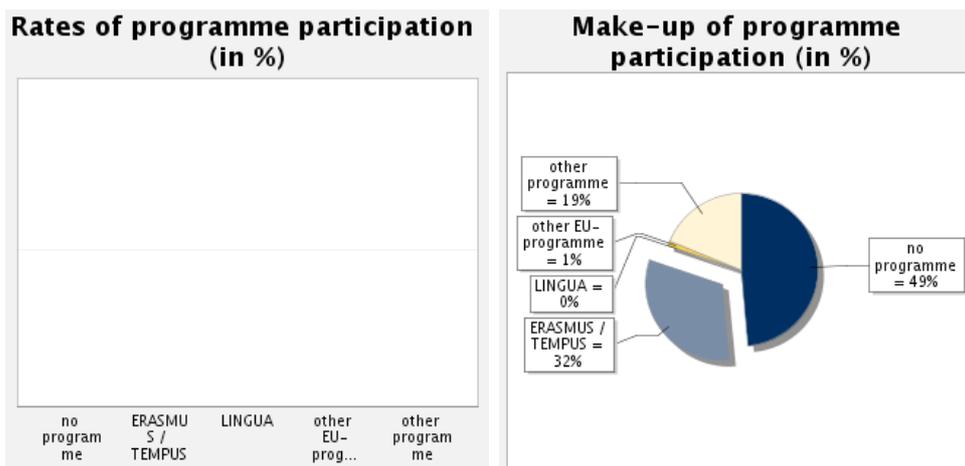
First country: United Kingdom. Second country: Spain. Third country: Germany. Fourth country: France. Fifth country: Ireland. The United Kingdom confirms its leadership as a mobility destination, although Spain (especially) and Germany are playing an increasing role. The most visible effect of this trend is the decreasing importance of France as a study destination. Ireland confirms its position, due to it being an English speaking country.

Topic: Internationalisation

Subtopic 60: Study abroad programme

Key Indicators

Without programme (free-movers):	48.6
With a programme:	51.4
With ERASMUS / TEMPUS:	31.7



National Source: Euro Student Survey - Italy 2007

National commentary:

As compared to previous Eurostudent surveys, now organised mobility prevails over the non-organised one. The Erasmus-type mobility plays an increasing role (one mobile student in three has been abroad thanks to this Programme), as well as inter-university cooperation programmes (one student in five moves with these projects). Note: in case of more than one study experience abroad, the longest period has been considered.

Topic: Internationalisation

Subtopic 61: Issues that influence plans for a study-related stay abroad

Key Indicators

Students who have not been abroad

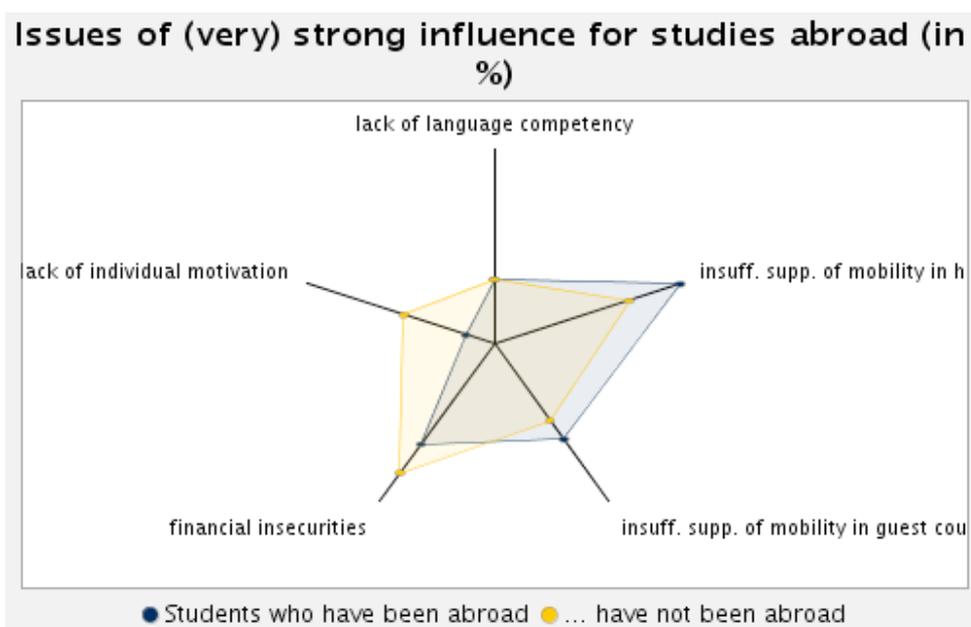
(Very) strong influence of factor: lack of language competency 11.2

(Very) strong influence of factor: insufficient support of mobility in home country 24.1

(Very) strong influence of factor: insufficient support of mobility in guest country 15.7

(Very) strong influence of factor: financial insecurities 26.9

(Very) strong influence of factor: lack of individual motivation 16.3



National Source: Euro Student Survey - Italy 2007

National commentary:

The objective obstacles that students mention are more numerous than subjective ones. For those who have been abroad the most frequently mentioned problems are the lack of mobility support in Italy or in the host country. For those who have not had mobility experience, the most frequently mentioned obstacles are financial insecurities. For these students, a lack of personal motivation had a higher weighting than average. Note: in addition to the possible obstacles indicated, the vast majority of the non-mobile Bachelor students mentioned that they had intentionally postponed the decision to go abroad to a later stage in their studies, which means they want to consider mobility only in the second

cycle.

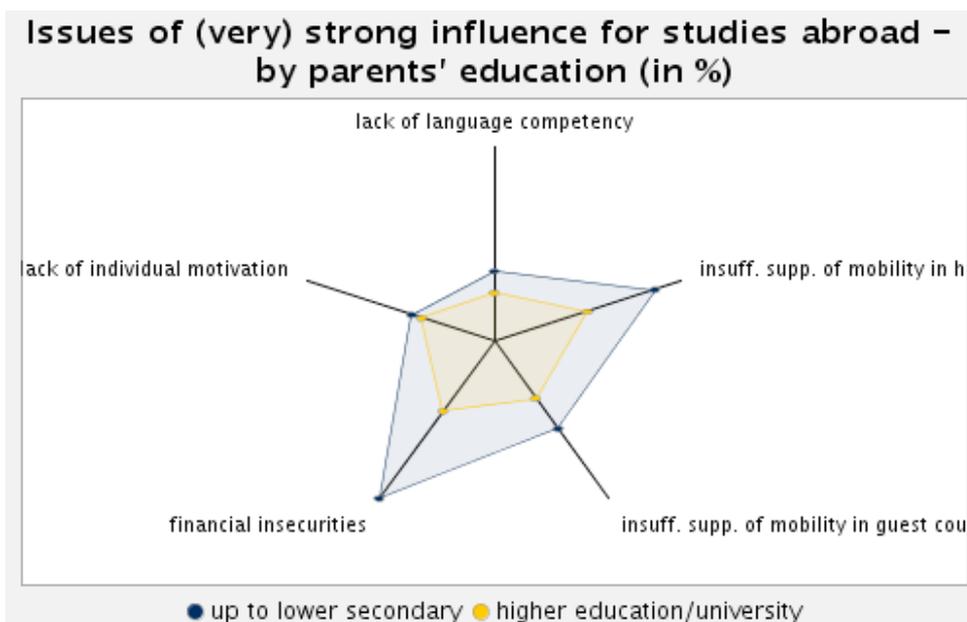
Topic: Internationalisation

Subtopic 62: Issues that obstruct plans for a study-related stay abroad by parental education

Key Indicators

Students who have not been abroad with education of most qualified parent "up to lower secondary"

(Very) strong influence of factor: lack of language competency	13.0
(Very) strong influence of factor: insufficient support of mobility in home country	30.6
(Very) strong influence of factor: insufficient support of mobility in guest country	19.5
(Very) strong influence of factor: financial insecurities	36.2
(Very) strong influence of factor: lack of individual motivation	16.4



National Source: Euro Student Survey - Italy 2007

National commentary:

The importance assigned to the different items varies significantly in relation to parental education. The majority of non-mobile students coming from families with a medium-low education level indicate financial insecurities and lack of support for mobility in Italy and in the host country. There is no clear hierarchy in the obstacles indicated by students from families with higher education levels. Lack of personal motivation appears to play a stronger role for these students. Note: see note in Figure IT61.

Topic: Internationalisation

Subtopic 63: Issues that obstruct plans for a study-related stay abroad by field of study

Key Indicators

Students who have not been abroad and study engineering

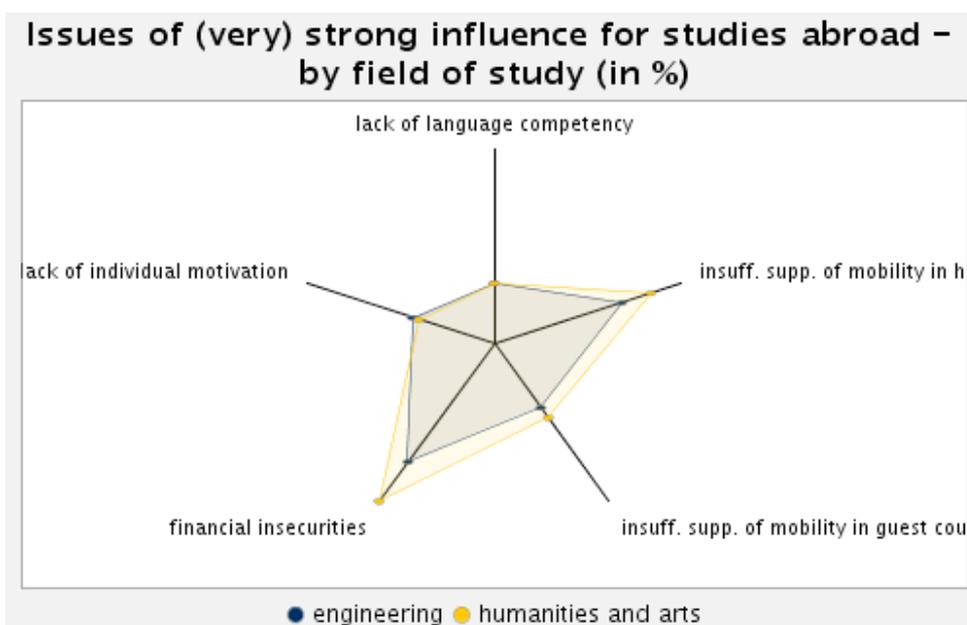
(Very) strong influence of factor: lack of language competency 9.8

(Very) strong influence of factor: insufficient support of mobility in home country 22.4

(Very) strong influence of factor: insufficient support of mobility in guest country 13.5

(Very) strong influence of factor: financial insecurities 24.5

(Very) strong influence of factor: lack of individual motivation 13.9



National Source: Euro Student Survey - Italy 2007

National commentary:

Differences between the two groups do not seem very relevant. In general, obstacles seem to be stronger for Humanities & Arts students. The differences do not seem to come from the organisation of studies, but rather from the social composition of the groups. Note: see note in Figure IT61.