Social and Economic Conditions of Student Life in Europe

National Profile of Italy

eurostudent IV

Metadata for the national survey

National Currency	Euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	
Survey method	
Size of final sample	
Sampling method	
Return rate	
Reference period of survey (semester, year)	
Weighting scheme	
Project sponsor	
Implementation	

Topic: Metadata

Subtopic 1: Metadata on national survey

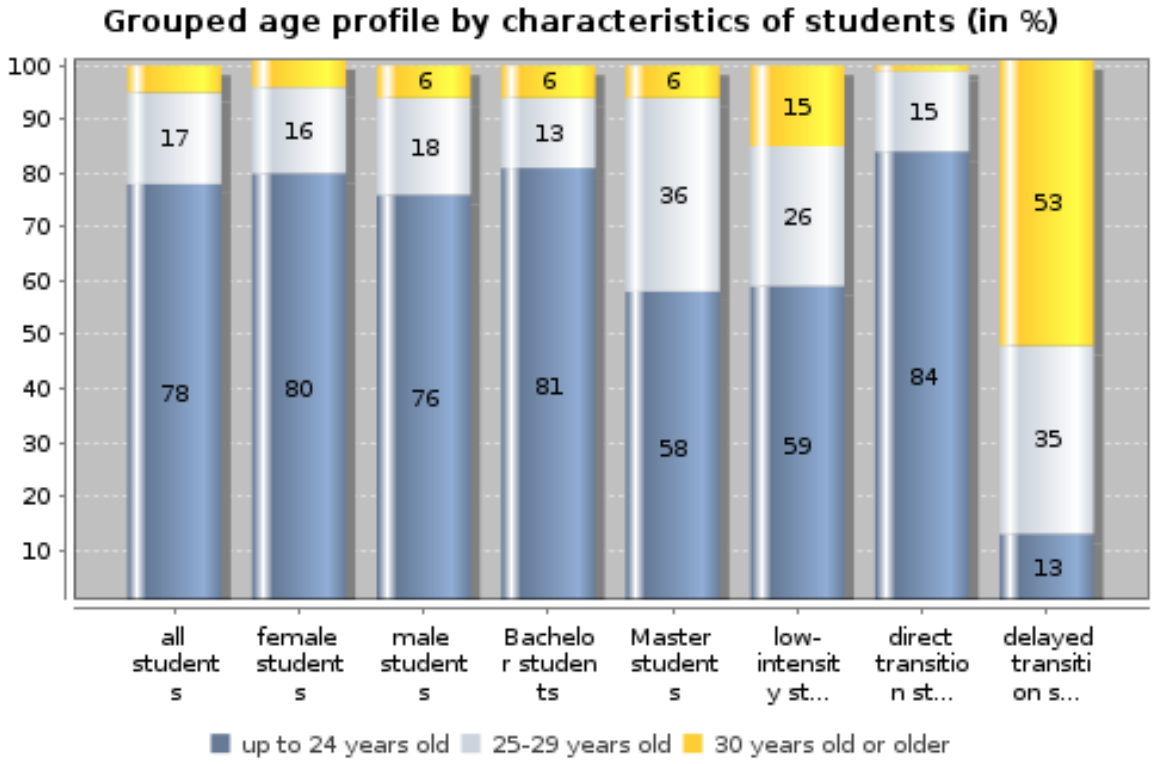
Key Indicators

details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
The survey method is: CATI - Computer aided telephone interview.
The size of the final sample is: 4,499.
The sample has been stratified by quota. The following variables were used: programme (bachelor; master + long degree programme); field of study (education; agriculture; services; humanities and arts; social sciences, business and law; science; engineering and engineering trades; health and welfare); year of enrolment (academic year 2008-2009; previous years); geographical area (north; centre; south); gender (M; F).
The return rate is not applicable.
The reference period of the survey is: academic year 2008 - 2009.
The weighting scheme considered the same variables used for the sampling.
The project sponsor is: MIUR - Ministero dell'istruzione, dell'università e della ricerca.
The implementation of the project is by: Fondazione Rui.
The source of the reference data was: MIUR - Ministero dell'istruzione, dell'università e della ricerca, Ufficio di statistica, Indagine sull'istruzione universitaria - Iscritti nell'anno accademico 2008-2009 (http://statistica.miur.it/scripts/IU/vIU1.asp).

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators	
Average age (arithm.mean) in years - all students	22.91
Average age (median) in years - all students	22.0
Average age (arithm.mean) in years - female students	22.81
Average age (arithm.mean) in years - male students	23.06
Average age (arithm.mean) in years - BA students	22.6
Average age (arithm.mean) in years - MA students	25.02
Average age (arithm.mean) in years - low-intensity students	25.35



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The average age of bachelor students is 22.6, while the median corresponds to 21 years of age. 81.0% of bachelor students are below 24.

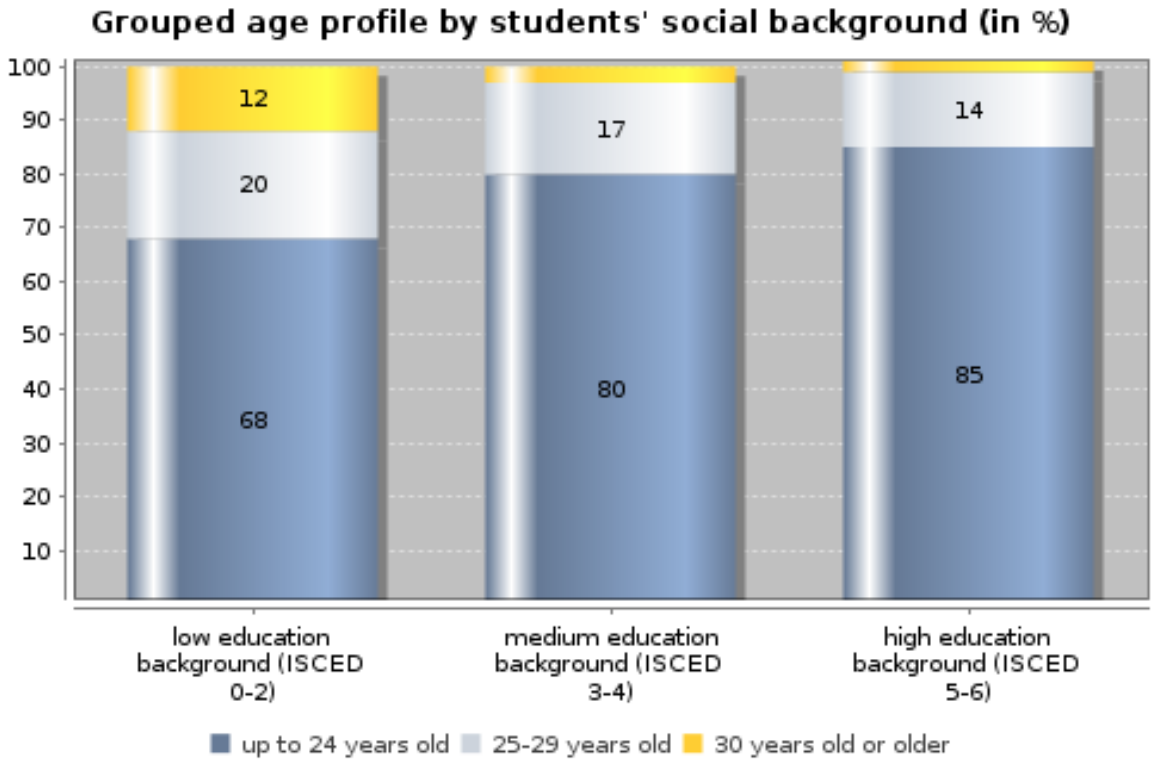
The average age of master students is 25.0, while the median corresponds to 24 years of age. 35.8% of

the students in this group are aged between 25 and 29.
The average age of bachelor students is three years lower than the age of master students.
The age of female students ? who are the majority of the student population ? is slightly lower than that of male students (- 0.3 years).
With reference to the standard deviation, delayed transition students and low-intensity ones are the most diversified groups, since they show a higher number of adult students.
Among delayed transition students, one out of two is 30 or more.
The least degree of diversification has been registered among direct transition students ? the majority of them is 24 ? and among master students.
The majority of adult and delayed transition students is registered in the bachelor students group.
As a matter of fact, more often than students in other groups, bachelor students choose not to continue their academic studies after the first cycle degree. This explains the reason why the master students sub-group shows a more homogeneous age profile.
In comparison to the previous survey, the average age of bachelor students increased of about half a year: in 2006, it was 22.1.

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators	
Average age (arithm.mean) in years - low education background (ISCED 0-2)	24.53
Average age (median) in years - low education background (ISCED 0-2)	23.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	21.95
Average age (median) in years - high education background (ISCED 5-6)	21.0



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The average age and the median of students with high educational background are lower than those of other groups of students. This is partly due to the fact that this group shows a higher number of direct transition students.

The higher average age and median of the low educational background students is due to a higher number of adult students - 12.1% of them are aged 30 or more ? and of delayed transition students (on the same topic please see C.05 ?Highest educational attainment of students? parents by characteristics of students?).

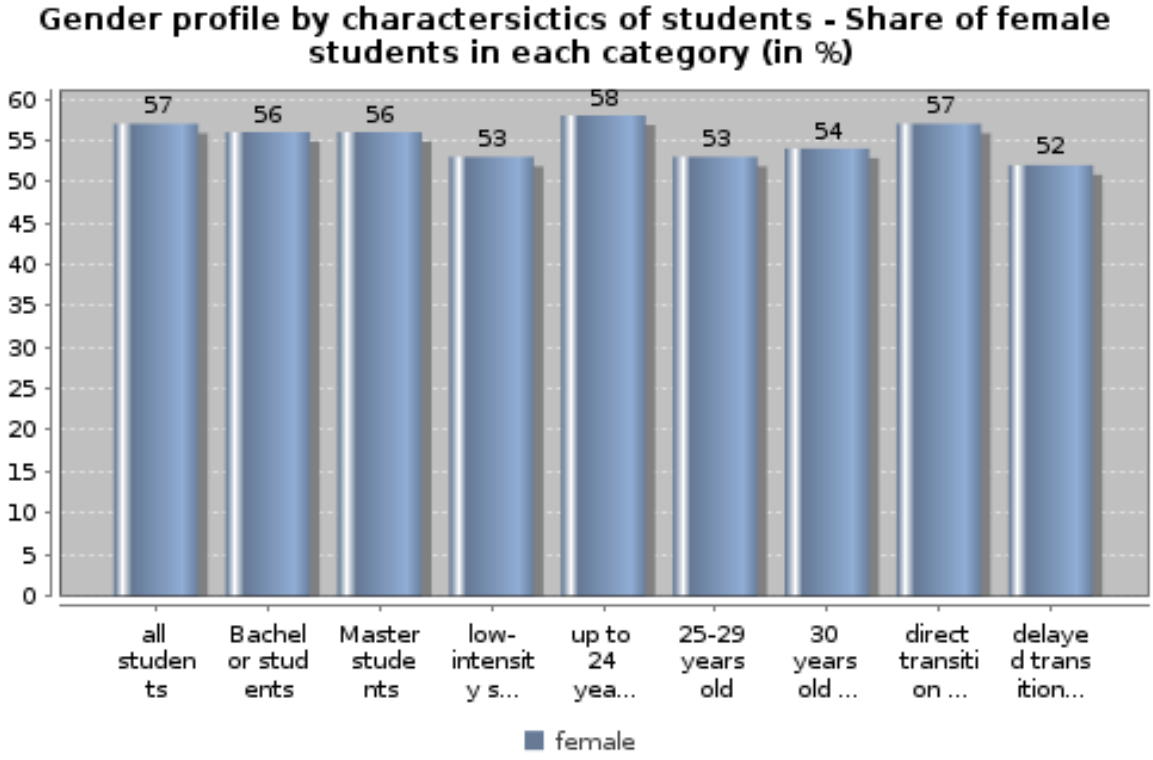
Low educational background students aged 30 or more are four times more numerous than non-tertiary

education background students and six times more numerous than high educational background students in the same age group.
The value of the standard deviation for low educational background students shows a more diversified age composition in this group than in the other groups, this is due to the considerable presence of adult students.

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators	
Share of females among all students, in %	57.0
Share of females among BA students, in %	55.6
Share of females among MA students, in %	56.2
Share of females among low-intensity students, in %	53.0
Share of females among the 30 years old or older, in %	54.1



details on missing data:

methodical issues or considerations for data interpretation:

Sample data have been weighted according to gender composition of student population in official statistics for reference academic year.

national interpretation of the results of the data analysis:

The number of female students included in the age-group until 24 year of age is higher than the average; as it is the number of male students among delayed-transition and low-intensity students. The collected data support the evidence that a delayed access to studies and a limited time commitment are more widespread among male rather than among female students.

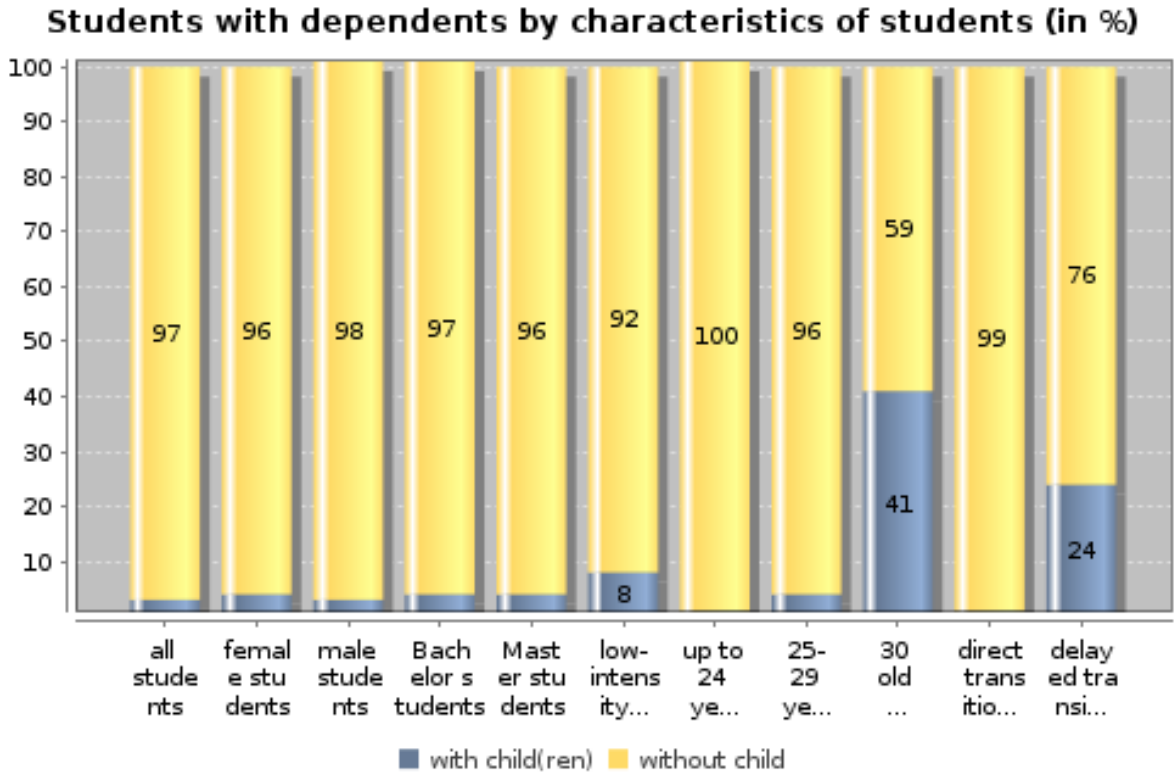
The fact that female students are underrepresented among the higher age groups (over 24) is a sign that they tend to progress and to complete their studies more rapidly than their male counterparts.
No significant differences have emerged between the sub-groups of students attending bachelor or master programmes; while the data regarding the long national degree programmes - which are not quoted here - show a rate of female students attending this type of programmes higher than the average (63,6%; see also B.07 - Student enrolment by programme).
The composition of the student population by gender has not changed significantly since the last survey (2006).

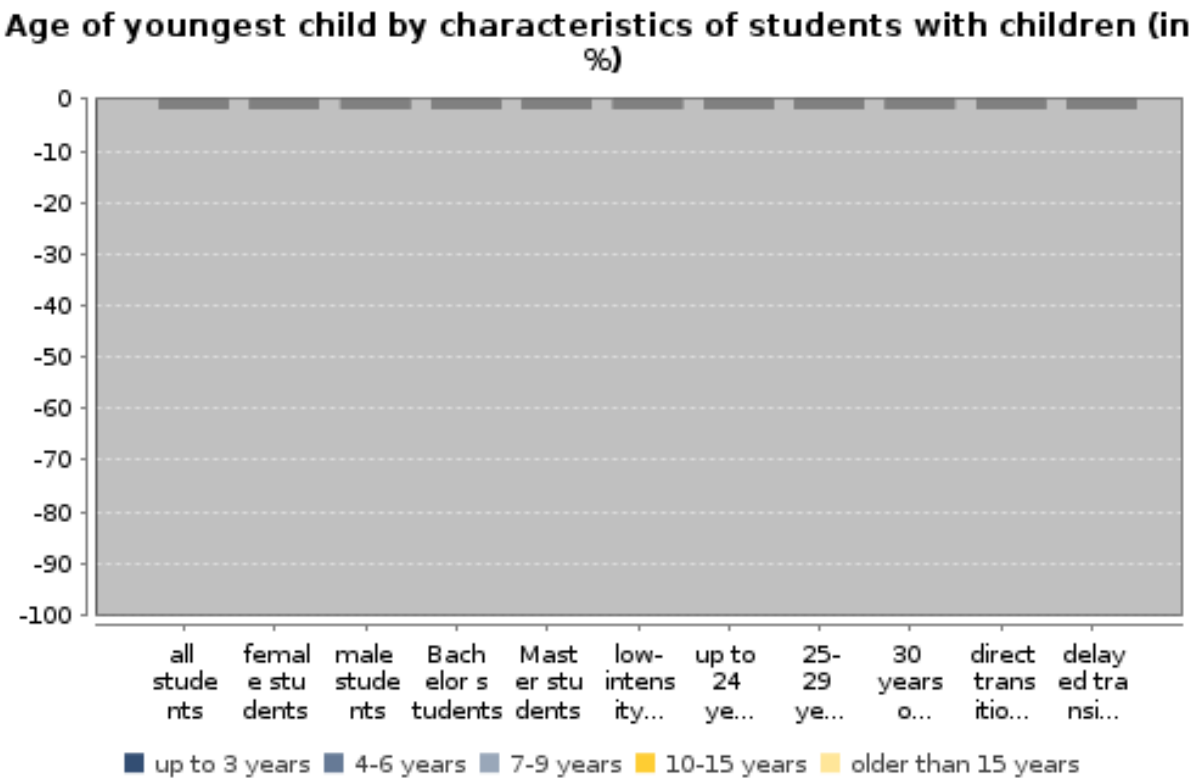
Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

Key Indicators

Share of students with children among all students, in %	3.2
Share of students with children among female students, in %	3.7
Share of students with children among male students, in %	2.4
Share of students with children among MA students, in %	4.2
Share of students with children among up to 24 years old, in %	0.6
Students with children up to the age of 3 years of all students with children, in %	Students with children between the ages of 4 to 6 of all students with children, in %





details on missing data:

The age of chidren has not been surveyed.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students with children represent 3.5% of the student population; no significant difference of genre has been recorded between students attending bachelor and master programmes. The presence of students with children is directly linked to age: little variation has bee registered up until 30 years of age, but after this threshold the percentage increases beyond 40%.

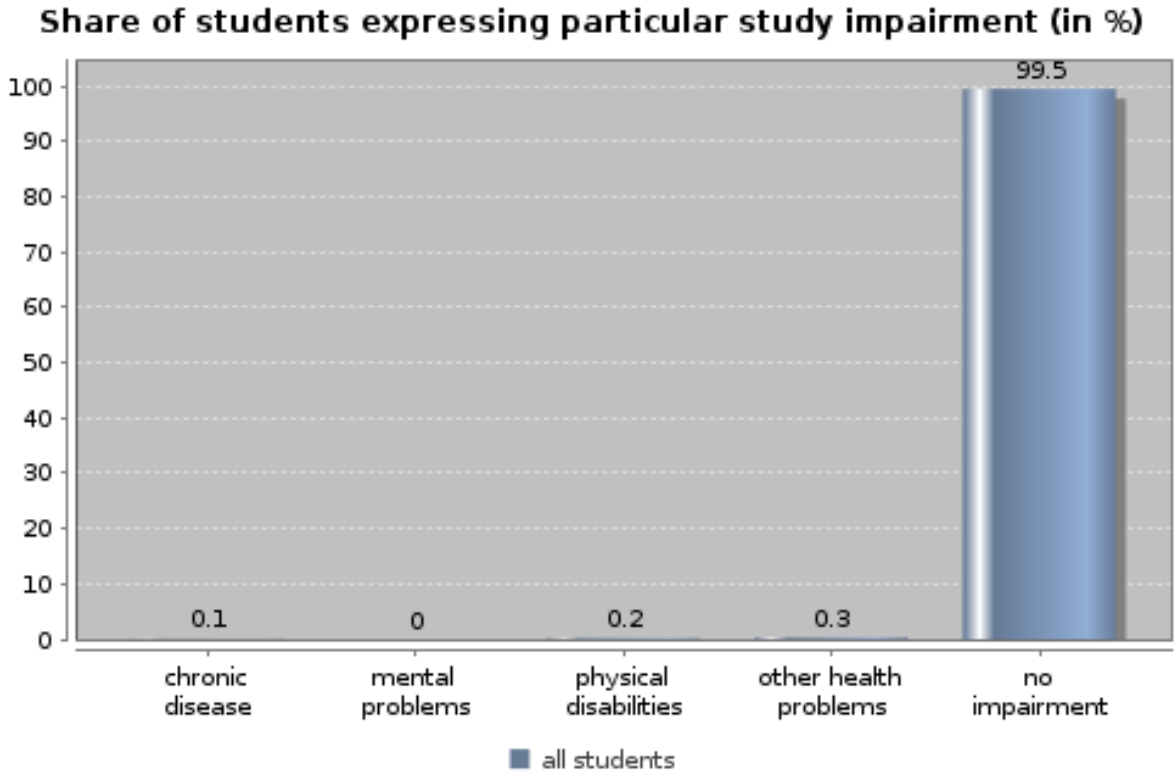
The rate of students with children is higher than the average in the sub-group of low-intensity and delayed transition students, where the presence of adult students is also higher than the average. There has not been any considerable variation in this trend over the last ten years: a possible reason for this phenomenon is the low average age of students and the general trend of Italian young people to have children at a later stage. This latter datum also helps to explain why the majority of students has only got one child ? only among students over thirty, the rate of students with more than one child exceeds the rate of students with one child only.

Topic: A. Demographic Characteristics

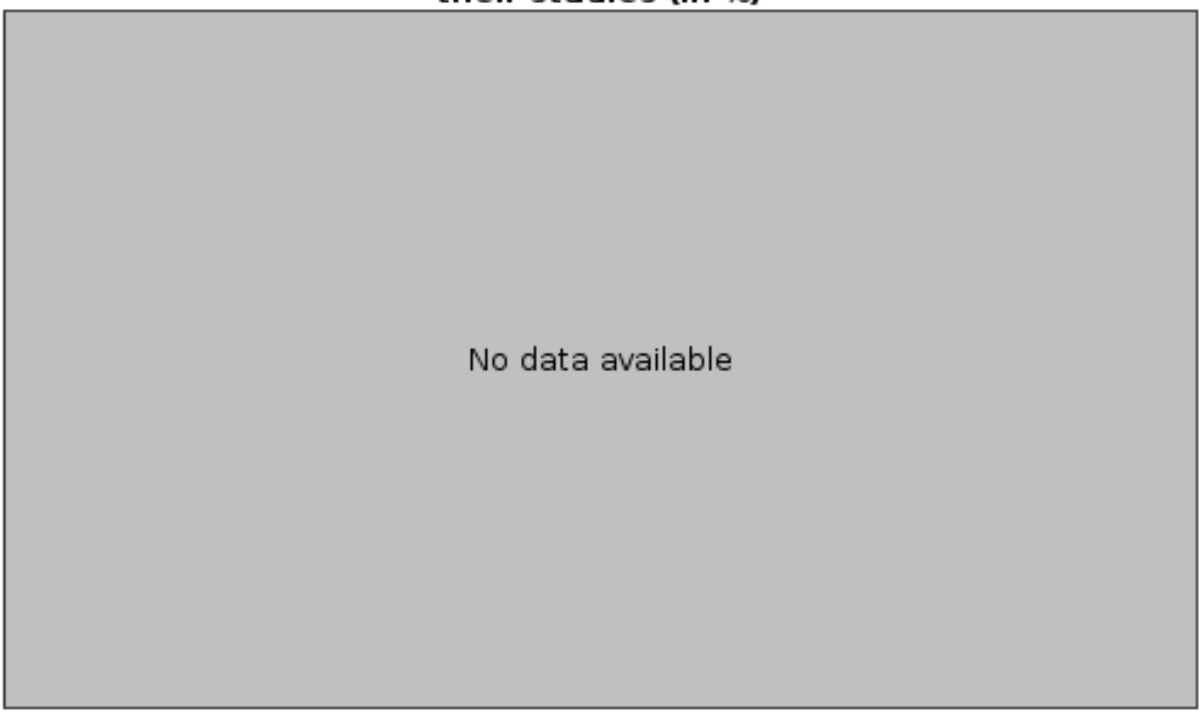
Subtopic 5: Students' assessment of study impairment and of how it is taken account of

Key Indicators

Students who feel impaired in their studies in %	0.5
Students who are (very) satisfied with the way their impairments are taken account of in %	Students who are (very) dissatisfied with the way their impairments are taken account of in %



Students' assessment of how impairments are taken account of in their studies (in %)



details on missing data:

methodical issues or considerations for data interpretation:

This sub-topic has not been covered in the survey. The source of the data presented here is: ISTAT - Istituto nazionale di statistica, "La disabilità in Italia - Il quadro della statistica ufficiale" (2010). The report is based on the data collected by MIUR-CINECA for the academic year 2004-2005 (last year available). The data refer to the students enrolled in State universities in all (i.e. pre- and post-Bologna reform) first and second cycles programmes. No data are available on students' assessment of how impairments are taken into acount of in their studies.

national interpretation of the results of the data analysis:

In the academic year of reference 2004-2005 (last year available), disabled students were 0.54% of the student population.

A considerable group of students with impairment (about 30%) reported physical disabilities. In more than half of the cases, the impairment does not fall into one of the proposed categories (and has been classified in the "other health problems" sub-group).a

Due to recent changes in the national policies on personal data protection, data on disabled students are no longer available in the form they were collected before. Only aggregated data are released.

In the academic year 2008-2009, the registered students with official status of disabled students were 0.8% of the total (Source: MIUR ? Ufficio di statistica: Contribuzione e interventi atenei ? Rilevazione anno 2009
<http://statistica.miur.it/scripts/TC_UNIV_BD/vTC_UNIV1.asp>).

In the previous Eurostudent survey (2006) similar data emerged, showing a percentage of disabled students of 0.7%.

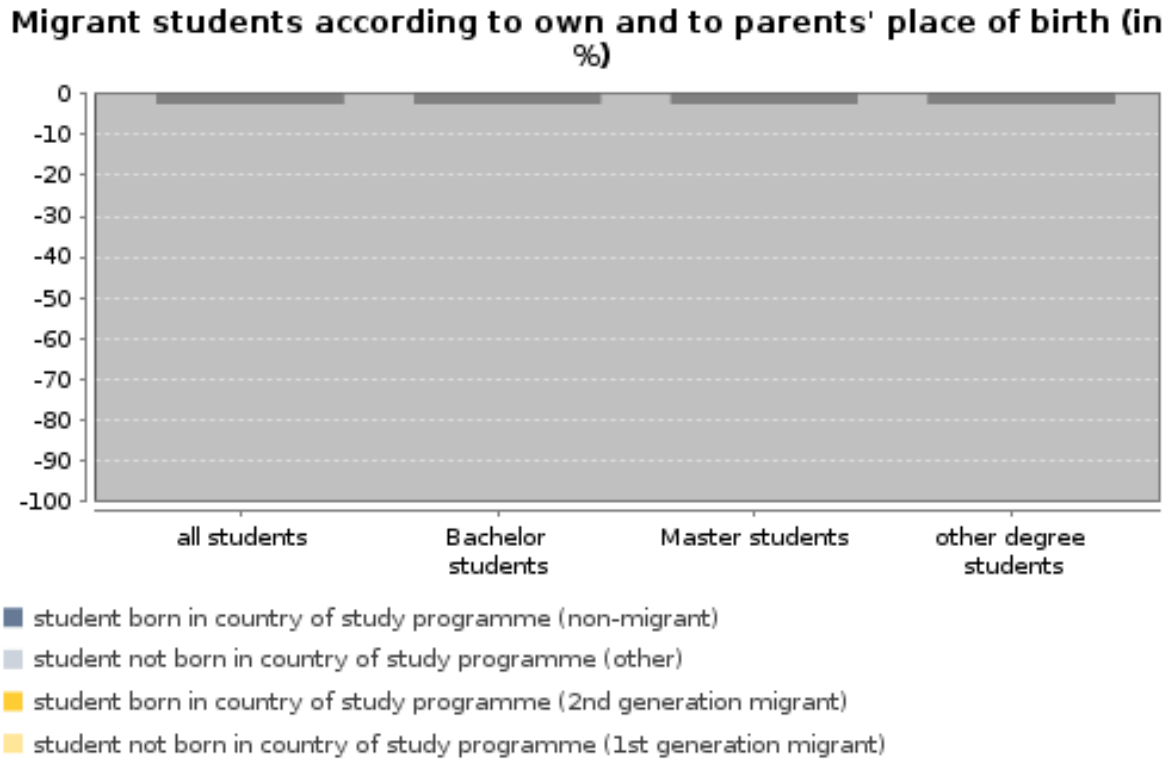
Although values do indicate a stable situation, they refer to a growing total population. As a consequence, they show a growth in absolute values: in 2008-2009, students with disabilities were about 14.000, i.e. 1.6 times more than the one registered in 2004-2005.
Students must be officially recognised as disable in order to receive public support (tax exemption and special grants, according to the level of disability; personal targeted support; see art. 8 of Prime Minister?s Decree of 19.04.2001).

Topic: A. Demographic Characteristics

Subtopic 6: Mobile/migrant students

Key Indicators

Share of non-migrants among all students, in %	Share of non-migrants among all BA students, in %
Share of non-migrants among all MA students, in %	Share of 2nd generation migrants among all students, in %
Share of 2nd generation migrants among all BA students, in %	Share of 2nd generation migrants among all MA students, in %
Share of 1st generation migrants among all students, in %	Share of 1st generation migrants among all BA students, in %



details on missing data:

methodical issues or considerations for data interpretation:

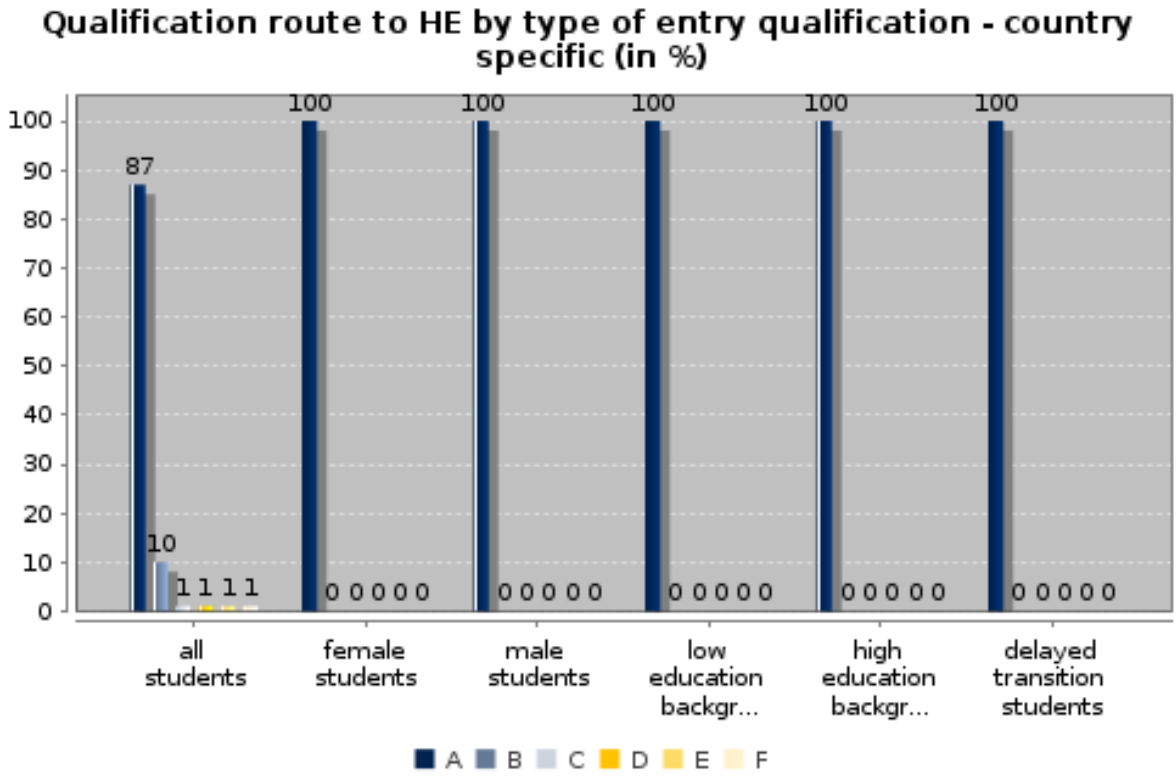
national interpretation of the results of the data analysis:

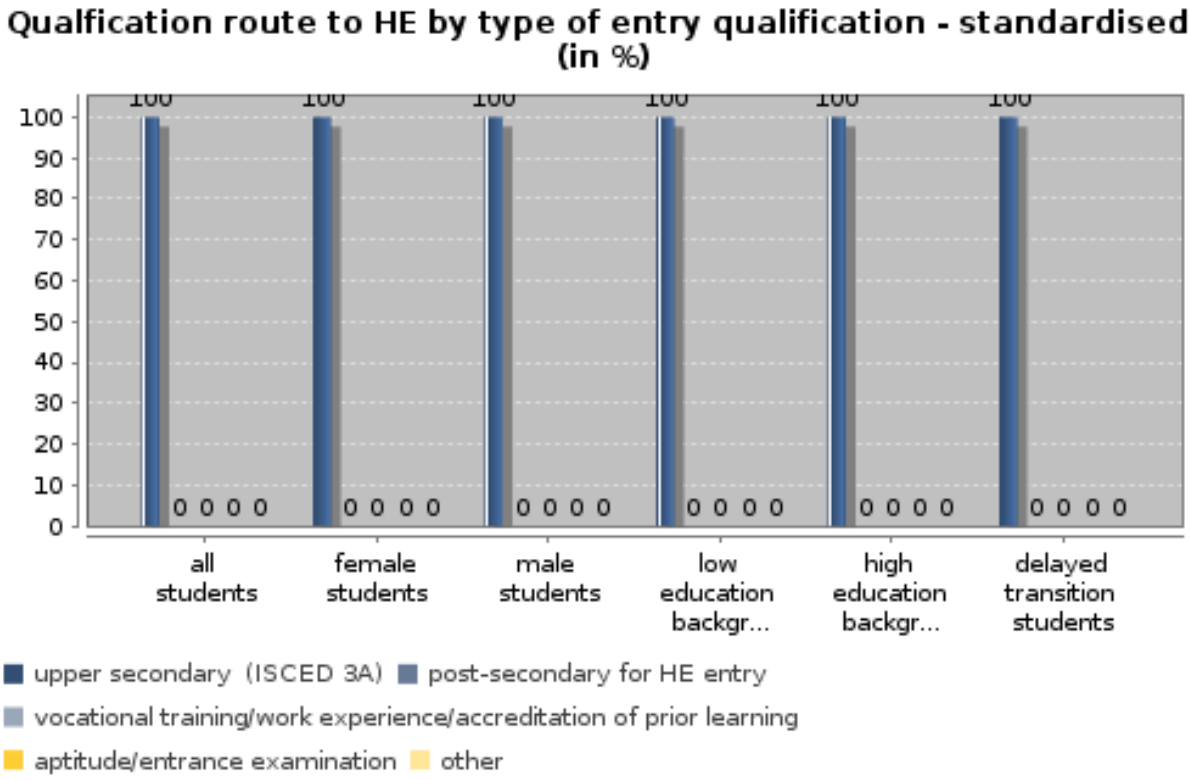
This sub-topic has not been covered in the survey. No other data from different sources are available.

Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

Key Indicators	
All students via upper secondary in %	100.0
Female students via upper secondary in %	100.0
Male students via upper secondary in %	100.0
Students with low education background (ISCED 0-2) via upper secondary in %	100.0
Students with high education background (ISCED 5-6) via upper secondary in %	100.0
Students with delayed transition via upper secondary in %	100.0





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

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 into higher education. Different access routes, i.e. vocational training, previous work experience, or accreditation of prior learning are not alternative paths to higher education.

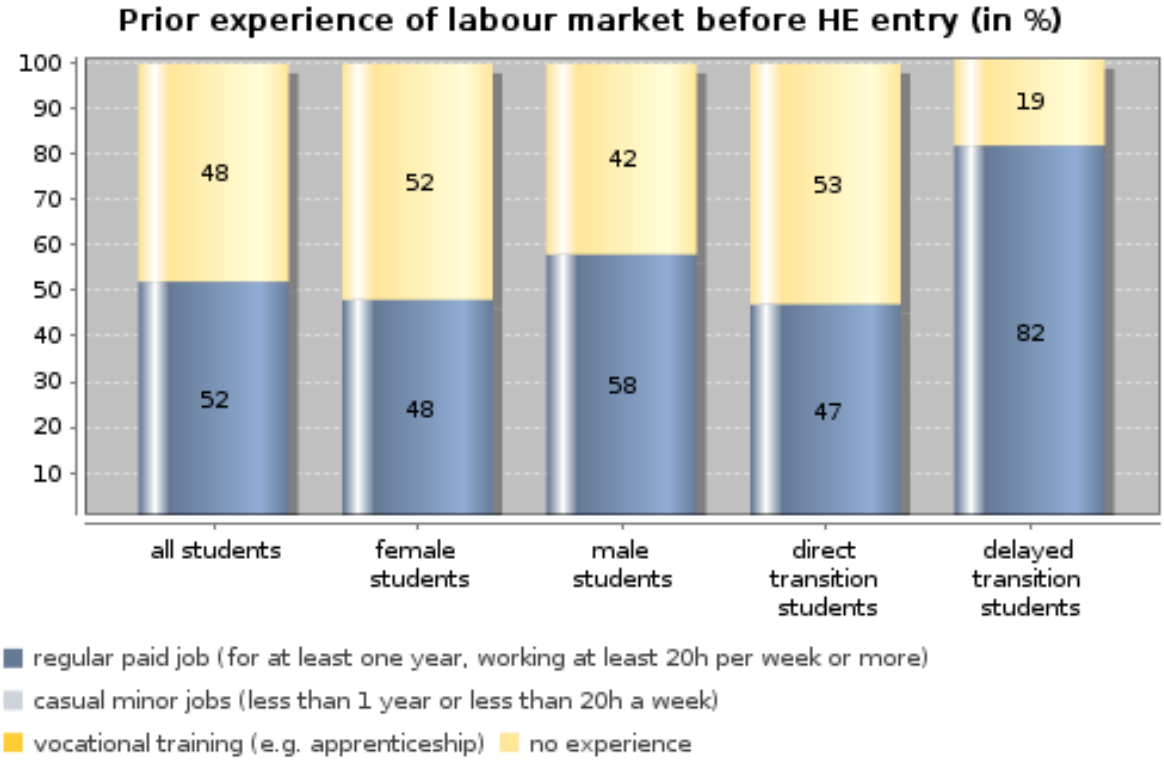
In some cases, professional skills and previous work experience may be recognised in the form of academic credits granted to individual students at enrolment. This kind of credit recognition leads to a lower number of credits to gain.

According to official statistics, students matriculated in the academic year 2008-2009 with this kind of credits recognition were 5.1% of the total (Source: Miur, Indagine sull?istruzione universitaria, anno accademico 2008-2009 http://statistica.miur.it/scripts/IU/vIU1.asp).

Topic: B. Access and entry to higher education

Subtopic 2: Prior experience of the labour market before entering higher education

Key Indicators	
All students with regular paid job before entering HE in %	52.1
Females with regular paid job before entering HE in %	48.1
Males with regular paid job before entering HE in %	57.6
Direct transition students with regular paid job before entering HE, in %	46.6
Delayed transition students with regular paid job before entering HE, in %	81.5
All students without labour market experience before entering HE in %	47.9
Females without labour market experience before entering HE in %	51.9
Males without labour market experience before entering HE in %	42.4



details on missing data:

methodical issues or considerations for data interpretation:

The topic was surveyed among working students (around 40% of the total: see Section G) and not over the entire sample.
The survey has only registered the number of students were into paid employment in the reference period and that were also working before entering university. Therefore, the total number of surveyed cases might be lower than the actual number of students with prior work experience. Furthermore, the survey has not investigated the type of work carried out before entering university: all cases were classified as regular paid job. On the basis of the data collected it is possible to carry out different types of analysis at national level, while international comparability is very limited.

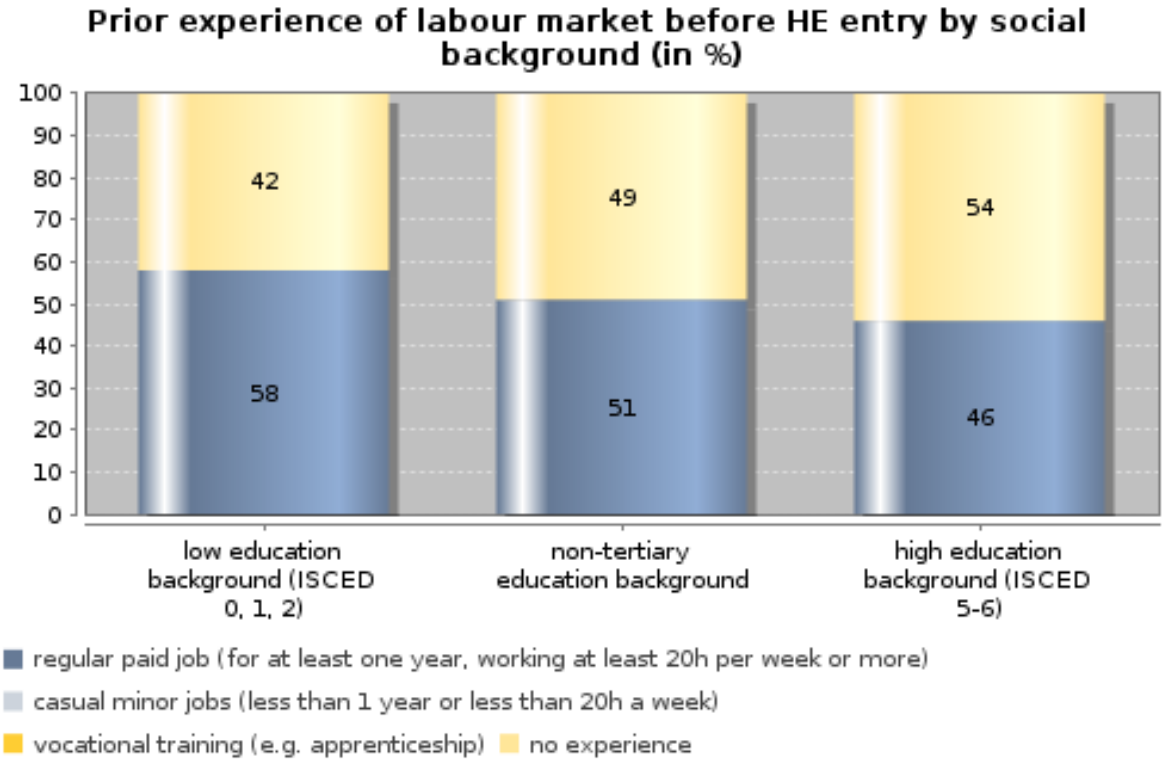
national interpretation of the results of the data analysis:

The data refer to the students that are into paid employment and study at the same time (about 40% of the total number of students). The majority of the students in this group had already had previous work experiences before entering university. The rate is extremely high among the delayed transition students: less than one out of five students had not worked before entering university. Among direct transition students, the rate is just slightly lower than the average: this datum shows that an early entrance into the job market was experimented by a significant rate of the so-called ?ordinary students?.
In the last few years, the rate of employed students who had work experiences before entering university seems to be growing: in comparison to the previous survey (38,6%; 2006) the rate has significantly increased.

Topic: B. Access and entry to higher education

Subtopic 3: Prior experience of the labour market before entering higher education by social background

Key Indicators	
Students without labour market experience and low education background (ISCED 0-2) in %	42.4
Students without labour market experience and high education background (ISCED 5-6) in %	53.7



details on missing data:

methodical issues or considerations for data interpretation:

See B.02.

national interpretation of the results of the data analysis:

The percentage of students who have never worked before entering university is considerably higher among students from the highest educational background, if compared to those from the lower ones. The data support the scenario drawn by the previous surveys.

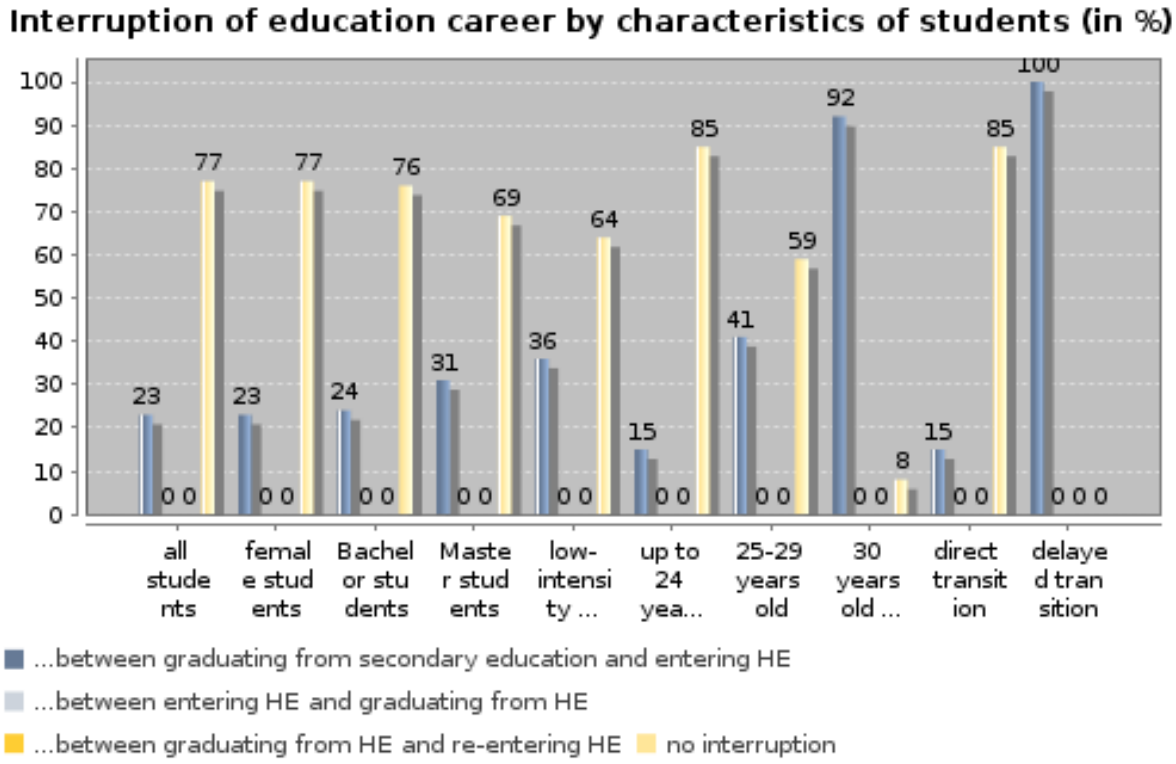
It is observed that the percentage of students who come from families with higher educational background and worked before entering higher education is rather high. This tend confirms that students work not only for economic reasons but also to reduce dependence on the family of origin or pushed by the desire to gain personal independence.

Topic: B. Access and entry to higher education

Subtopic 4: Interruption of education career after graduating from secondary school by characteristics of students

Key Indicators

BA students with interruption between graduating from secondary education and entering HE, in %	23.7
BA students with interruption between entering HE and graduating from HE, in %	BA students without interruption, in %



details on missing data:

methodical issues or considerations for data interpretation:

The possible interruption of studies between the access and graduation, as well as between graduation and a second access has not been investigated by this survey.

national interpretation of the results of the data analysis:

A number close to the total of students aged 30 or beyond 30 interrupted their education career between the end of secondary education and the beginning of the academic studies.

The rate is quite high also among students included in the age group 25 ? 29 and among low intensity students.

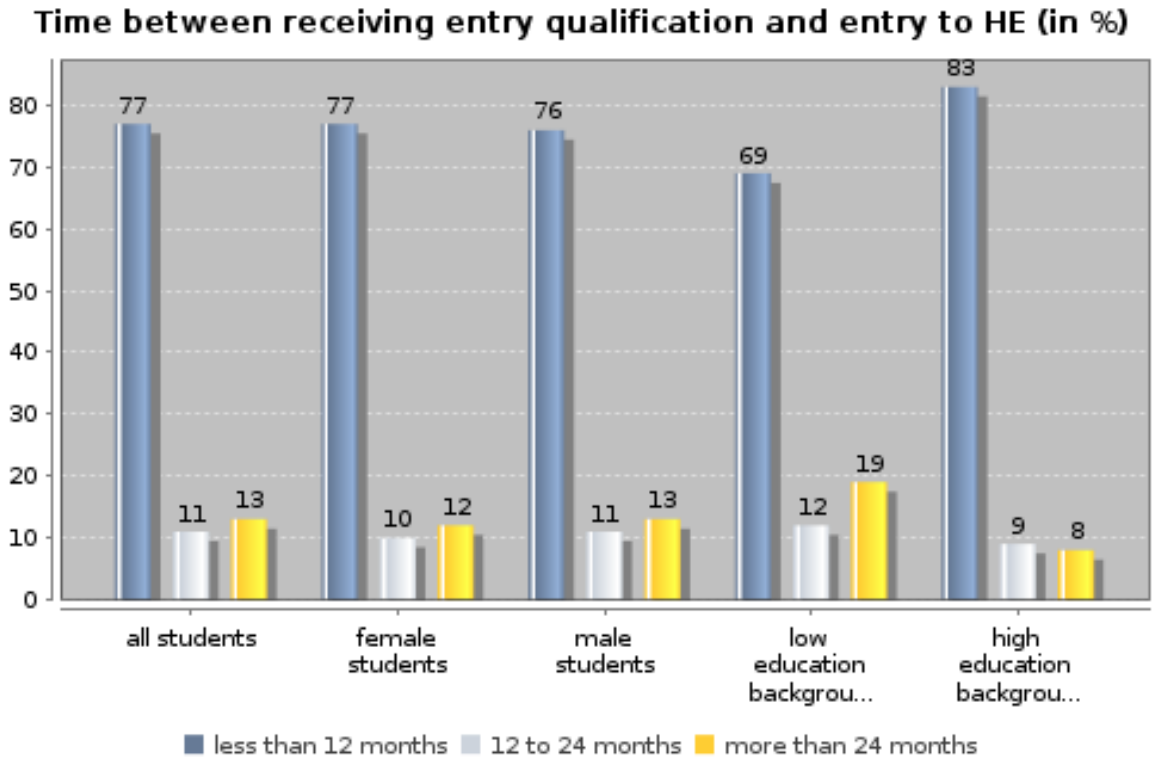
The data confirm that the above-mentioned groups are widely overlapping.

Topic: B. Access and entry to higher education

Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators

Average time between HE qualification and HE entry in months (arithm. mean)	
all students	16.72
female students	16.44
male students	17.09
low education background (ISCED 0-2)	52.31



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The rate of students with low education background who interrupted their career for more than 24 months is 1.5 times higher than the general rate and 2.3 times higher than the same rate of students with a high education background.

The majority of low education background students access university in the same way of high education background students, as shown by the median.

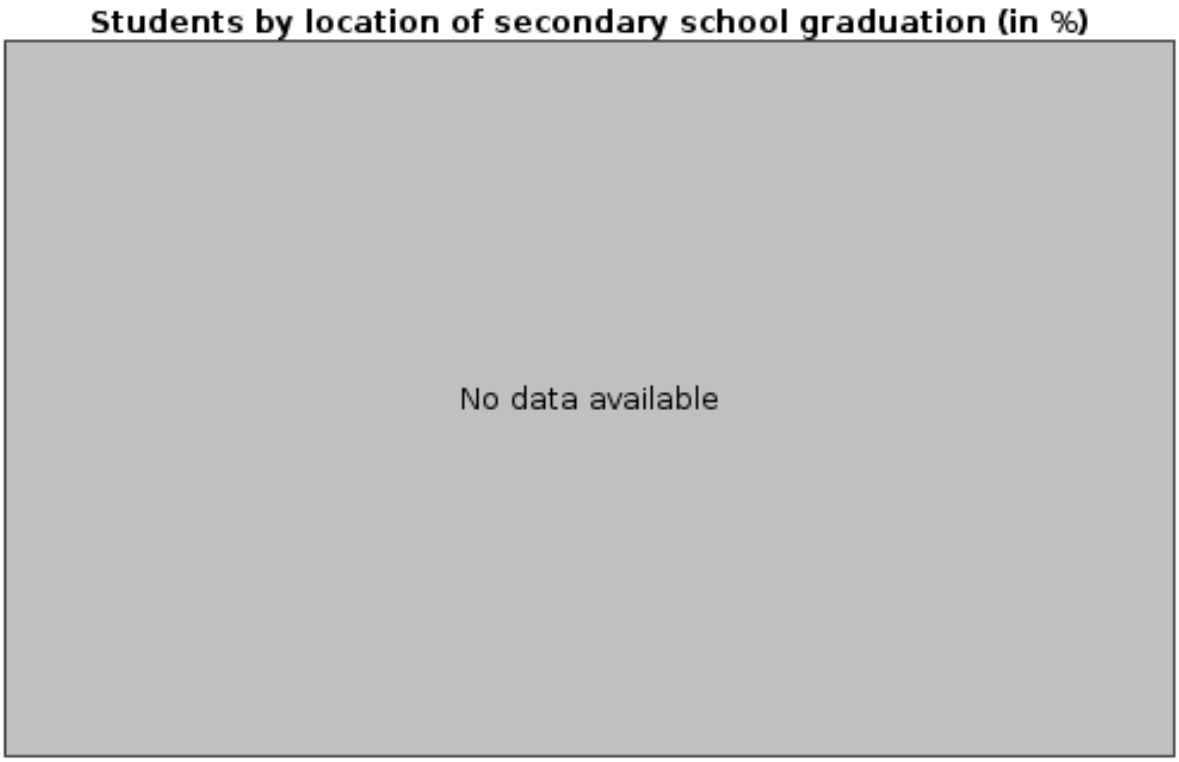
Roughly, one low education background student out of five started university after a 24 months interruption or longer; while for a certain number of student the interruption was much longer, as shown

by the interruption time arithmetic mean, corresponding to more than four years.

Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators



details on missing data:

methodical issues or considerations for data interpretation:

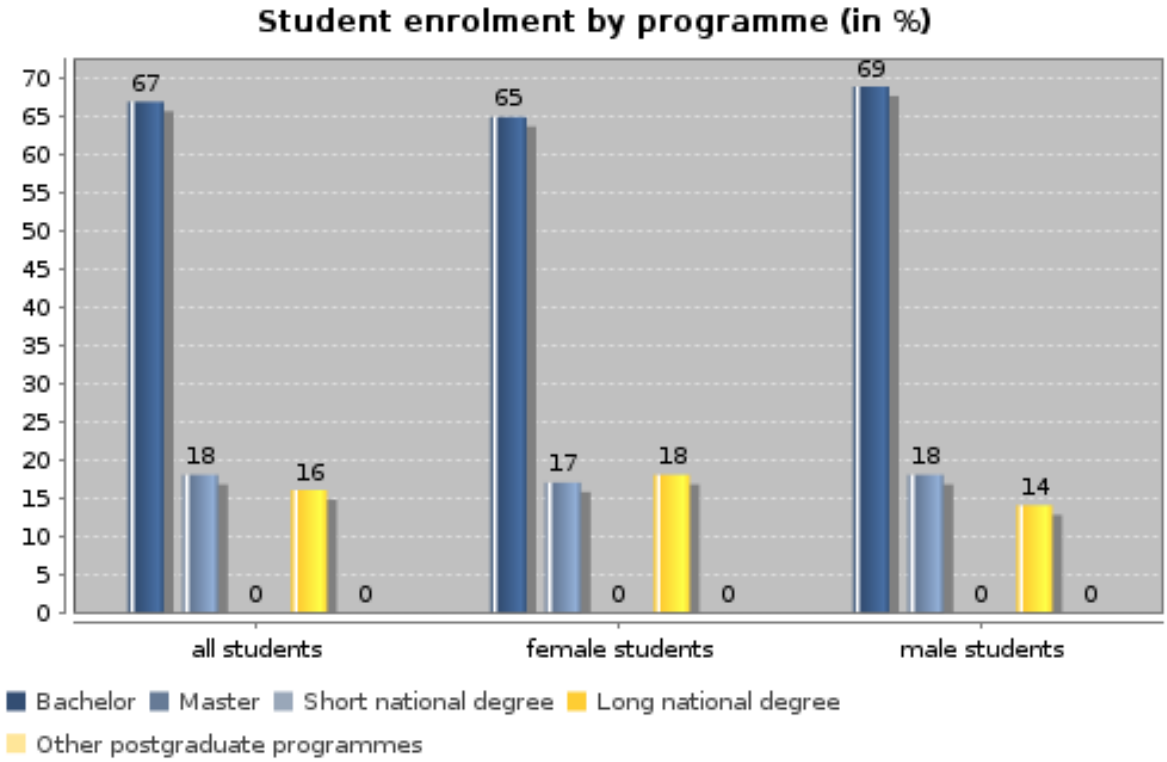
national interpretation of the results of the data analysis:

This sub-topic has not been covered in the survey. No other data from different sources are available.

Topic: B. Access and entry to higher education

Subtopic 7: Student enrolment by programme

Key Indicators	
All students studying for BA, in %	66.5
All students studying for MA, in %	17.6
All students studying for other national degrees, in %	15.9



details on missing data:

methodical issues or considerations for data interpretation:

The student who registered at University before the implementation of the Bologna Process are not covered by the survey: they do correspond to 0.9% of the total number of students enrolled both in first and second cycle courses for the year of reference.

In the ?Bachelor? category, all students enrolled in first cycle programmes (Corsi di laurea) are included; while in the ?Master? category all students enrolled in second cycle programmes (Corsi di laurea magistrale) are included. The category ?Long national degrees? includes all students registered in one-block master programmes (Laurea magistrale a ciclo unico), offered only in a limited number of subject areas (dentistry, human medicine, pharmacy, veterinary medicine, architecture).

national interpretation of the results of the data analysis:

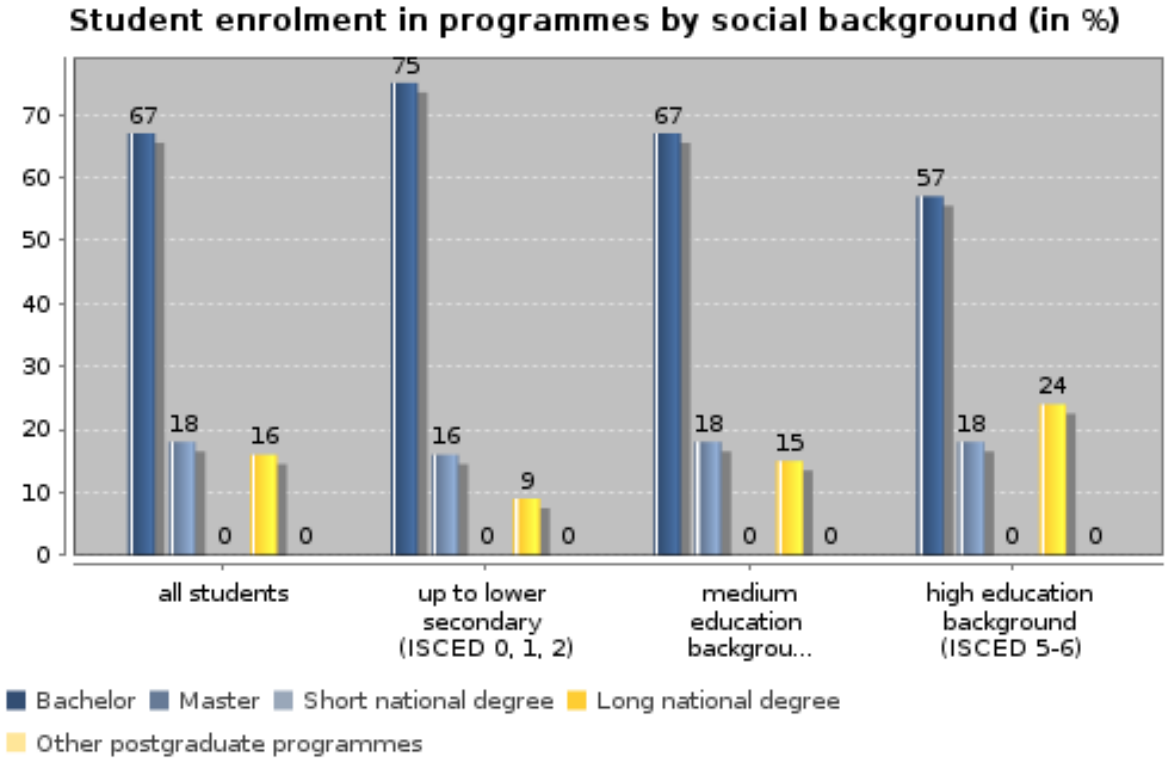
The number of students registered in master programmes can be explained thanks to three main factors: the inclination to continue studying after completing the first cycle; the number of programmes

offered, as well as the entrance examinations ? even if in this latter case, no fixed quotas for admissions have been established.
The percentage of male students enrolled in bachelor programmes is higher than the average: this datum confirms the slightly lower inclination registered among this group of students to continue studying after the completion of the first cycle, which emerged also from the previous surveys.

Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators	
Students with low education background (ISCED 0-2) studying for BA, in %	75.0
Students with low education background (ISCED 0-2) studying for MA, in %	15.9
Students with high education background (ISCED 5-6) studying for BA, in %	57.4
Students with high education background (ISCED 5-6) studying for MA, in %	18.3



details on missing data:

methodical issues or considerations for data interpretation:

See B.07

national interpretation of the results of the data analysis:

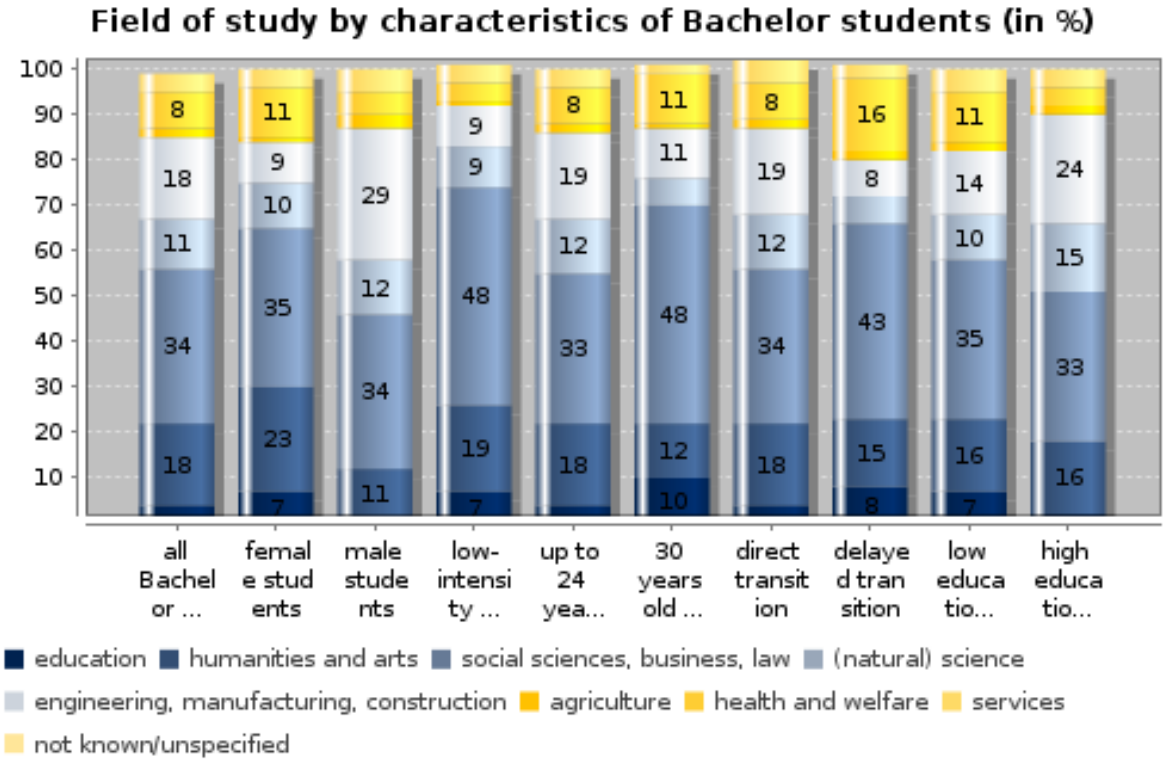
Among the students registered in the long national degrees, up to lower secondary education students are underrepresented; while in the same type of courses, students with tertiary educational background are over-represented. The data highlight that the students belonging to the former category are less inclined to continue their academic studies after the first cycle.

Among students enrolled in long degree programmes, in one case out of four, they come from families with tertiary level education: this percentage is considerably higher that the one registered among student with lower educational background. For instance, students from families with tertiary education are 2.7 times more numerous than those from families with up to lower secondary education enrolled in the same long degree programmes.
Long national degrees train students to practice the professions that are usually passed from one generation onto another - such as doctor, dentist and architect. This trend is confirmed also by other studies on the relationship between higher education and job market in Italy, which recently put forward the definition of ?social im-mobility?, to find a key to understand the selectivity at social level, which is registered in these disciplinary fields (http://www.almalaurea.it/universita/occupazione/).

Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators	
Students in engineering disciplines among all BA students, in %	17.8
Students in humanities and arts among all BA students, in %	17.6
Students in social sciences, business and law among all BA students, in %	34.4
BA students from lowest education backgrounds in engineering disciplines, in %	14.4
BA students from lowest education backgrounds in humanities and arts, in %	16.0
BA students from lowest education backgrounds in social sciences, business and law, in %	34.9



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Genre seems to play a major role in the groups Education and Humanities and Arts, where a female majority has been registered; the same happens in the area of Engineering where the male students

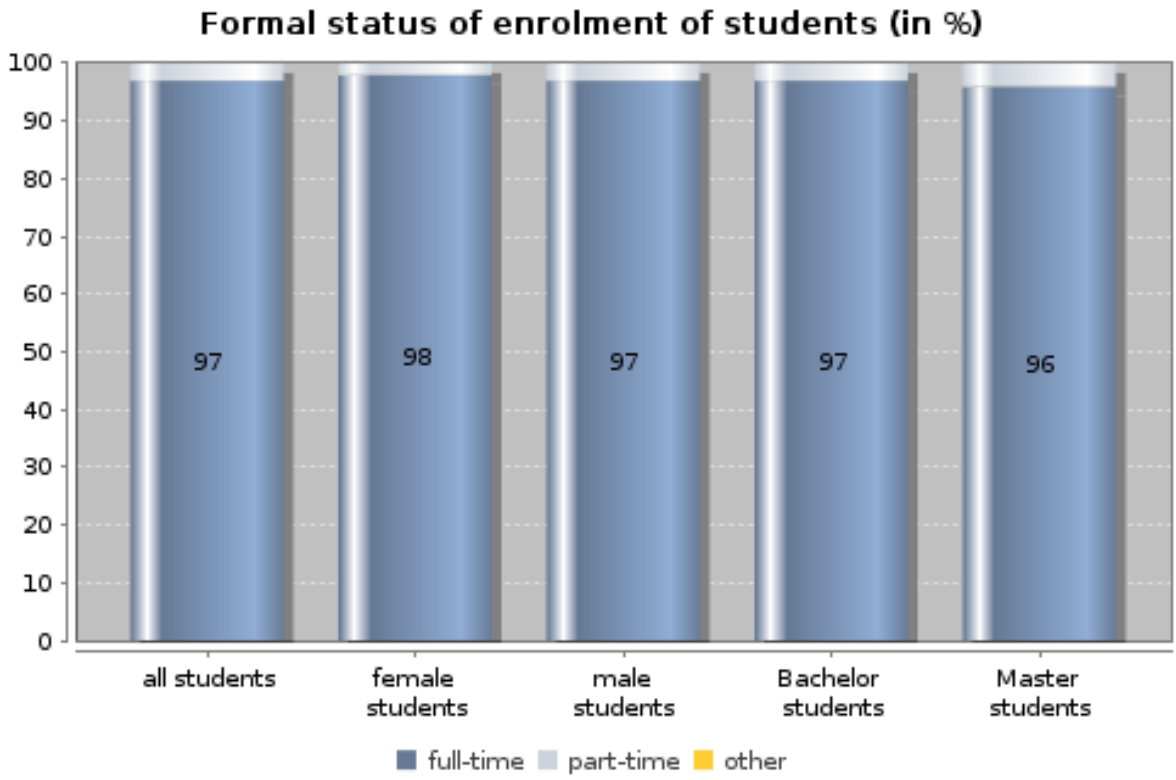
are overrepresented.
With regard to the social background, the students with low educational background are more than the average in the fields of Education, as well as Health and Welfare. In the same fields students with high educational background are underrepresented. Students from the 30 or above, low-intensity and delayed transition sub-groups make up more than the half of the total number of students registered in Bachelor programmes in Education and Social Sciences; while they are below the average in Arts and Humanities and in Science and Engineering. In the above-mentioned sub-groups, students with low educational background are more than the average.
In order to understand the presence of students with different educational background in Bachelor programmes in the fields of study mentioned above, it is necessary to take into account that long degree programmes are on offer at the same time. The educational background seems to play a role at the time of choosing between short and long degree courses, especially in the fields of Engineering, and Health and Welfare (on the same topic, please see the comment in B.08 - Enrolment in programmes by social background).

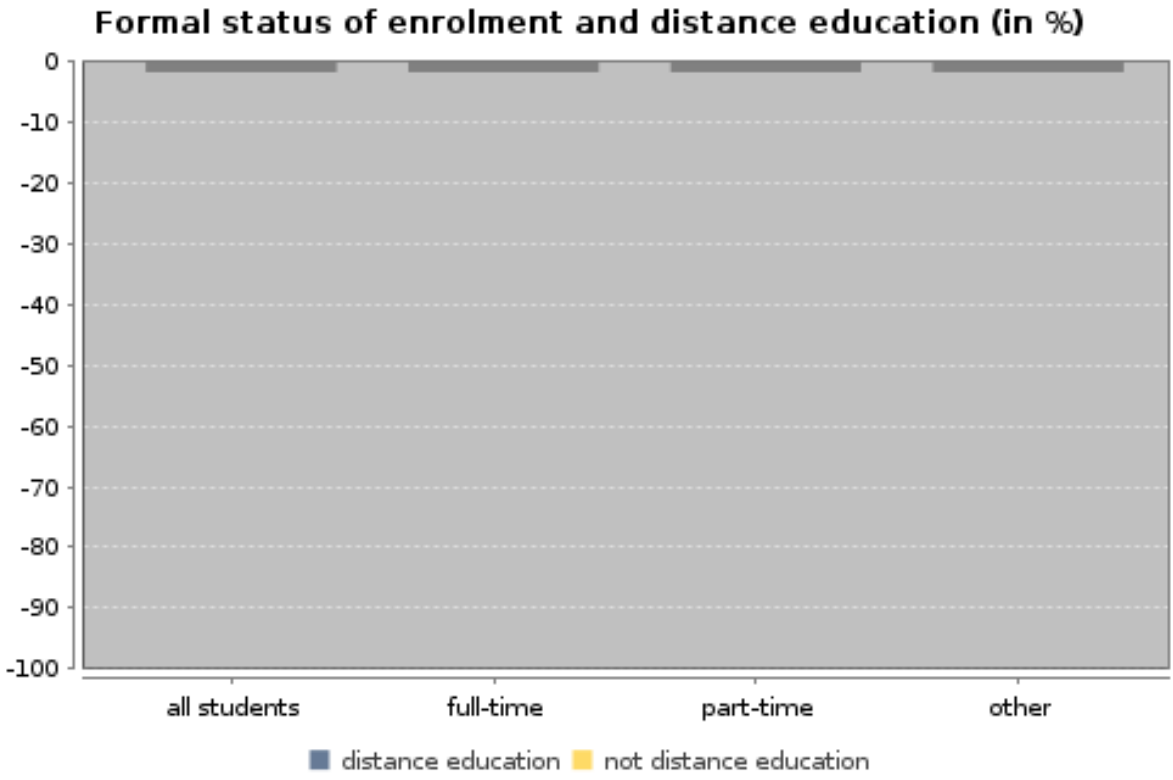
Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	2.7
Share of part-time students among BA students, in %	2.8
Share of part-time students among MA students, in %	4.1





details on missing data:

methodical issues or considerations for data interpretation:

This subtopic has not been considered in the survey. The source of the data on formal status in academic year 2008-2009 is: MIUR - Ufficio di statistica http://statistica.miur.it/scripts/IU/vIU1.asp. Students who agree with their university to collect less credits/year then those foreseen in the corresponding programme are registered as part-time, and are classified accordingly in the official statistics.

No data are available for distance education students.

national interpretation of the results of the data analysis:

An official definition of part-time student does not exist in Italy: universities can define such a status autonomously. Usually, enrolment with part-time status implies an agreement between the university and the student on the number of credits to be collected per year and, as a consequence, on the duration of the course, which is different from the official one. Part-time enrolment involves also a different amount of fees and contribution to be paid yearly, which is usually lower that the amount of the fess foreseen for full-time courses, as well as a different range of services available for the students.

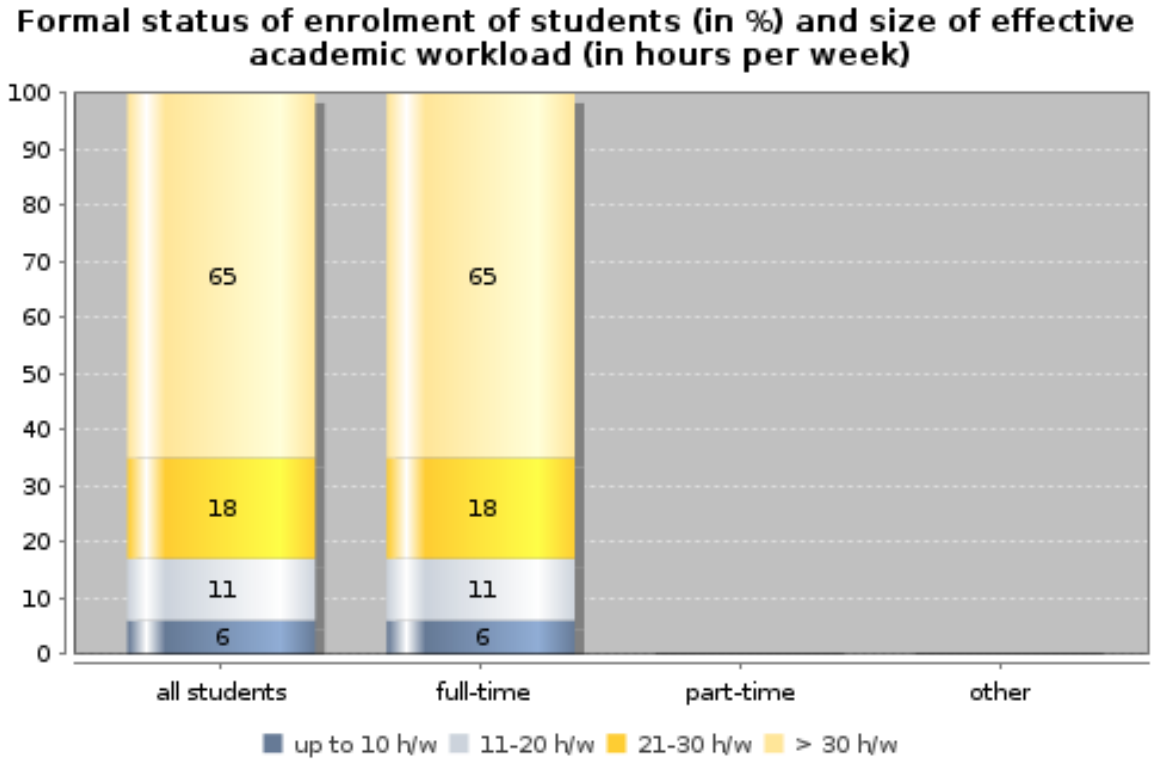
In the academic year of reference, Italian part-time students were 2.7% of the total. About three part-time students out of four are enrolled in bachelor programmes. Nonetheless, the percentage of part-time students registered in master programmes is higher (4.1%). Males prevail among part-time students, both in absolute numbers and in percentages.

In comparison to the last survey, the percentage of part-time students enrolled in bachelor programmes seems to be growing - in 2006, part-time students were 2.0% - nonetheless, it still remains rather low.

Topic: B. Access and entry to higher education

Subtopic 11: Formal status of enrolment by size of academic workload

Key Indicators	
All students with study-related activities up to 20 hours per week, in %	17.0
Students with full-time status and study-related activities up to 20 hours per week, in %	17.0



details on missing data:

methodical issues or considerations for data interpretation:

The present survey has not considered the full-time or part-time status of students (see the considerations for interpretation in B.10). Given the very limited presence of part-time students, any possible discrepancy between the number of full-time and part-time students and the total sample seems to be irrelevant, as a consequence the performance of the two groups has been studied jointly. The group of students with study-related activities up to 10 h/w includes students who declared 0 h/w per thought studies, allowing for a certain number of h/w dedicated to personal study time.

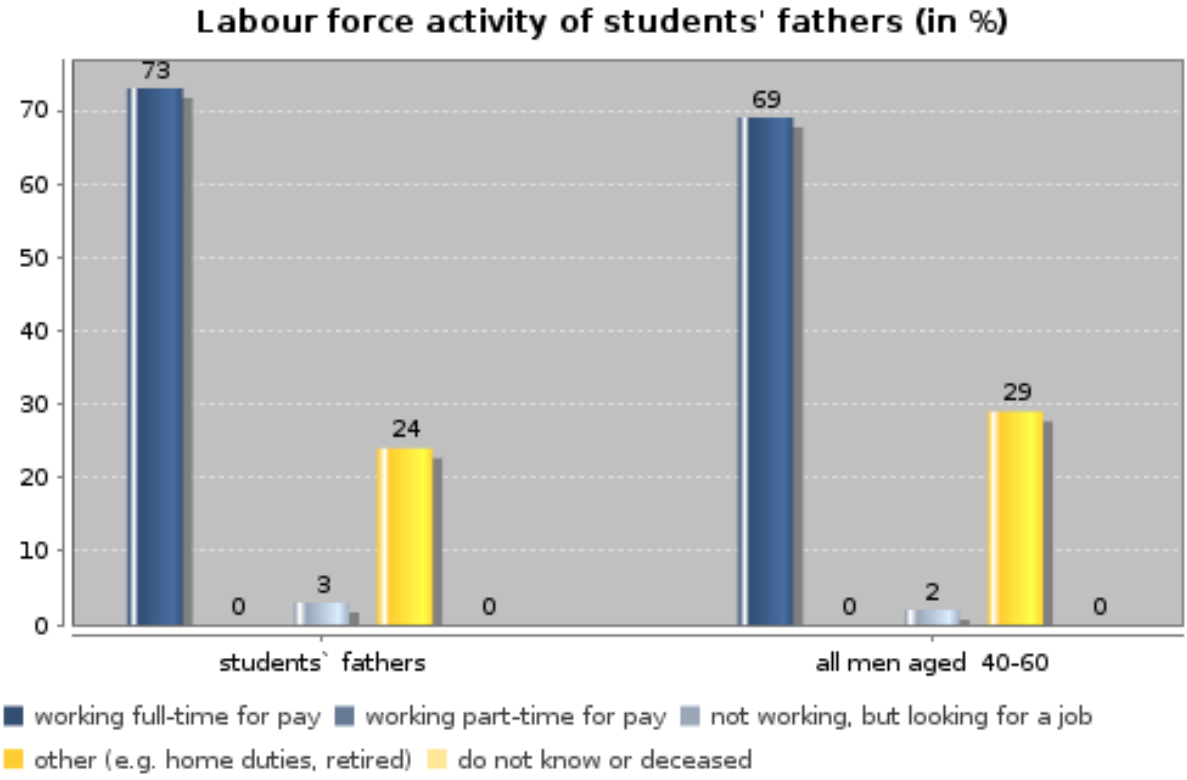
national interpretation of the results of the data analysis:

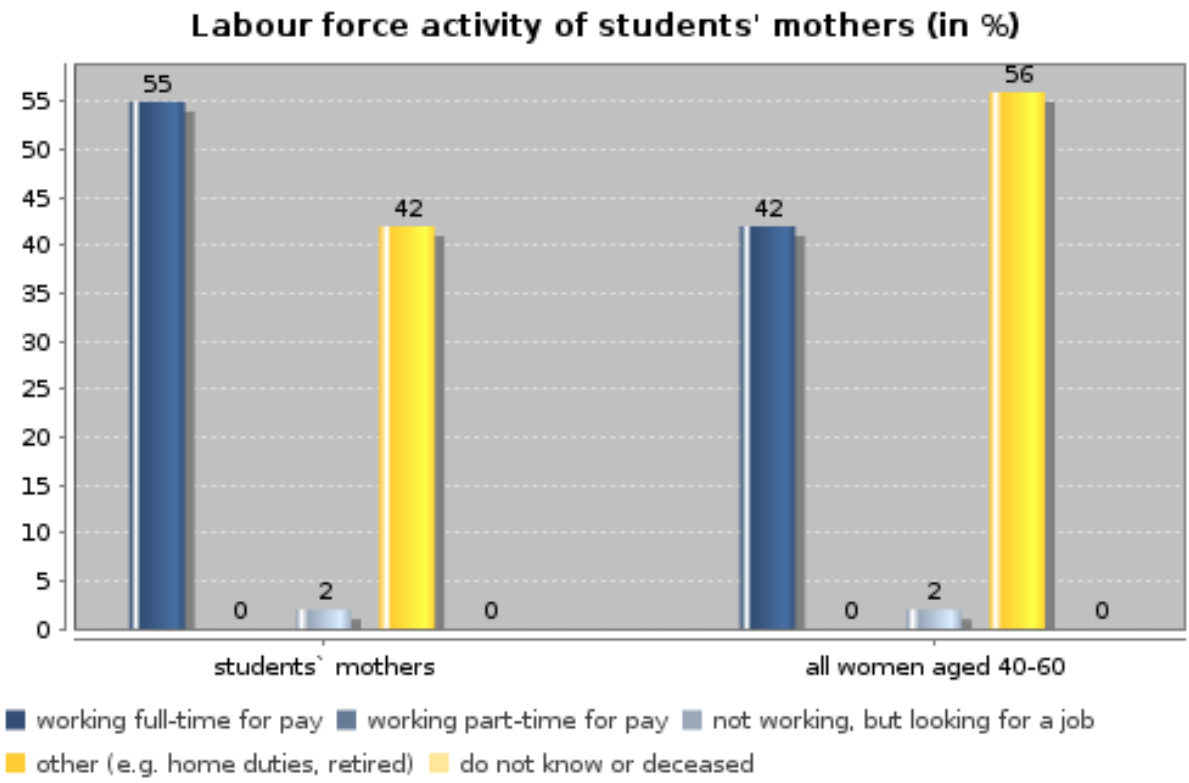
Students reporting a weekly workload per study-related activities up to 20 h/w are 17.0%; cases of workload up until 10 h/w are very rare. Two students out of three reported to have a weekly workload of 30 h/w, corresponding to an average weekly workload of 38.2 h/w.

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators	
Share of economically active students' fathers in %	73.3
Share of economically active students' mothers in %	55.4
Ratio of economically active students' fathers to corresponding male population	1.1
Ratio of economically active students' mothers to corresponding female population	1.3





details on missing data:
Deceased, or unknown activity: students? fathers 212, students? mothers 76.
methodical issues or considerations for data interpretation:
Students have been asked about their parents' actual work status. It has been not requested to specify if they carried out a full-time or a part-time job, since comparable data referring to the Italian population are not available.
Due to the same reason, the cases of ?deceased, or unknown activity? fathers and mothers have been not included in the sample and considered as "missing".
The age group considered for the total population is 45-64, which allows for a comparison with the previous editions of the survey.
The data source for the relevant population is: Istat - Istituto nazionale di statistica, Forze di lavoro - Media 2008 http://www.istat.it/dati/catalogo/20100217_00/.

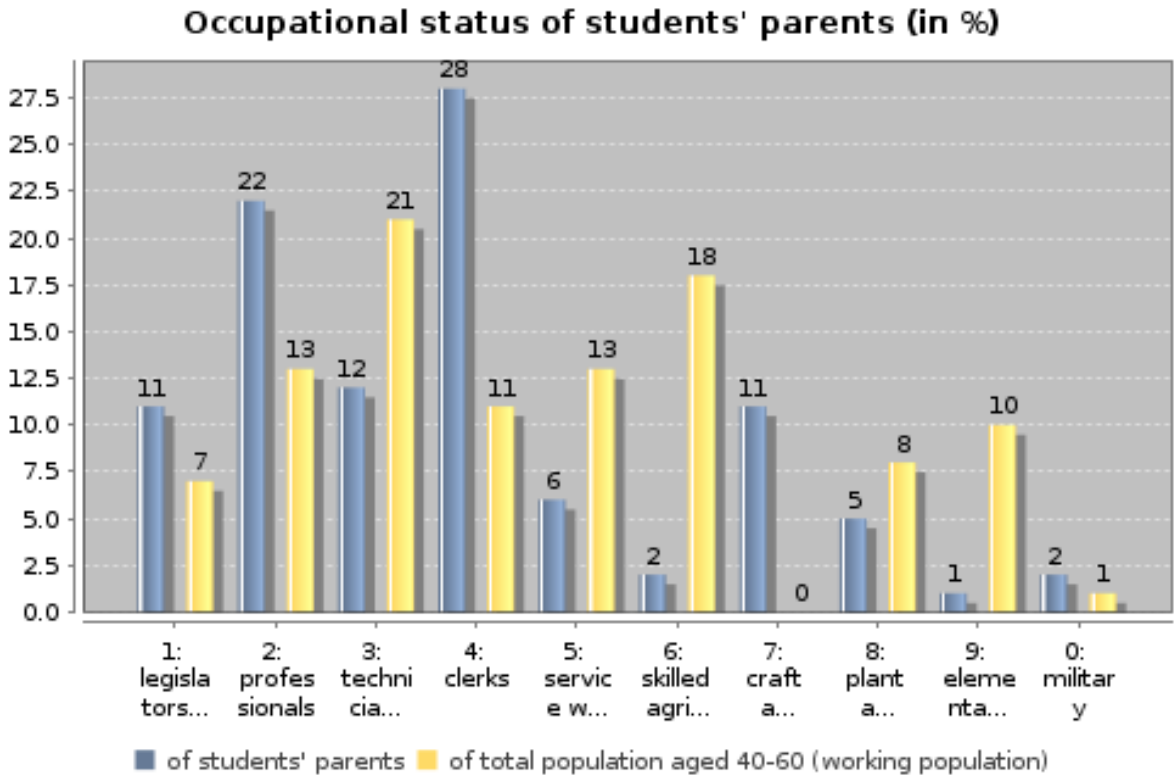
national interpretation of the results of the data analysis:
A wide majority of students? fathers and mothers carries out a paid job. The data about fathers and mothers not working but looking for a job do confirm that there is a relationship between being parents of students and having an active relation with the labour market.
In particular, this applies to the students? mothers, since their professional activity does play a role in the possibility of their children to access higher education. It does in two ways:
a) it gives the family better options to invest in the higher education of their children, since it is supposed to have wider financial resources;
b) a positive influence on the children?s educational choices related to a set of values oriented towards

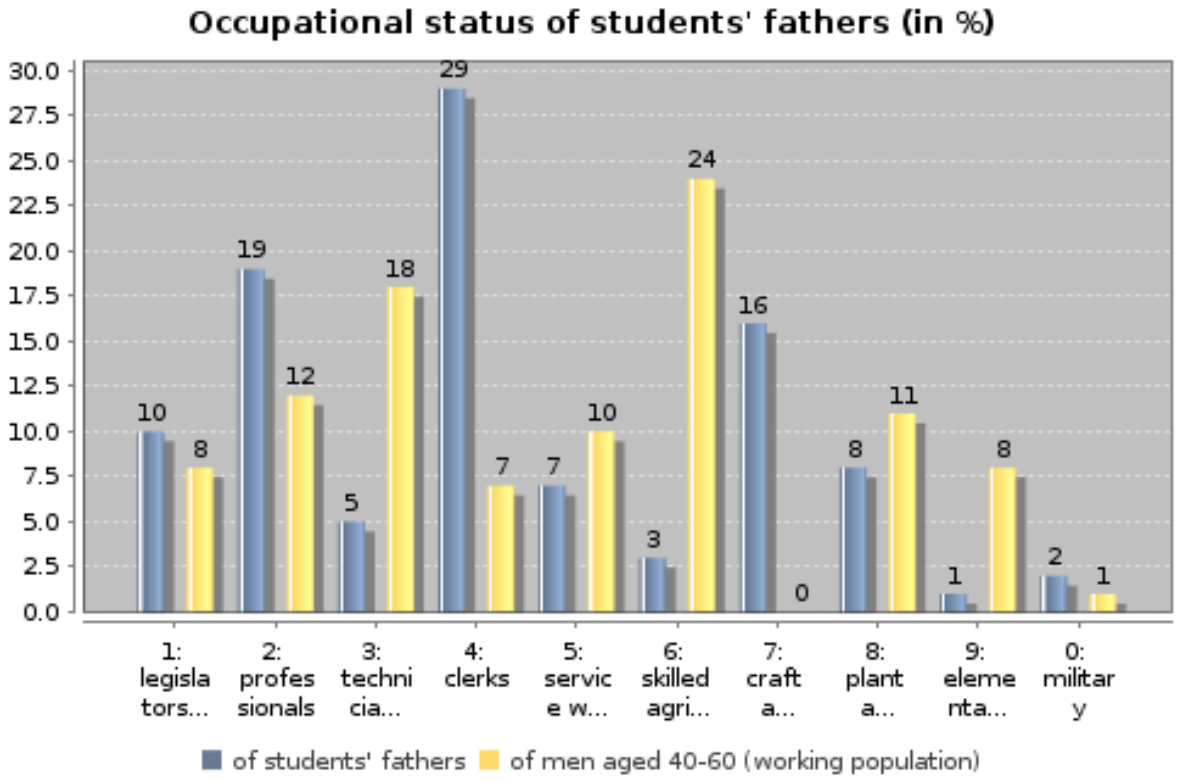
active citizenship.
The portrayed situation is in line with the results of the previous editions of the survey, since parents actively involved on the job market are over-represented in comparison to the correspondent groups of the population.
The actual ratio values show a slight decrease in the range of such overrepresentation, instead. This can be explained because the quota of active population has increased in the age group considered, as a result of the increased time span of active life and of an increased access of women to the labour market. Both phenomena are widely documented in the recent Italian history.

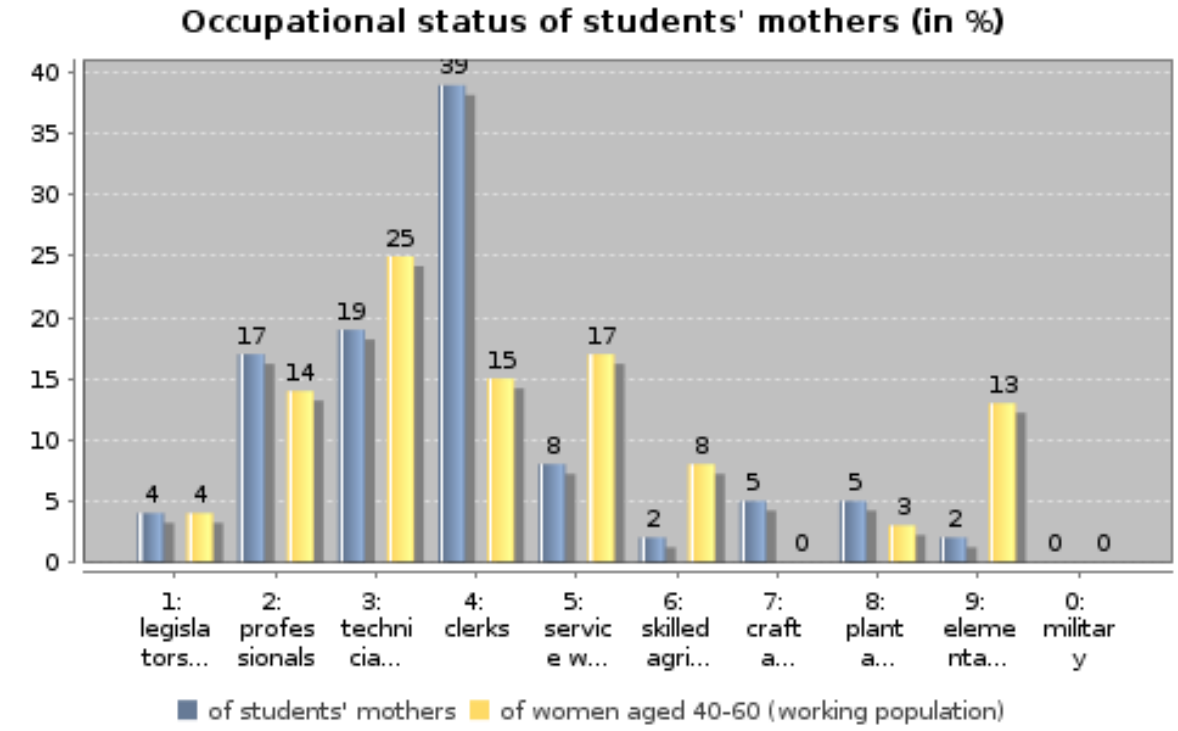
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

Key Indicators	
Students' parents with blue-collar occupation in%	19.7
Students' fathers with blue-collar occupation in %	27.7
Students' mothers with blue-collar occupation in %	13.9
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.6
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	0.6







details on missing data:

Missing, or unknown occupational status: students? fathers 178, students? mothers 131, students? parents 83.

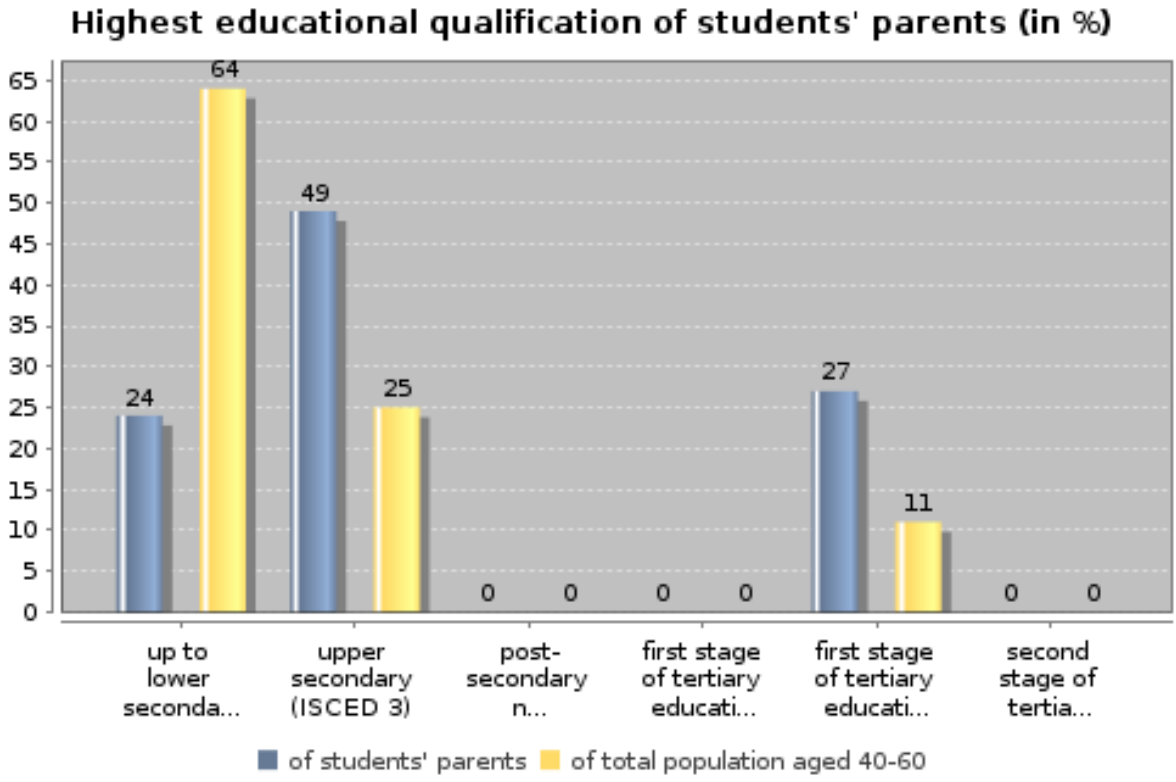
methodical issues or considerations for data interpretation:
For the sake of comparison with the previous editions of the survey, the age group considered is 45 - 64. The data were processed by Eurostudent on the basis of those made available by Istat - Istituto nazionale di Statistica, Rilevazione sulle forze di lavoro (2008).
The data corresponding to the occupational status "6. skilled agriculture and fishery workers" and "7. craft and related trades workers" are aggregated in the Istat data corresponding to the category total population/men/women aged 45-64; such data are reported in the cells of the status "skilled agriculture and fishery workers".

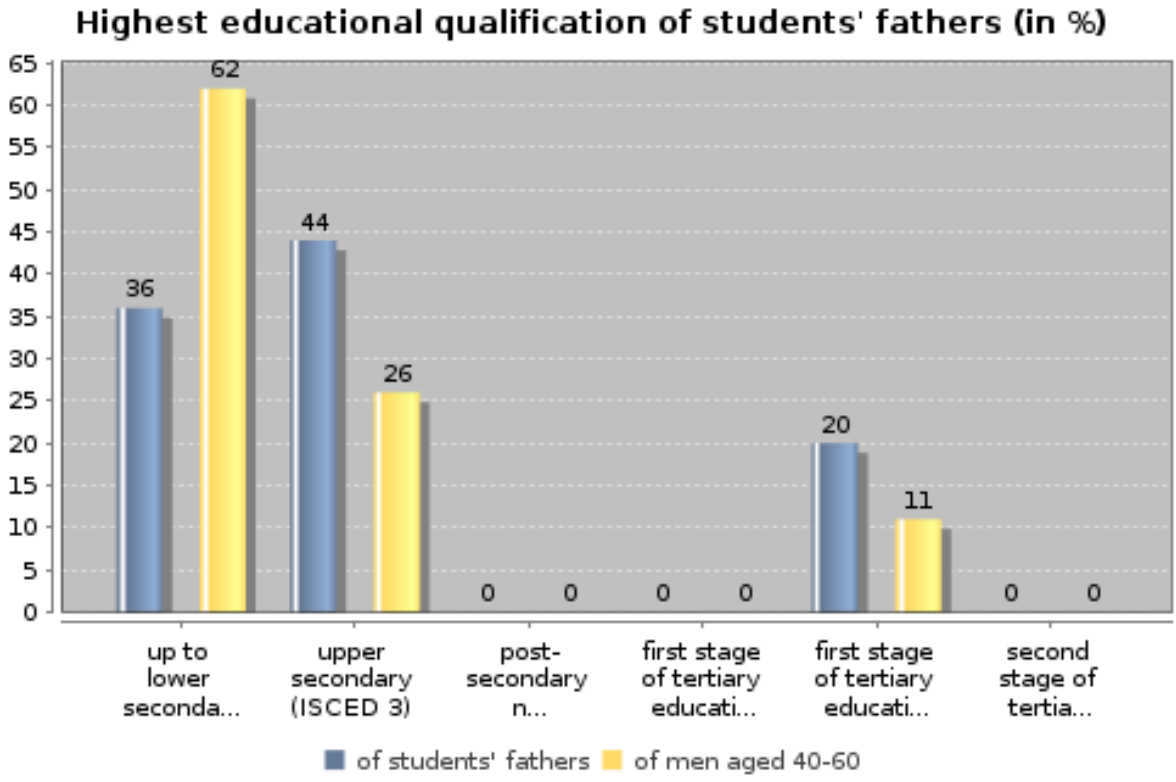
national interpretation of the results of the data analysis:
The comparison between students' parents and the population in the age range 45 - 64 shows an over-representation of parents with occupational status "legislators, senior professionals", "professionals" and "clerks", while the "blue collar" category is underrepresented. The analysis carried out separately for the students' mothers and fathers shows the same trend, although different relationships among the different conditions emerged.
Blue-collar fathers and mothers are two relatively big groups, even if they are underrepresented in comparison to the total population.
As far as the comparability is concerned, the data of the Sixth Eurostudent survey about the "blue collar" status have been re-aggregated in order to be compared with the previous survey (different indicators were produced).
After three years from the previous survey, the situation seems to be stable: students' fathers and mothers are equally underrepresented in comparison to the total population. The fathers? under-representation seems to be slightly growing in comparison to the employed males (from 2006 to 2009 the indicator changed from 0.7 to 0.6). With regard to mothers, the under-representation in comparison to employed women has slightly decreased (from 2006 to 2009 the indicator passed from 0.5 to 0.6).

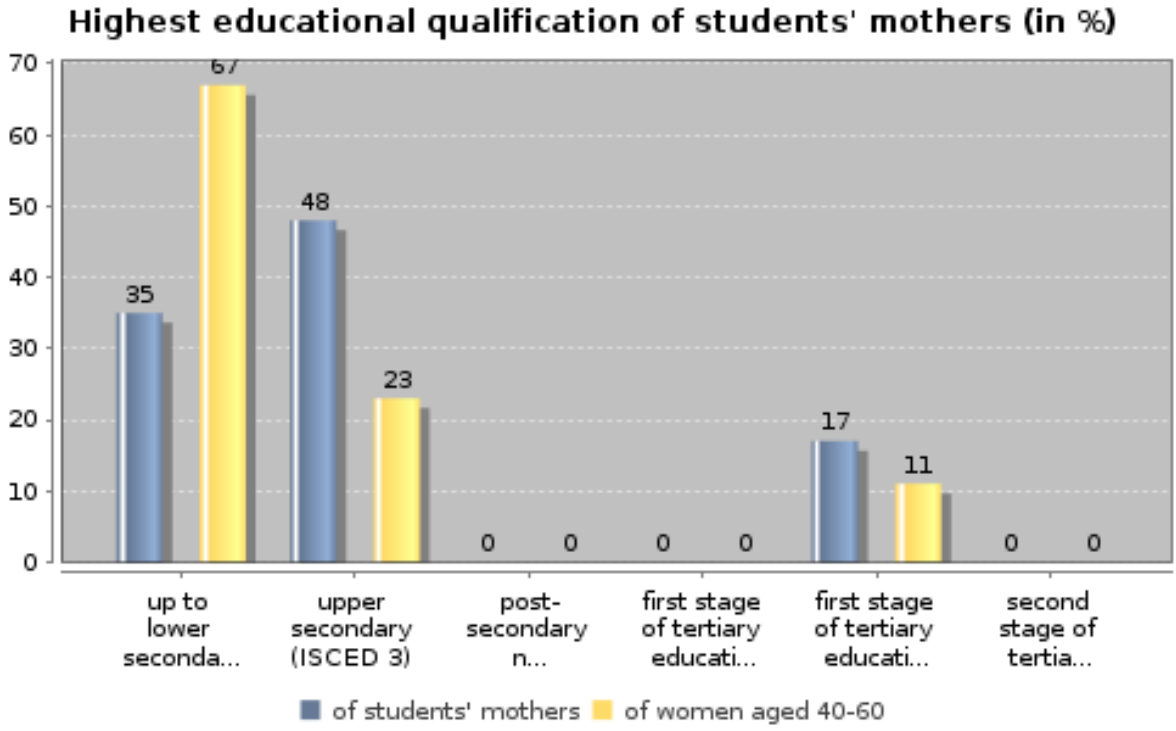
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

Key Indicators	
Students' parents without tertiary education (not ISCED 5-6) in %	73.3
Students' fathers without tertiary education (not ISCED 5-6) in %	80.0
Students' mothers without tertiary education (not ISCED 5-6) in %	83.4
Ratio students' fathers without tertiary education to counterparts in total population	0.9
Ratio students' mothers without tertiary education to counterparts in total population	0.9







details on missing data:

Missing, or unknown educational background: both father and mother 38; mothers 13 casi; fathers 28.

methodical issues or considerations for data interpretation:

To compare the Eurostudent data with the data about population, post-secondary non-tertiary qualifications were considered on the same level of upper secondary ones. As far as tertiary education is concerned, first and second stage qualifications were considered jointly. In both cases, the collected numbers in relation to the Italian population in the age group considered, as well as among students? parents, are negligible.

For the sake of comparability with the previous surveys, the age group considered among the total population is 45 - 64 years.

The source of the data on the population is: Istat - Istituto nazionale di statistica, Forze di lavoro - Media 2008 http://www.istat.it/dati/catalogo/20100217_00/.

national interpretation of the results of the data analysis:

The ratio of fathers and mothers and of students? parents without tertiary education, as well as that of the correspondent groups of Italian population in the age group considered do highlight a situation of under-representation in all three cases. The depicted scenario seems in line with the previous edition of the survey.

Looking at each sub-group:

- Parents with up to lower secondary education are under-represented in comparison with the corresponding group of the Italian population;
- Parents with an average level of education (upper secondary studies) and those with a high level of education (tertiary studies) are instead over-represented. In other words, the number of people with a high school diploma or with an academic degree is higher among the students? parents than among the corresponding group of the Italian population.

In comparison to 2006, a decrease in the percentage of parents with lower educational qualification has been registered together with an increase in the percentage of parents with higher educational background.

The selection at the lower levels of the Italian education system is the first element to be taken into account in order to explain the percentage of students with low educational background in higher education.

A second factor related to the influence of the social background in the decision of continuing into higher education is that the high educational background students undergo a considerable pressure from their parents and, as a consequence, have a more positive attitude towards continuing their studies at University.

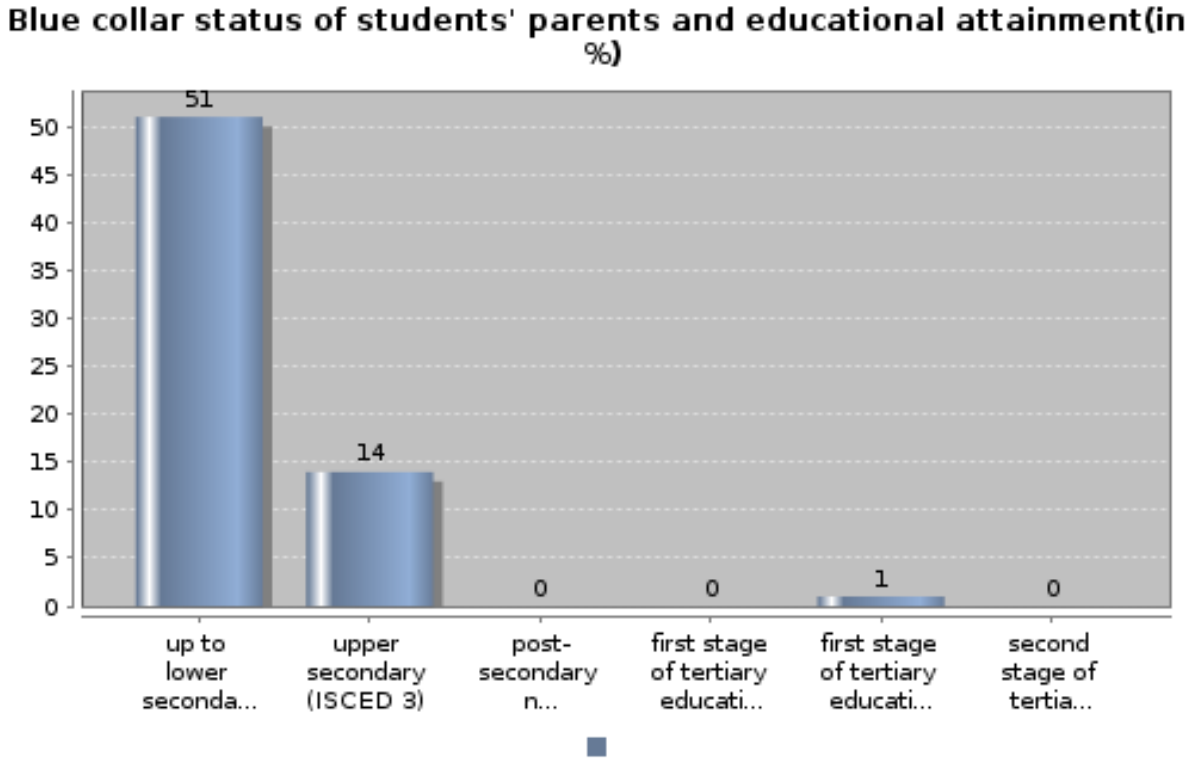
A third element to be considered is the personal inclination of each student to continue studying. Upon conclusion of upper secondary education, for low educational background students entering the job market could be more urgent than for the other students. The value attributed to employment or special economic needs might make some students less interested in continuing to study and, as a consequence, less favourable towards entering university.

The selectivity of the Italian higher education system is obvious but it seems to be less strict than in other European countries. There are two reasons for this: in first place, regulated access has been very controlled until now and limited to some subject areas. In second place, the very limited dimensions of the non-academic higher education system (about 1 ? 2% of the total population in tertiary education) make universities the only institutions that can fulfil the social demand for Higher Education.

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators	
Students' parents with blue collar status and ..	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	98.7
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	63.4



details on missing data:

In 14 cases out of the 4416 in which the parents? occupational status is known, parents? highest educational attainment is missing.

methodical issues or considerations for data interpretation:

For the sake of comparability with the previous surveys, the age group considered among the total population goes from 45 to 64. The data were processed by Eurostudent on the basis of data taken from: Istat - Istituto nazionale di Statistica, Rilevazione sulle forze di lavoro (2008).

national interpretation of the results of the data analysis:

Two thirds of parents with blue-collar status show an up to lower level of secondary education. The remaining third is represented almost completely by parents with upper secondary education.

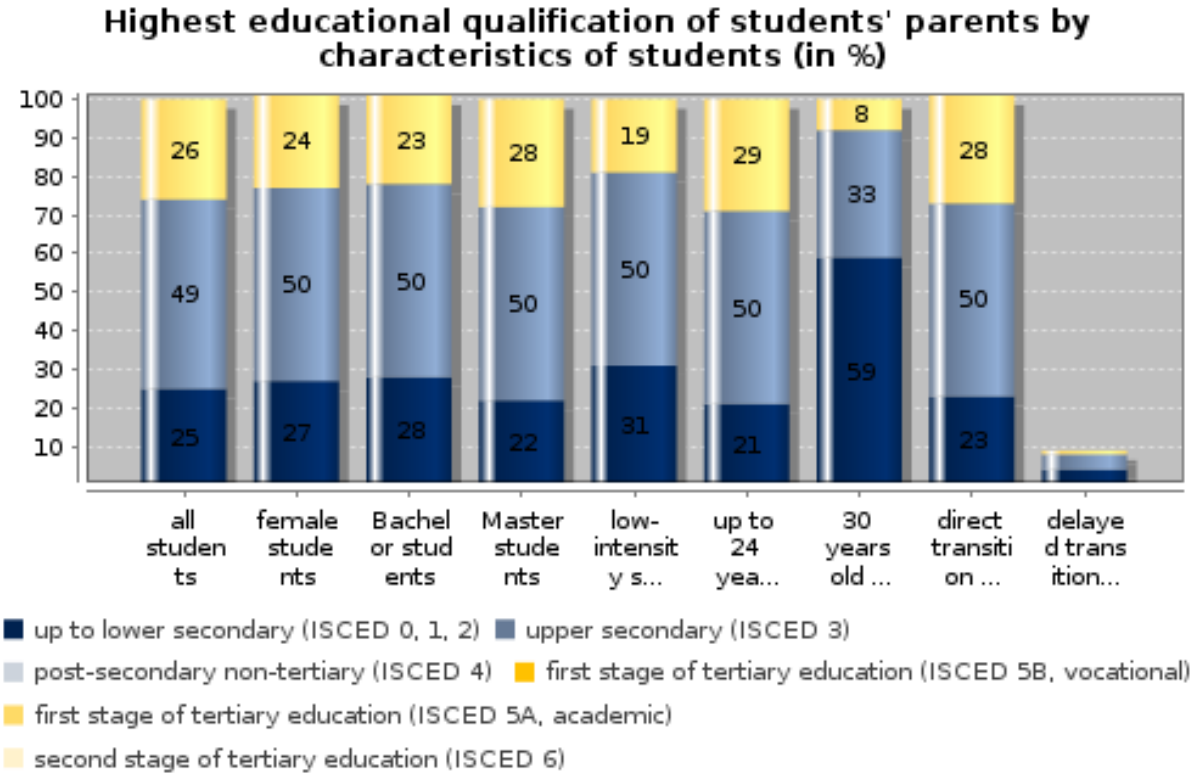
The majority of parents with tertiary education have the status of legislators or professionals. The

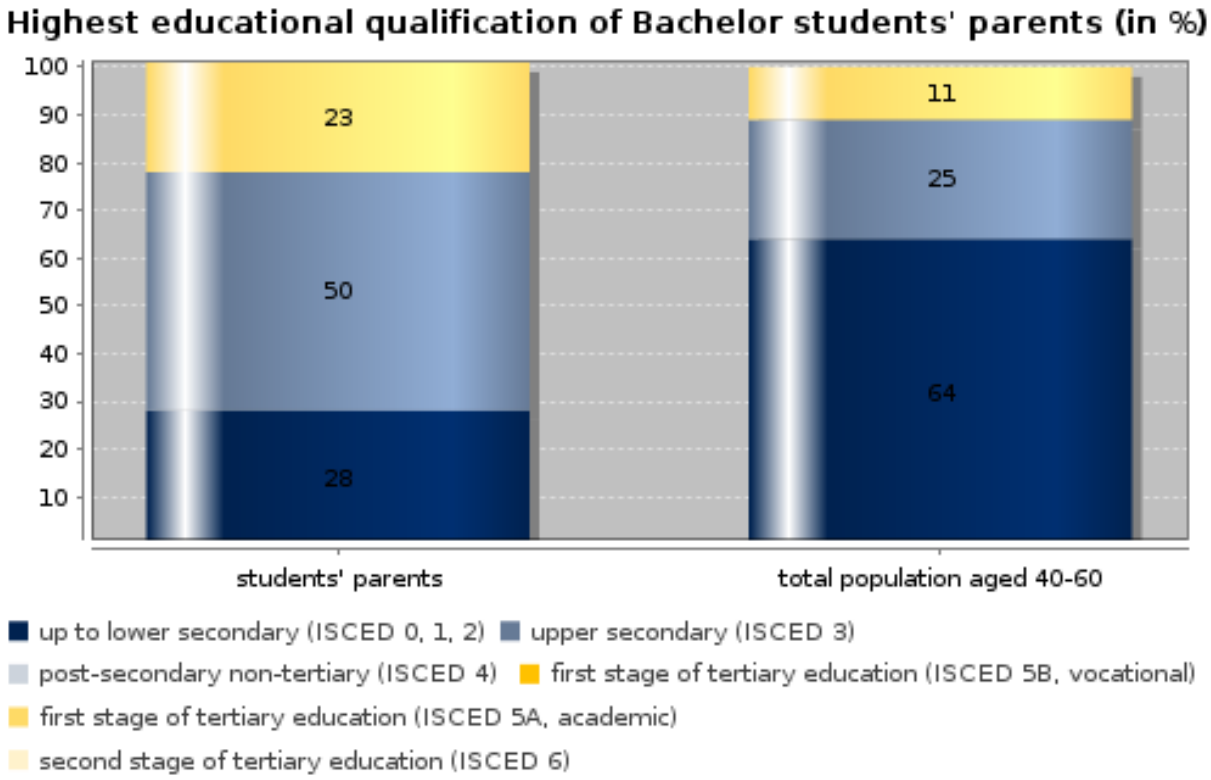
majority of parents with upper secondary education show an occupational status as clerks.

Topic: C. Social background of student body

Subtopic 5: Highest educational attainment of students' parents by characteristics of students

Key Indicators	
Share of all students' parents without tertiary education (ISCED 5-6), in %	73.6
Share of BA students' parents without tertiary education (ISCED 5-6), in %	77.2
Share of MA students' parents without tertiary education (ISCED 5-6), in %	72.4
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	81.0
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	91.5
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	7.4





details on missing data:

methodical issues or considerations for data interpretation:

For the sake of comparability with the previous surveys, the age group considered among the total population goes from 45 to 64. The data on the population were taken from Istat - Istituto nazionale di statistica, Forze di lavoro - Media 2008 http://www.istat.it/dati/catalogo/20100217_00/.

Note:

a) values in the column "Delayed transition - percent" are automatically generated incorrectly and cannot be changed. Right values are as following: up to lower secondary 43.2; upper secondary 45,2; first stage of tertiary education (academic) 11,6; total 100,0.

b) The value of the indicator "Share of delayed transition students' parents without tertiary education background (not ISCED 5-6)" is authomatically generated incorrectly and cannot be changed. Right value is: 88.4.

national interpretation of the results of the data analysis:

The percentage of students with parents without tertiary education background is higher among bachelor than among master students. The same percentage is even higher among low intensity students and among adult students and delayed transition students.

The percentage of students with parents with tertiary education background is above average among master and among younger students (up to 24 years old).

The data show that children of parents with tertiary education background have a more positive attitude than other groups towards continuing studying beyond the bachelor level.

There seems to be a direct relationship between children of parents without tertiary education and the low intensity or delayed transition student status. In these two groups, the percentage of parents without

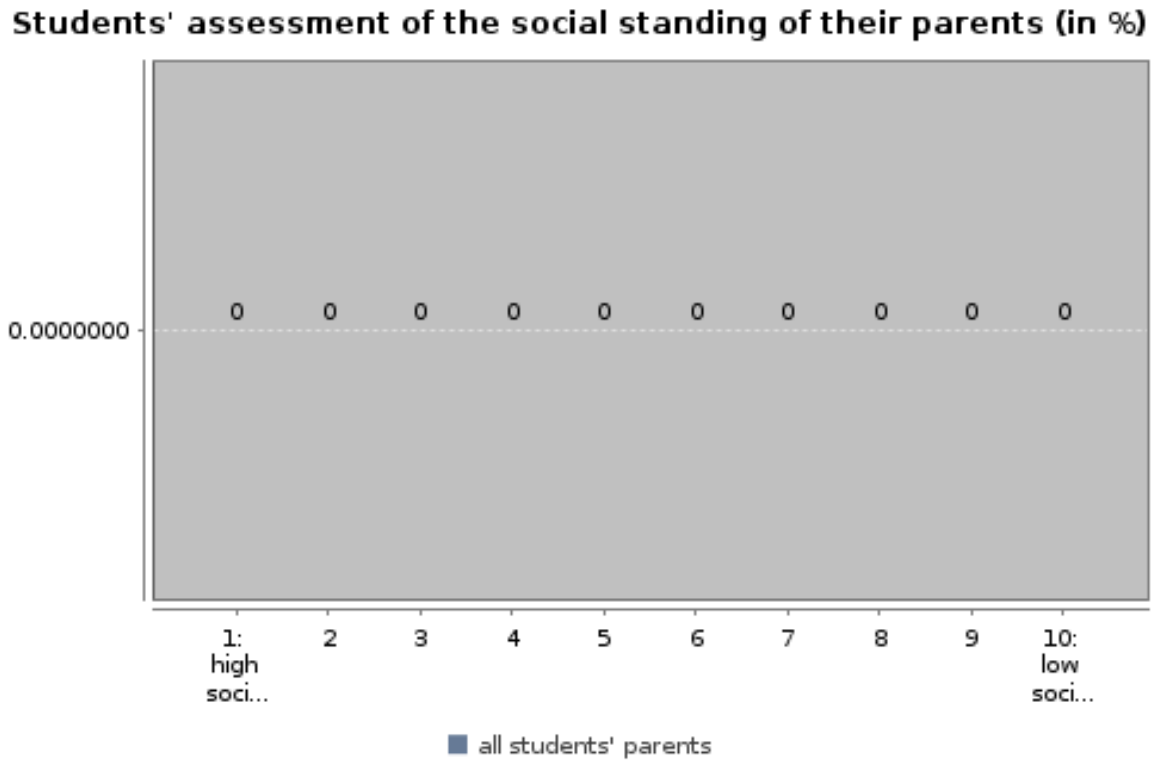
tertiary education is beyond 80%.
In fact, the highest percentage of low education background parents is registered among adult or mature students (over 30).
In relation to the increase in the average level of education among the Italian population (see C.03 "Highest educational attainment of students? parents"), it has been observed that parents of adult or mature students are older than parents of students belonging to other categories. This explains why they show - more often than in other groups - a low educational background.
The comparison between bachelor students? educational background and the level of education of the population included in the age group considered confirms the situation registered also in the previous surveys: low educational background parents are under-represented in comparison to the population of the same age group (0.4 ratio), while parents with high educational background are over-represented (2.1 ratio).
In comparison to the previous survey the phenomenon seems to be growing.

Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)	Students' parents with lower social standing (6-10)



details on missing data:

This sub-topic has not been covered in the survey. No other data from different sources are available.

methodical issues or considerations for data interpretation:

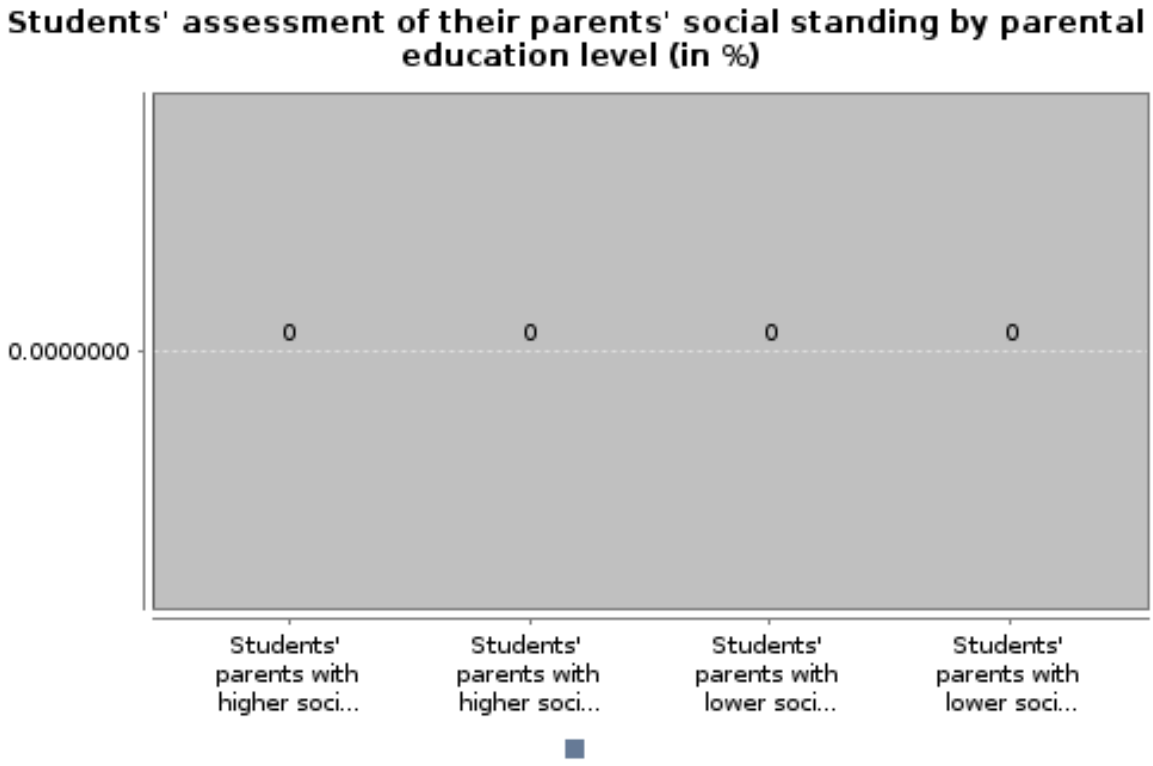
national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 7: Assessments of social standing of parents by highest educational attainment of parents

Key Indicators

Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %



details on missing data:

This sub-topic has not been covered in the survey. No other data from different sources are available.

methodical issues or considerations for data interpretation:

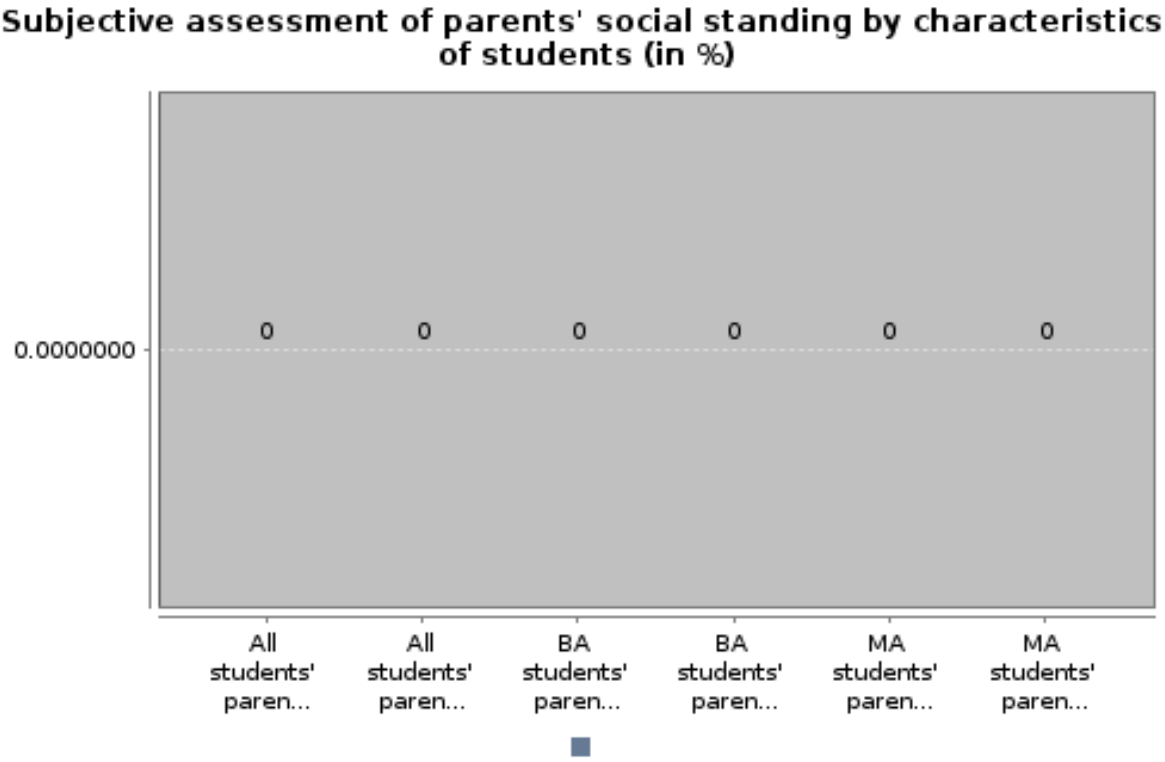
national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 8: Assessments of social standing of parents by characteristics of students

Key Indicators

All students' parents with higher social standing (1-5), in %	All students' parents with lower social standing (6-10), in %
BA students' parents with higher social standing (1-5), in %	BA students' parents with lower social standing (6-10), in %
MA students' parents with higher social standing (1-5), in %	MA students' parents with lower social standing (6-10), in %



details on missing data:

methodical issues or considerations for data interpretation:

This sub-topic has not been covered in the survey. No other data from different sources are available.

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

73.0

Share of all students not living with parents, in %

27.0

Share of all students living in student halls, in %

2.7

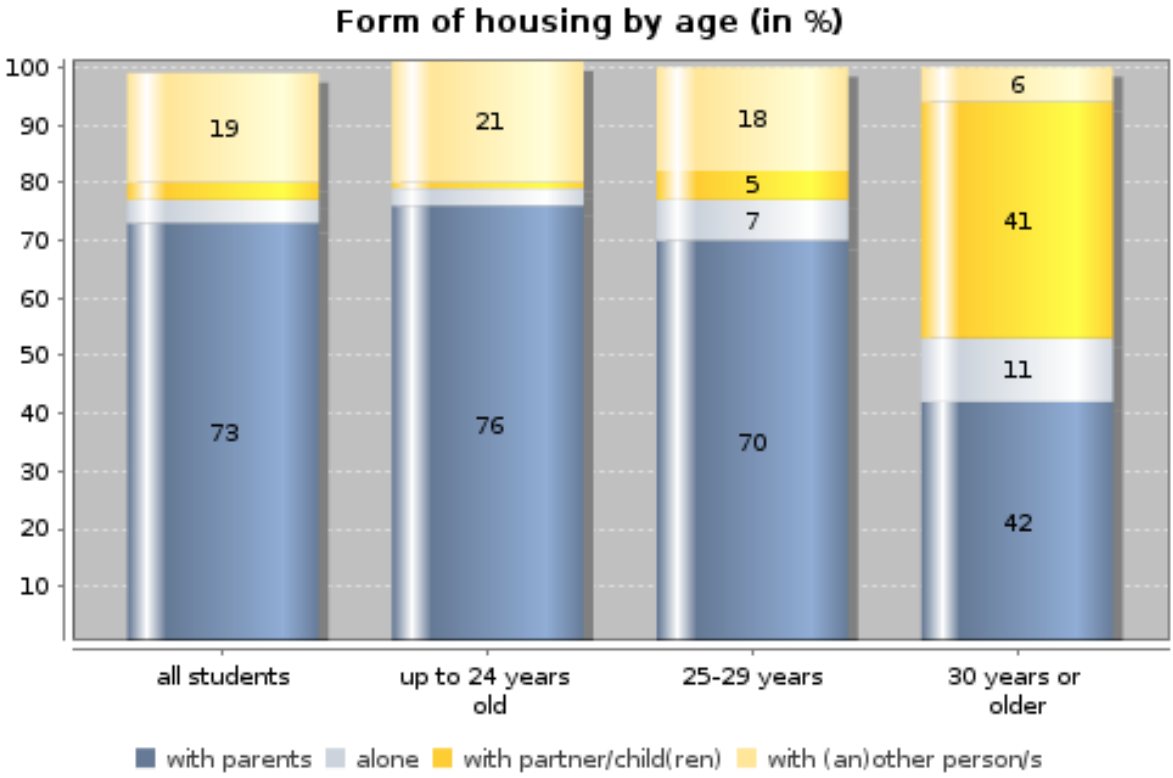
Share of students up to 24 years old living in the most frequent type of housing, in %

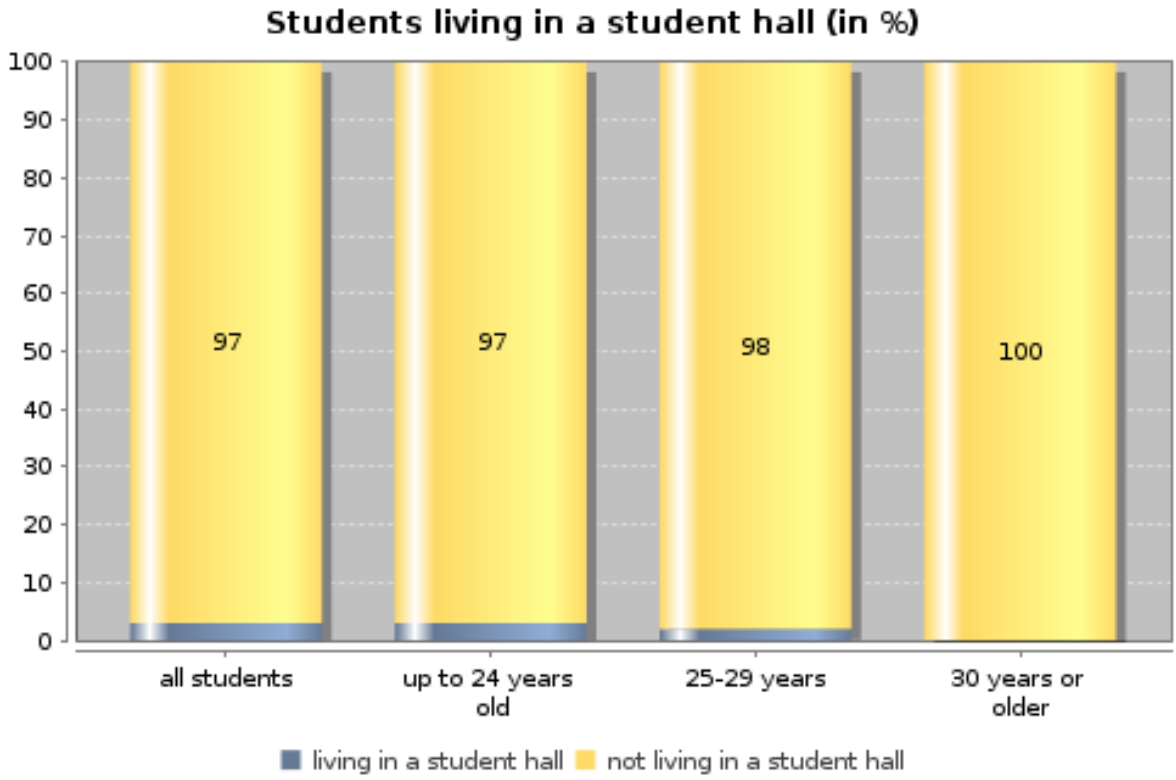
1.0

75.6

Share of students 30 years or older living in the most frequent type of housing, in %

1.0





details on missing data:

The total number of cases, 4485, is calculated taking into account the students who answered to both questions 3.1 and 3.2.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Living with parents is the most popular form of housing among Italian students. The central role played by the family in the Italian society is not to be regarded as the only viable explanation for the phenomenon. As a matter of fact, another very important factor to be taken into account are the commuter students. Due to the spreading of study locations and to the increase of the study costs, in the last years, the number of commuter students has increased. They travel every day from their home to a study location in another town (i.e. urban commuting is not considered in this analysis), eliminating the need to cover for the costs of living outside their parents? house. A strong growth in the percentage of commuter students had already been registered by the surveys carried out throughout the last decade.

In the age group up to 24, students living with their parents correspond to ¾ of the total, with a decreasing trend, as they grow older. As the age grows, also the number of students living alone or with their partner/children increases: as students approach the threshold of 30, the different ways of living ?not with parents? do spread rapidly, to become the most widespread. Nonetheless, it is observed that the number of adult and mature students living with parents has shown a growing trend in comparison to the previous surveys (from 35% in 2006 to 42% in 2009).

The percentages of students living in student halls per age group is consistent with the admission rules set by the student welfare bodies (DSU).

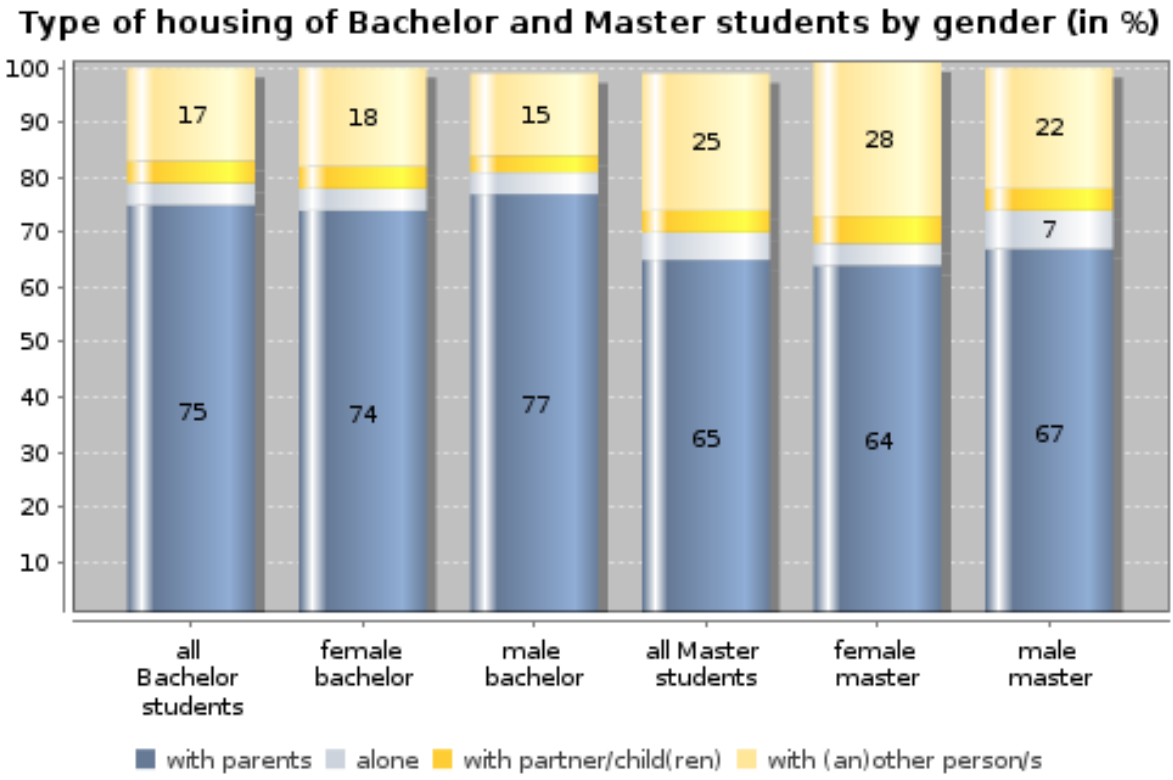
In comparison to the previous surveys, the data are substantially stable because the general context has not changed in terms of provision of student hall accommodation and diffusion of commuting habits among students.

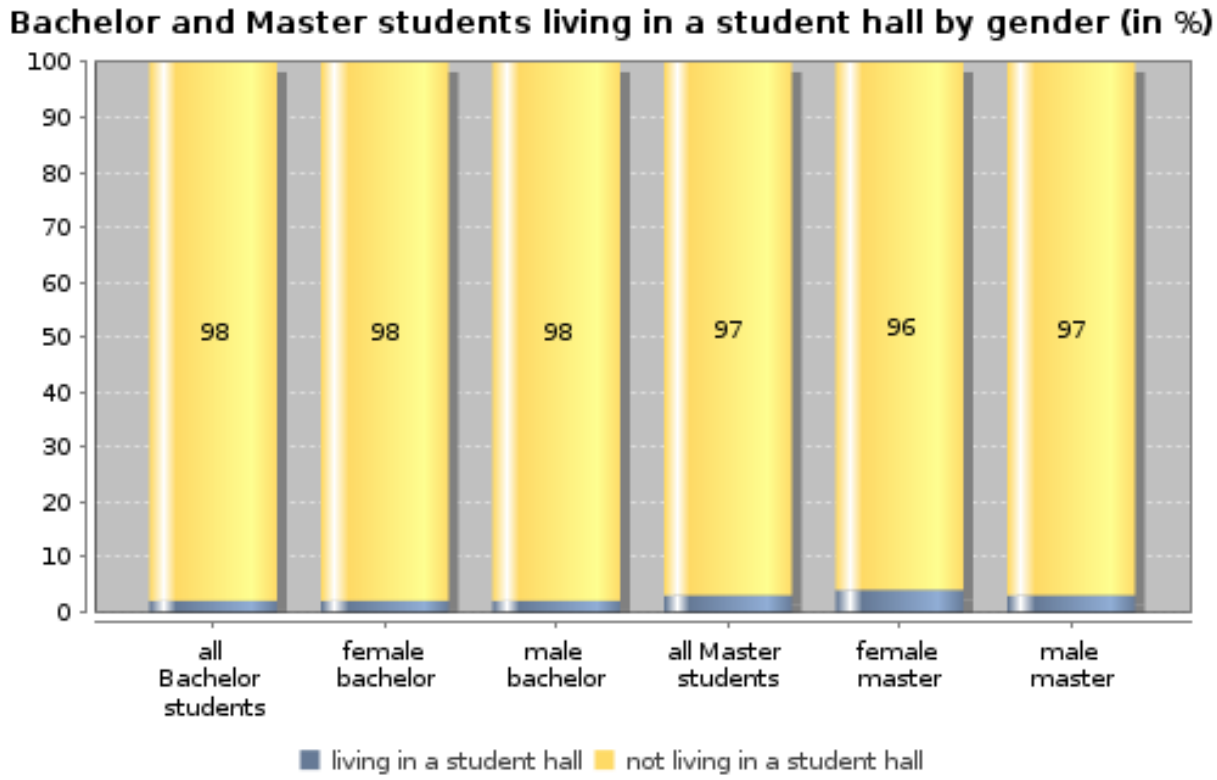
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	75.2
Share of all Bachelor students living in student halls, in %	2.3
Share of all Master students living with parents, in %	65.3
Share of all Master students living in student halls, in %	3.3





details on missing data:

The total number of cases (2,982) is calculated taking into account the students who answered to both questions 3.1 and 3.2.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The majority of bachelor and master students live with their parents: in both cases, the percentage of male students living at home is higher than that of female students.

The percentage of students who do not live with their parents is higher among master than among bachelor students. This might be explained by a higher average age and, as a consequence, to a major drive towards independence. The employment rate among master students is also a factor to be taken into account: since the availability of job opportunities is also age-related, it is more likely that master students, more than other groups, that they carry out a paid job of any kind during their academic career.

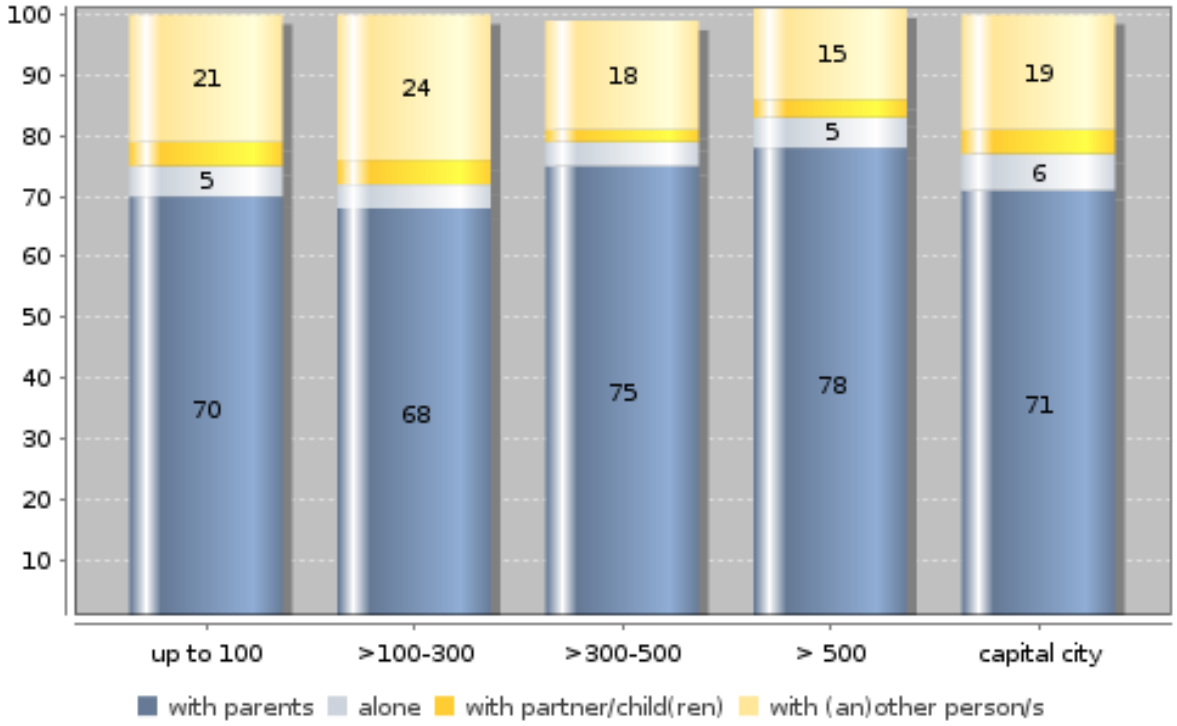
The percentage of master students living in student halls is higher than that registered among bachelor students. This can be explained, among others, by the fact that among bachelor students a certain number of adult students are included, who do not have the right to access student halls for age reasons. Even if the average age of master students is higher, the age distribution in this group is more homogeneous (see A.01 Age profile by characteristics of students: where the standard deviation in this sub-group is lower); as a consequence, a higher percentage of master students does fulfil the requirements for the access to student halls.

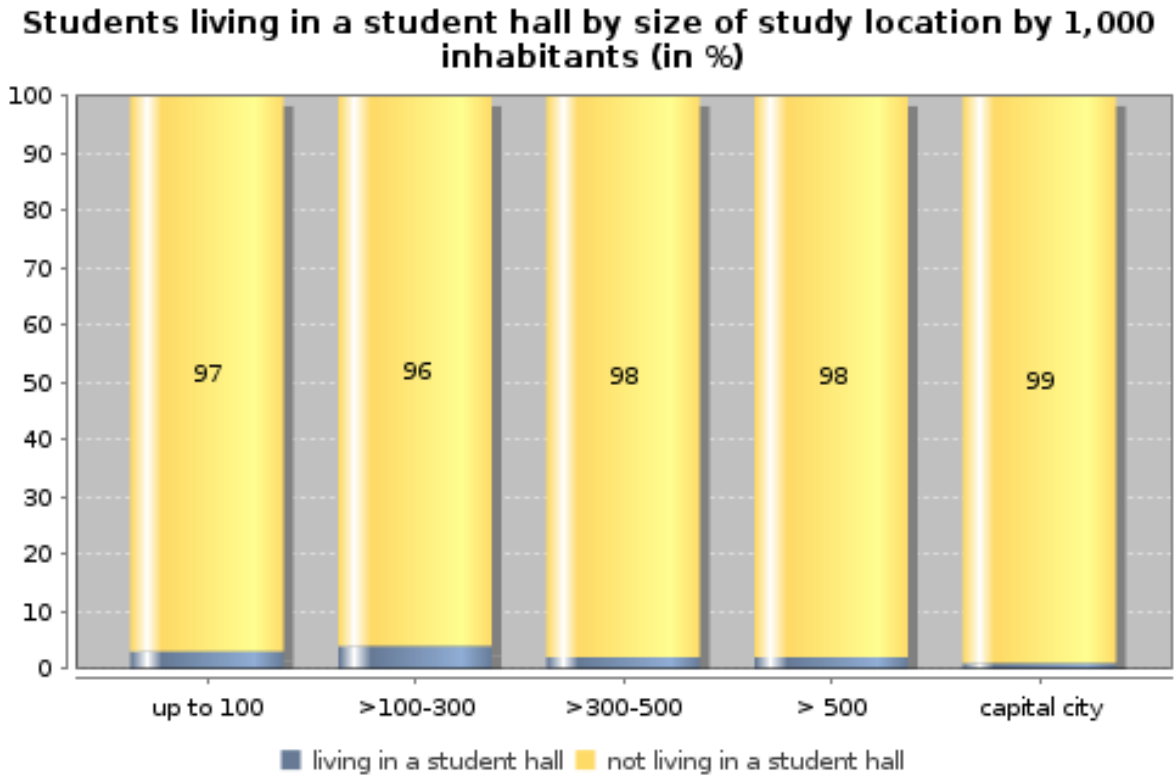
Topic: D. Accommodation

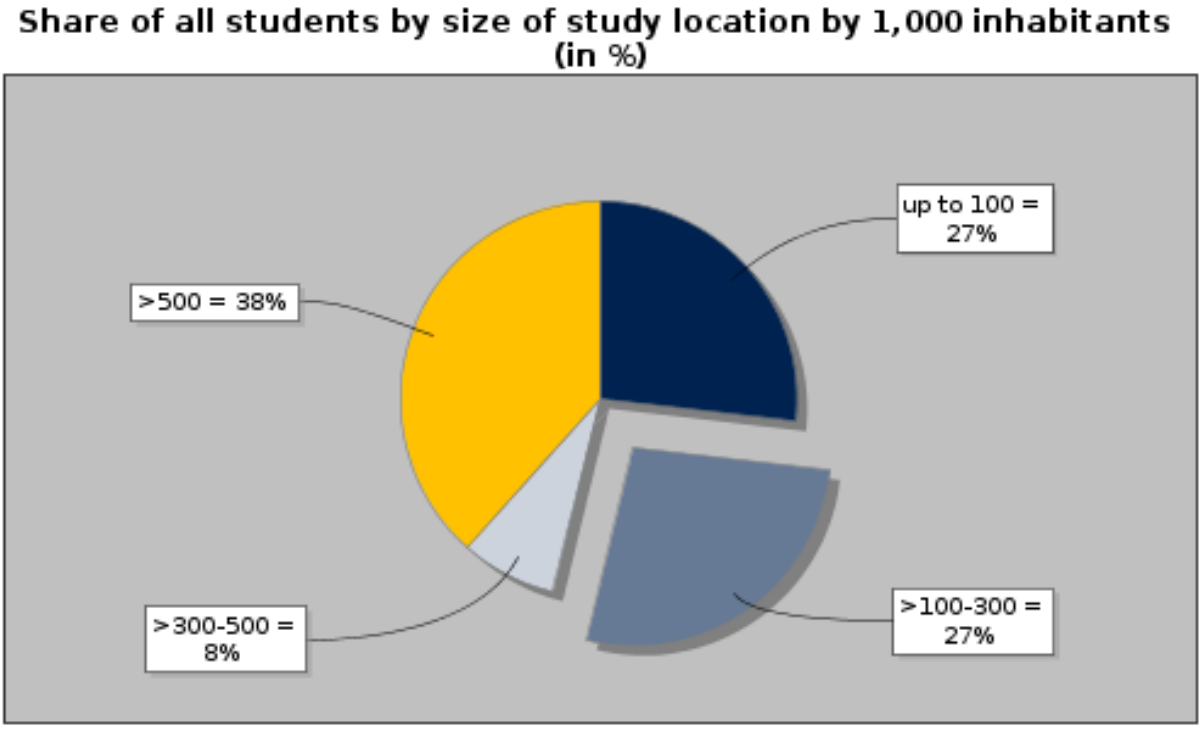
Subtopic 3: Form of housing by size of study location

Key Indicators	
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	0.4
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	0.5
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	0.3
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	0.3
Ratio of students living (not with parents)/(with parents) in capital city	0.4

Type of housing by size of study location by 1,000 inhabitants (in %)







details on missing data:

The total number of cases in each subgroup is calculated taking into account the students who answered to both questions 3.1 and 3.2.

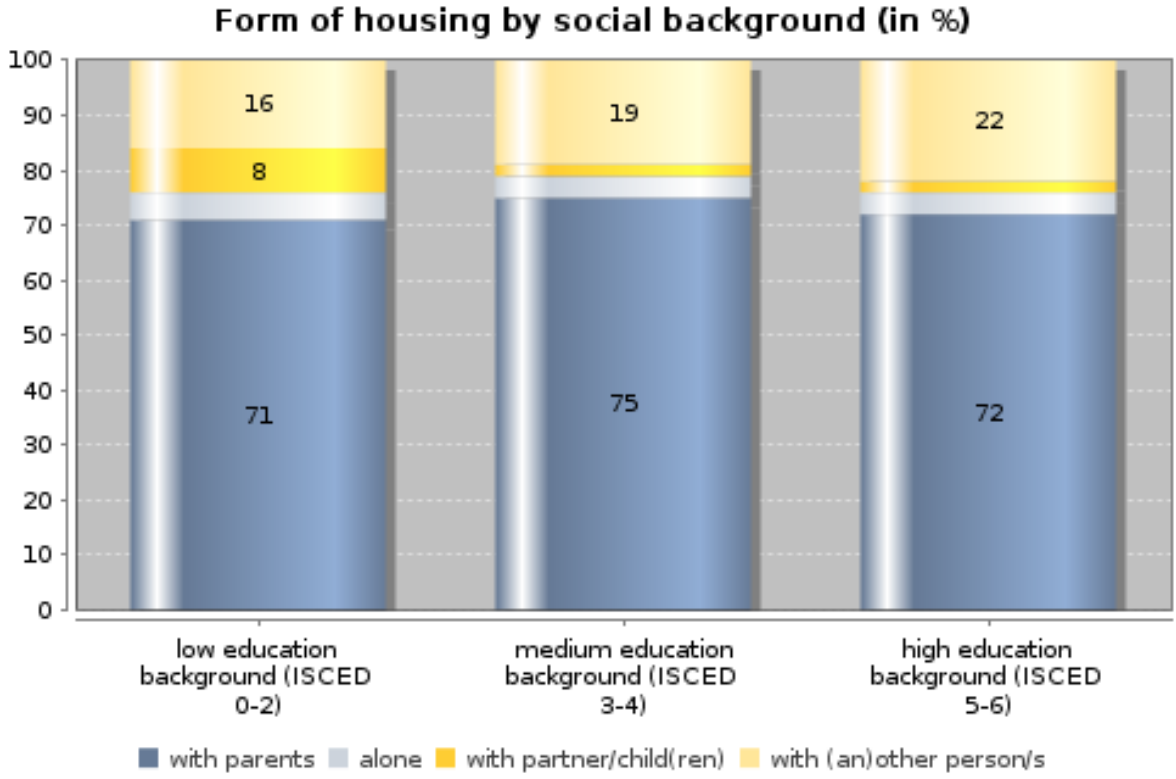
methodical issues or considerations for data interpretation:
Data about Rome are analised separately in the sub-group "Capital City"but they are included also in the sub-group "Study location >500".
national interpretation of the results of the data analysis:
An above the average number of students living with parents is observed in cities with more than 300,000 inhabitants, where usually the biggest universities with the highest number of students are located and where it is possible to find a wide range of courses. As a result, it is unlikely for students living in major cities to move somewhere else for study purposes.
Many universities with a high rate of non-resident students are located in cities with 100-300,000 or 300-500,000 inhabitants (among others: Bologna, Bari, Florence, and Padua): this situation does explain why the highest rates of students sharing their place of living with other people (i.e. in student halls, see below) can be found in these cities.
The ways of living in the Capital city is not very different from the average ways of living in other cities: in Rome ? a city hosting many universities of big dimensions ? resident students are encouraged to study in the capital city and not to move anywhere else. At the same time, the wide offer of programmes attracts students from other parts of the country, which explains the high percentage of students ?not living with parents? registered in Rome.
The highest percentage of students living in student halls may be found in cities with 100-300,000 inhabitants. A good availability of student halls characterizes many university towns belonging to this sub-group (this is often highlighted in marketing campaigns to attract students).

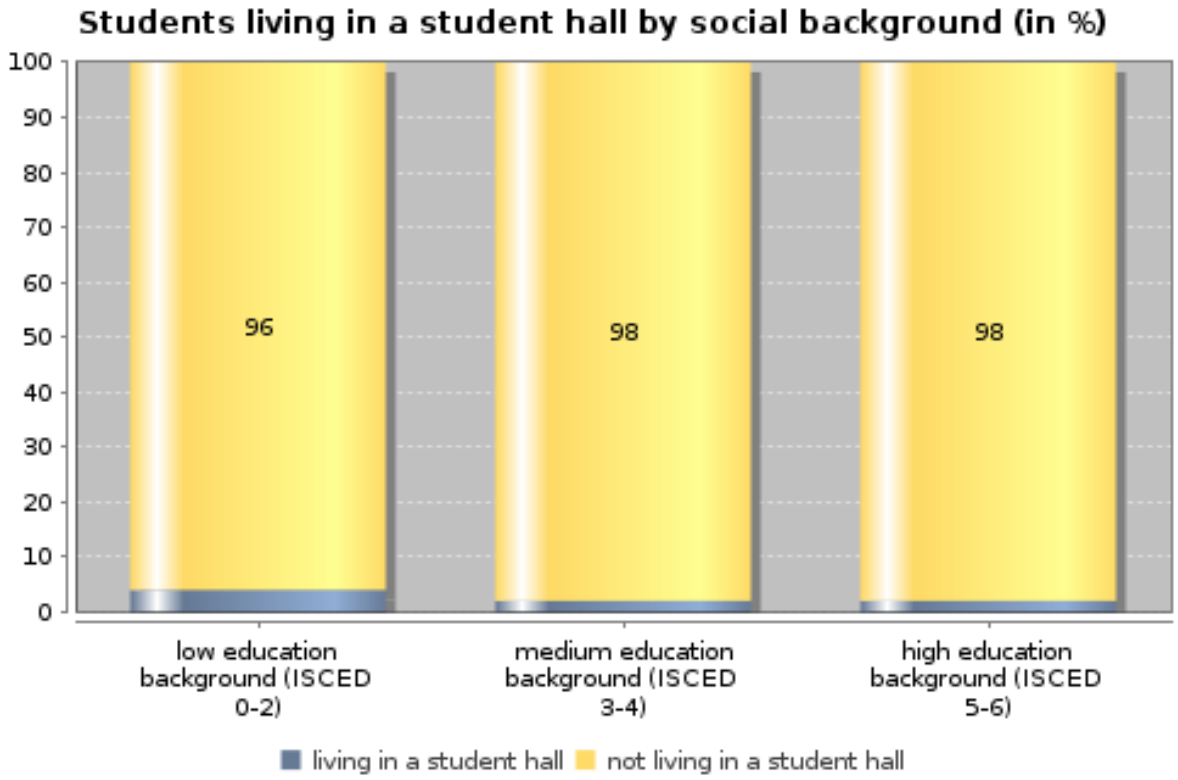
Topic: D. Accommodation

Subtopic 4: Form of housing by social background

Key Indicators

Share of all students from low education background (ISCED 0-2) living with parents, in %	71.2
Share of all students from low education background (ISCED 0-2) living in student halls, in %	3.6
Share of all students from high education background (ISCED 5-6) living with parents, in %	71.6
Share of all students from high education background (ISCED 5-6) living in student halls, in %	2.4





details on missing data:

The total number of cases in each subgroup is calculated taking into account the students who answered to both questions 3.1 and 3.2.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Among all groups of students, living with parents is by far the most widespread way of living, regardless of the socio-economic condition.

In the sub-group of students with low educational background, a higher than average percentage of students living with their partner has been registered. This can be explained with two reasons:

a. The presence of many adult students in this group;

b. Worse financial conditions of the families of the students belonging to this group, which might encourage an early departure from the family of origin.

Among high educational background students, a higher than average percentage of students living with another person/s has been registered.

In this case, students usually share flats rented from private people: this housing condition is more expensive than others and for this reason it might prove more affordable for students with a higher social background. Among students with low social background, the percentage of those sharing a flat with other people is lower than the average, but it is anyway considerable. This shows that even less well-off families are ready to invest in the higher education of their children.

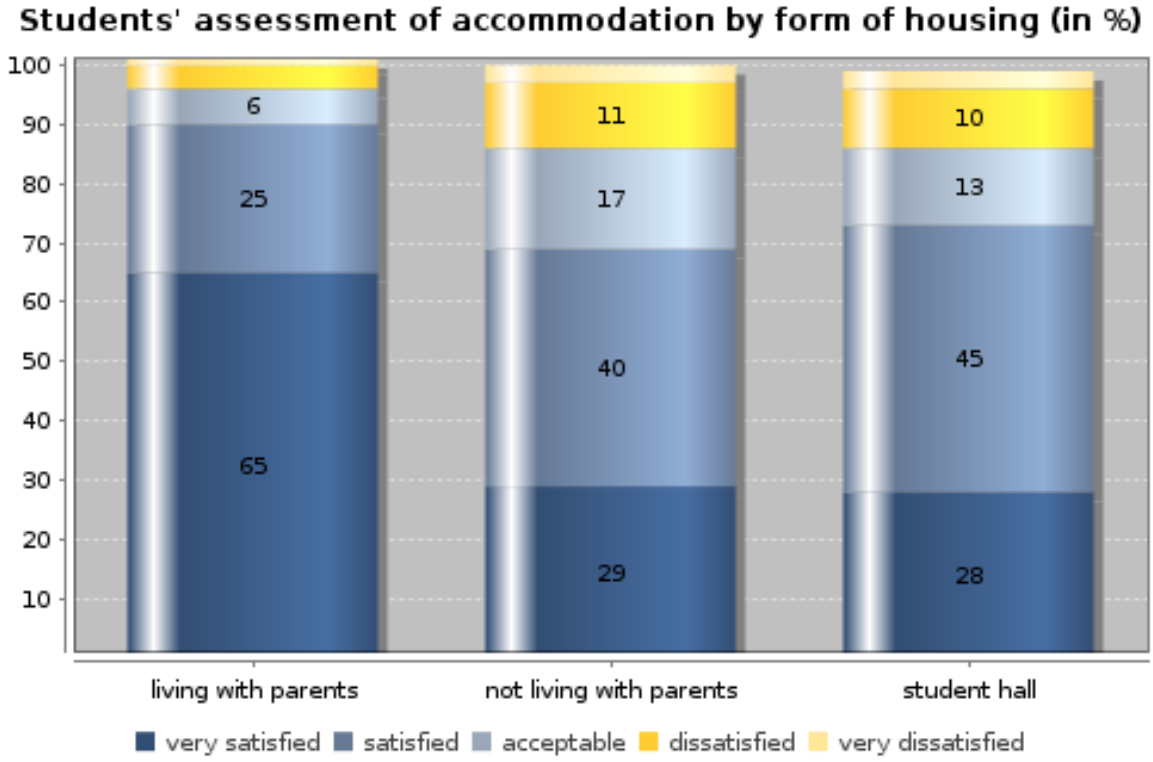
Among students living in student halls, the percentage of those with low educational background is higher than that of their colleagues with higher educational background. This scenario is consistent with the rules of the Italian student welfare system: the access to housing services is always related to the

economic conditions of applicants.

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators	
Students living with parents, who are (very) satisfied in %:	90.0
Students not living with parents, who are (very) satisfied in %:	69.6
Students residing in student halls, who are (very) satisfied in %:	73.1
Students living with parents, who are (very) dissatisfied in %:	4.4
Students not living with parents, who are (very) dissatisfied in %:	13.8
Students residing in student halls, who are (very) dissatisfied in %:	13.5



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The percentage of students who are (very) satisfied is remarkably high for all types of residence but - not surprisingly - especially for students living at home.

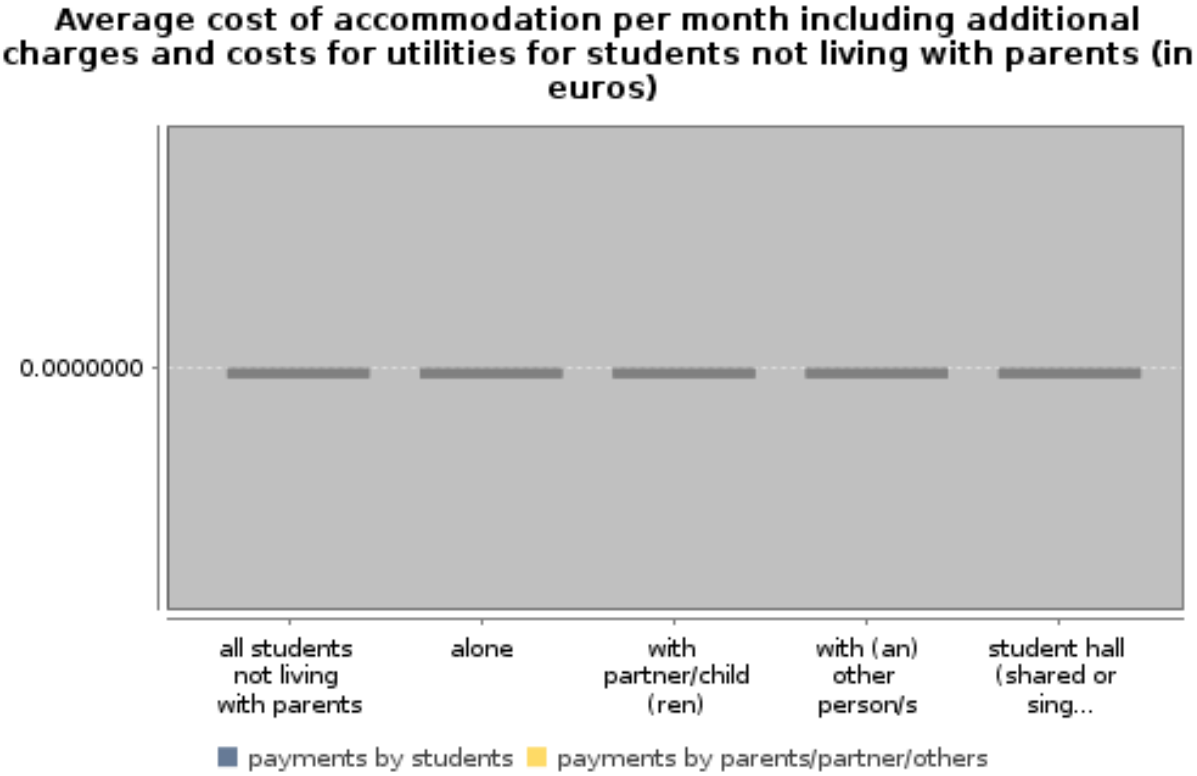
30% of students who do not live with their parents declares that they are not satisfied with their accommodation: students living outside their parental home have to face more difficult conditions and

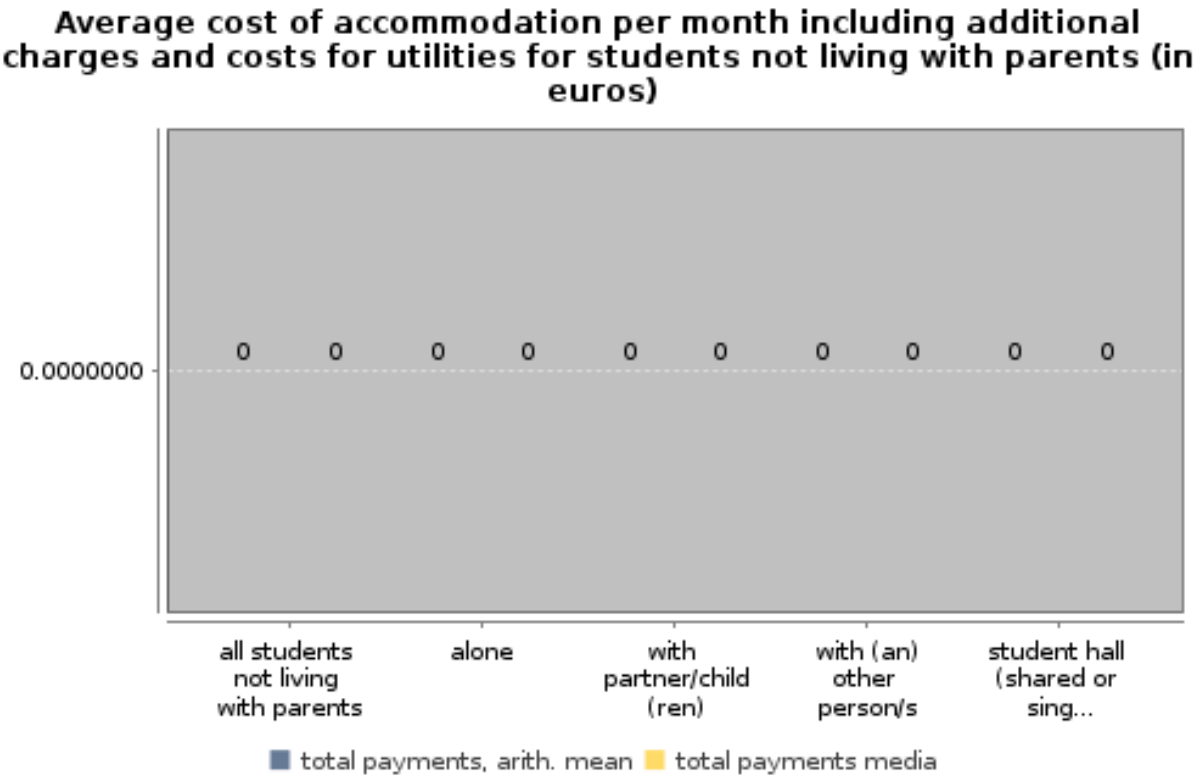
this applies especially for students sharing flats with other people. The more critical stance of this group of students can be explained through the ordinary problems involved in sharing a flat, such as the higher costs of living and the low quality of the apartments on offer.
The students? assessment has not changed in comparison with the previous survey. It is observed that students living in student halls appear to be slightly more satisfied of their accommodation that three years ago: it appears that the considerable efforts (also from a financial point of view) made in recent years by local student welfare bodies to improve the conditions of student accommodation have sorted some positive result.

Topic: D. Accommodation

Subtopic 6: Cost of accommodation for students not living with parents

Key Indicators	
Average monthly rent (total payments, median)	
all students not living with parents	student hall
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	student hall
Ratio costs of student hall to costs of living alone	





details on missing data:

This sub-topic has not been covered in the survey. No other data from different sources are available.

methodical issues or considerations for data interpretation:

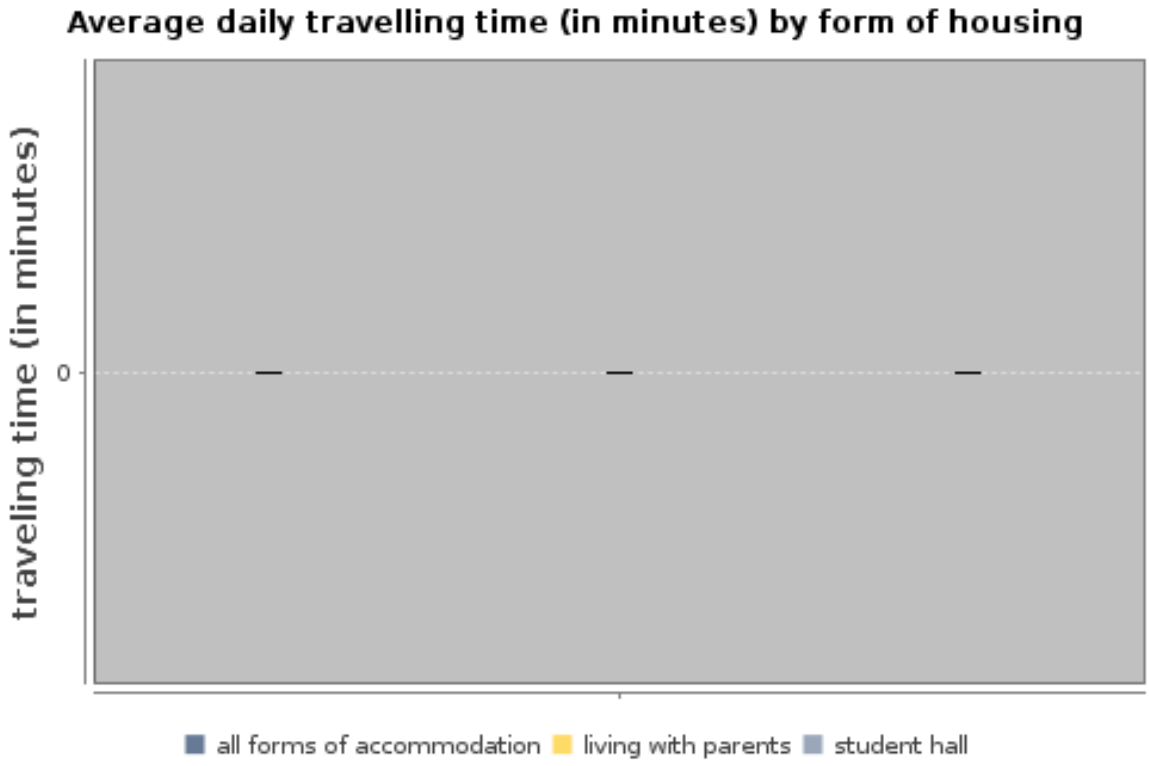
national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

Key Indicators

Travelling time from home in minutes (median)	
all forms of accommodation	living with parents



details on missing data:

This sub-topic has not been covered in the survey. Some data from previous Eurostudent surveys are reported and commented below.

methodical issues or considerations for data interpretation:

See comments below.

national interpretation of the results of the data analysis:

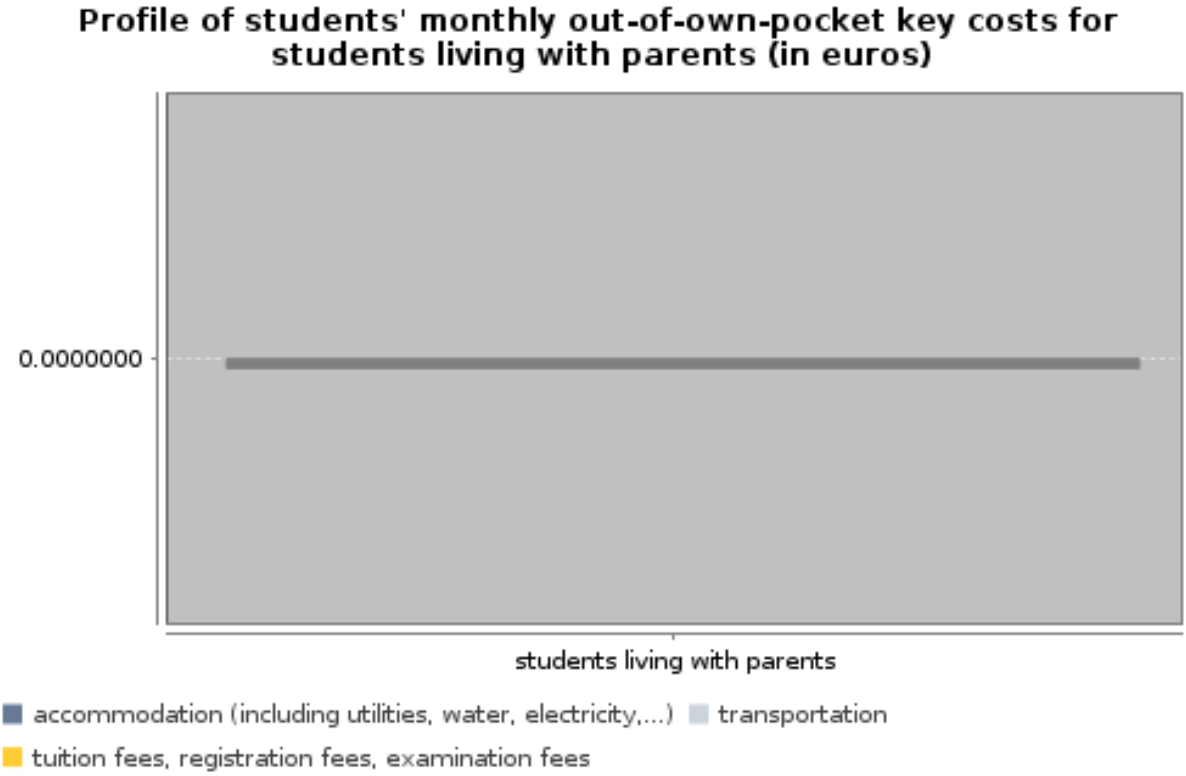
This sub-topic has not been covered in the survey. In the 2003 Eurostudent survey (http://www.eurostudent-italia.it/tipologia3.aspx?IDP=188&IDC=203#203), the average travelling time from home to the campus was estimated around 0.9 hours/day, with strong discrepancies between resident students and commuter students. The latter declared that their weekly time of travel corresponded to more than the double time of travel of the other students (7.4 vs. 3.5 hours/week). Since no substantial changes have been registered as far as the general conditions are concerned, one may argue that the actual daily travelling time should roughly be the same to the one registered in 2003.

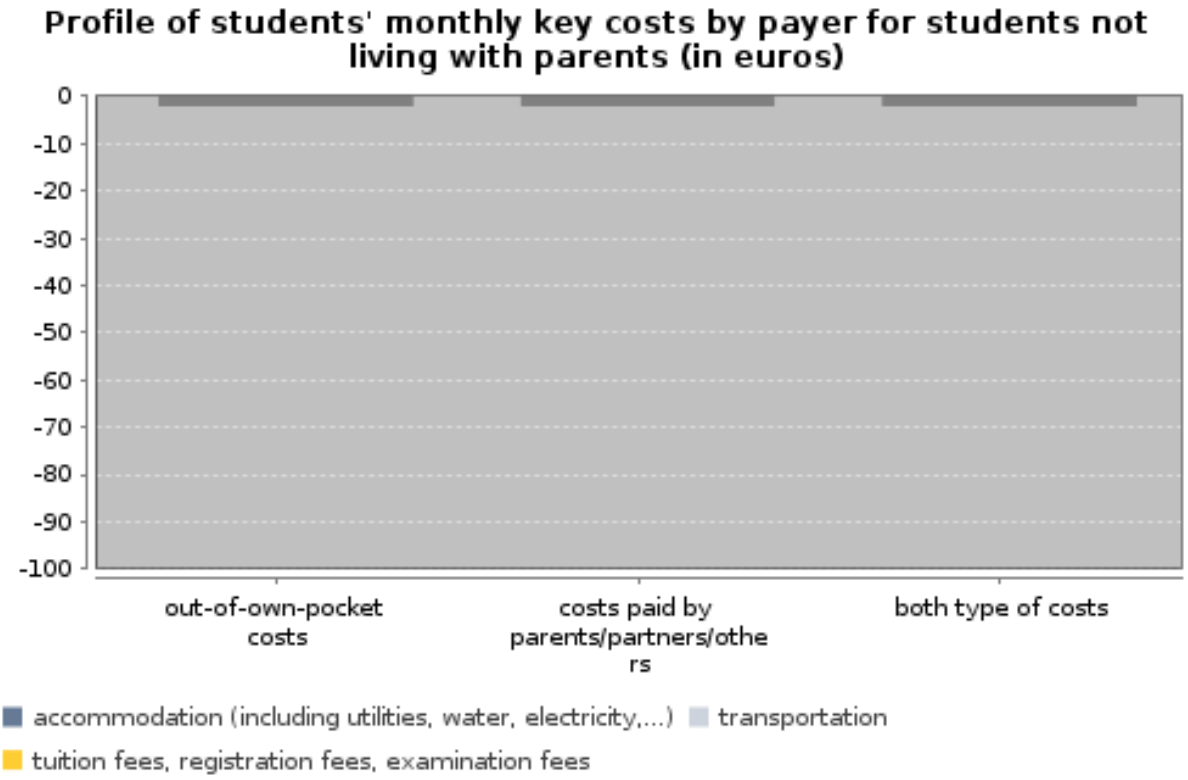
Topic: E. Living costs

Subtopic 1: Profile of students' expenditure by form of housing

Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	Accommodation as share of total costs paid by students not living with parents out of own pocket, in %





details on missing data:

This sub-topic has not been covered in the survey. No other data from different sources are available.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

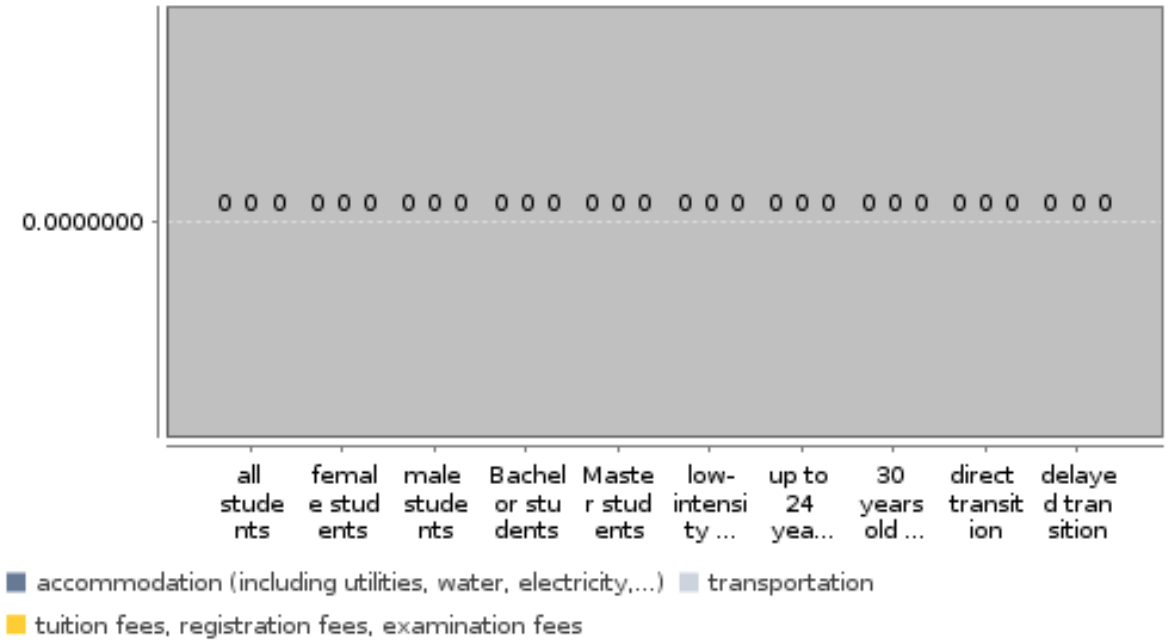
Topic: E. Living costs

Subtopic 2: Profile of students' key expenditure by characteristics of students who are not living with parents

Key Indicators

Fees to higher education institution as share of total costs for BA students, in %	Fees to higher education institution as share of total costs for MA students, in %
Fees to higher education institution as share of total costs for low-intensity students, in %	Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by characteristics of students not living with parents (in % of total expenditure)



details on missing data:

This sub-topic has not been covered in the survey. No other data from different sources are available.

methodical issues or considerations for data interpretation:

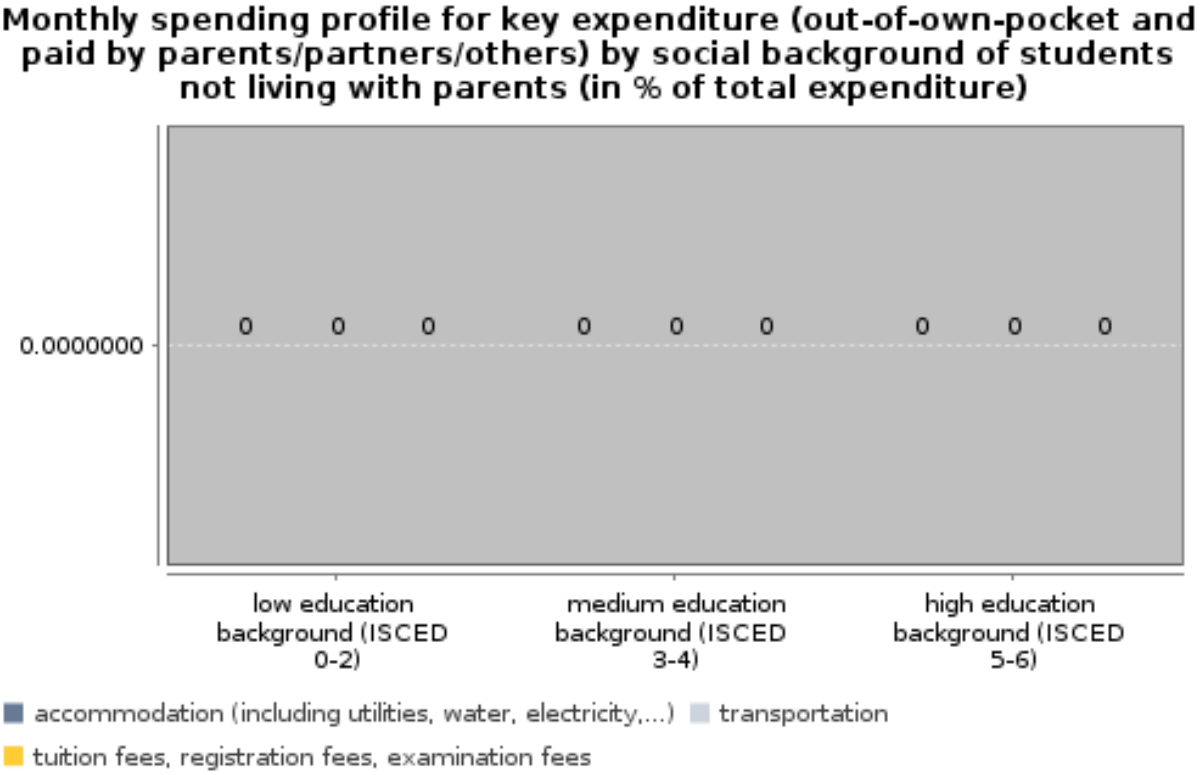
national interpretation of the results of the data analysis:

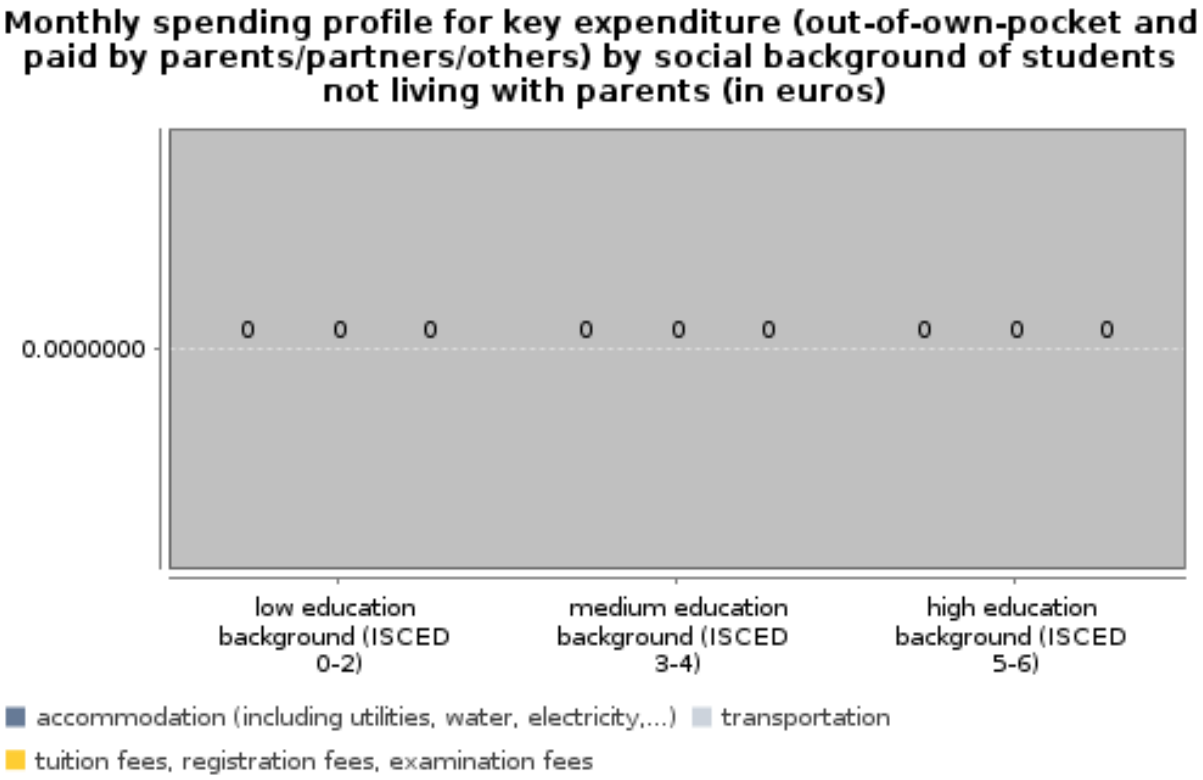
Topic: E. Living costs

Subtopic 3: Profile of students' key expenditure by social background for students not living with parents

Key Indicators

Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %





details on missing data:

This sub-topic has not been covered in the survey. No other data from different sources are available.

methodical issues or considerations for data interpretation:

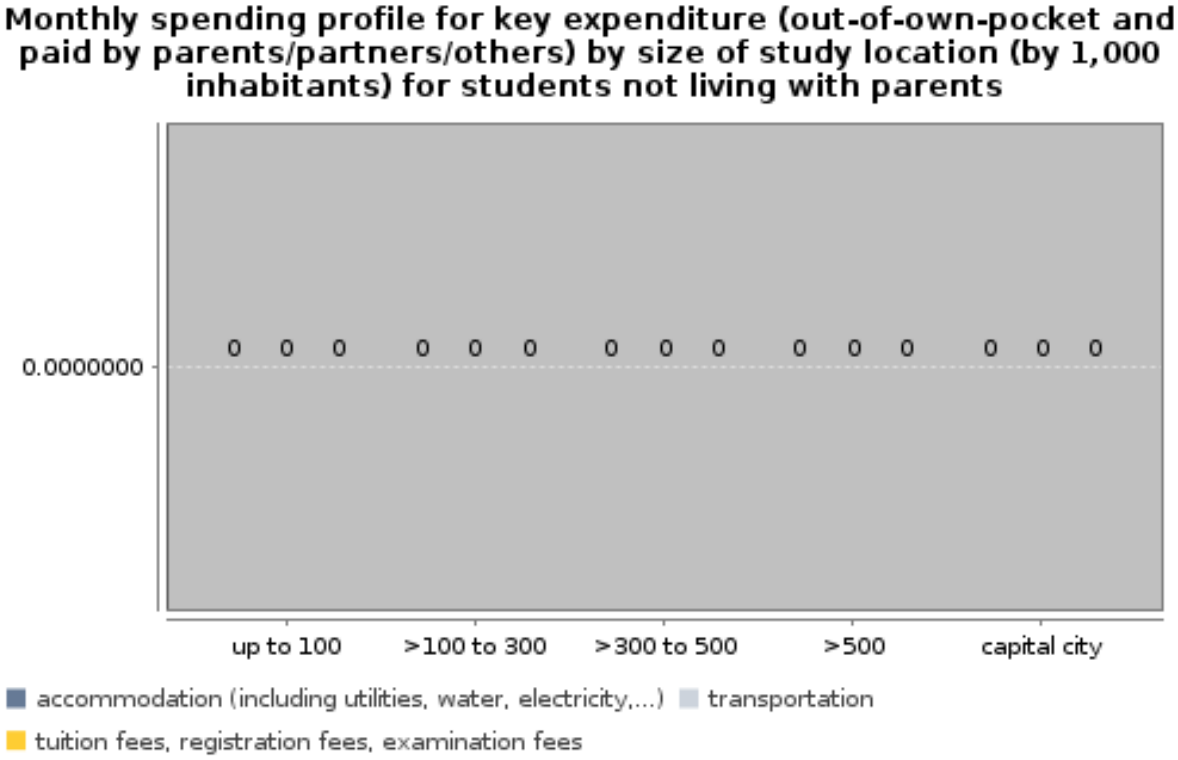
national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 4: Profile of students' key expenditure by size of study location for students not living with parents

Key Indicators

Total expenditure for students in study locations with up to 100,000 inhabitants, amount	Total expenditure for study locations in capital city, amount
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	Expenditure on accommodation for study locations in capital city as share of total expenditure, in %



details on missing data:

This sub-topic has not been covered in the survey. No other data from different sources are available.

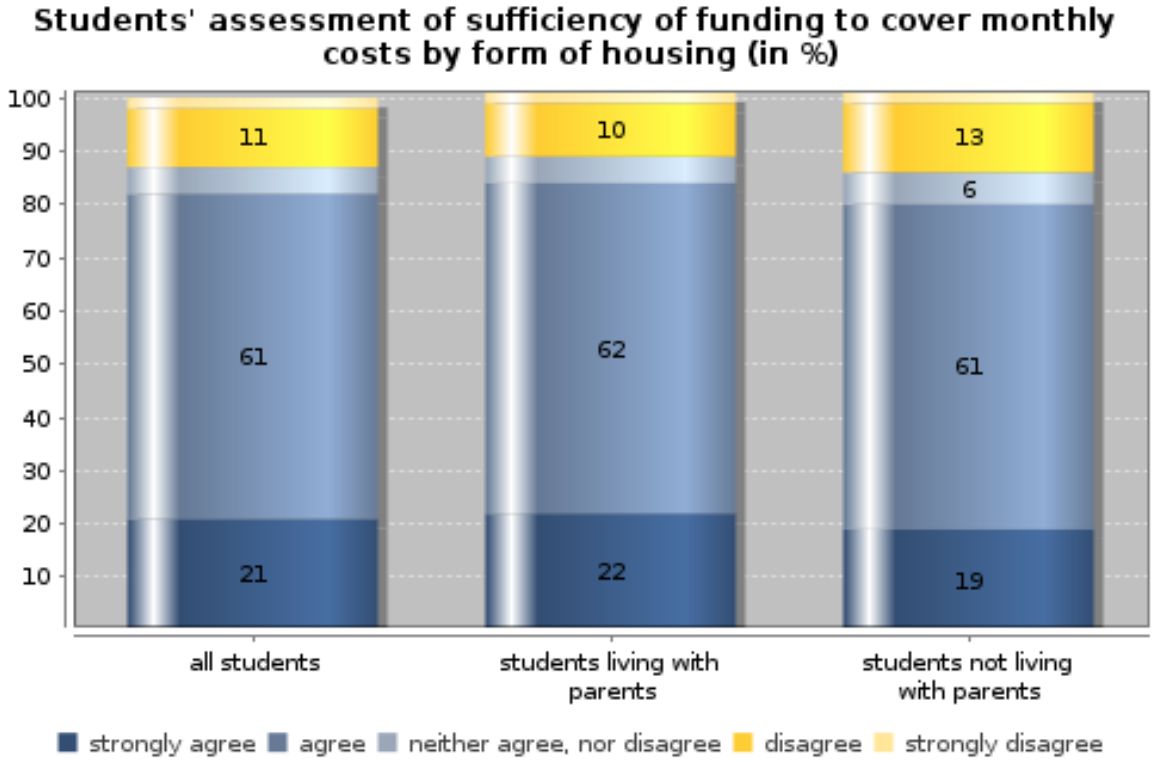
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 5: Students' assessment of their financial situation by form of housing

Key Indicators	
(Strong) agreement of all students that funding is sufficient, in %	82.5
(Strong) disagreement of all students that funding is sufficient, in %	12.2
(Strong) agreement of students living with parents that funding is sufficient, in %	83.4
(Strong) disagreement of students living with parents that funding is sufficient, in %	11.4
(Strong) agreement of students not living with parents that funding is sufficient, in %	80.1
(Strong) disagreement of students not living with parents that funding is sufficient, in %	14.2



details on missing data:

methodical issues or considerations for data interpretation:

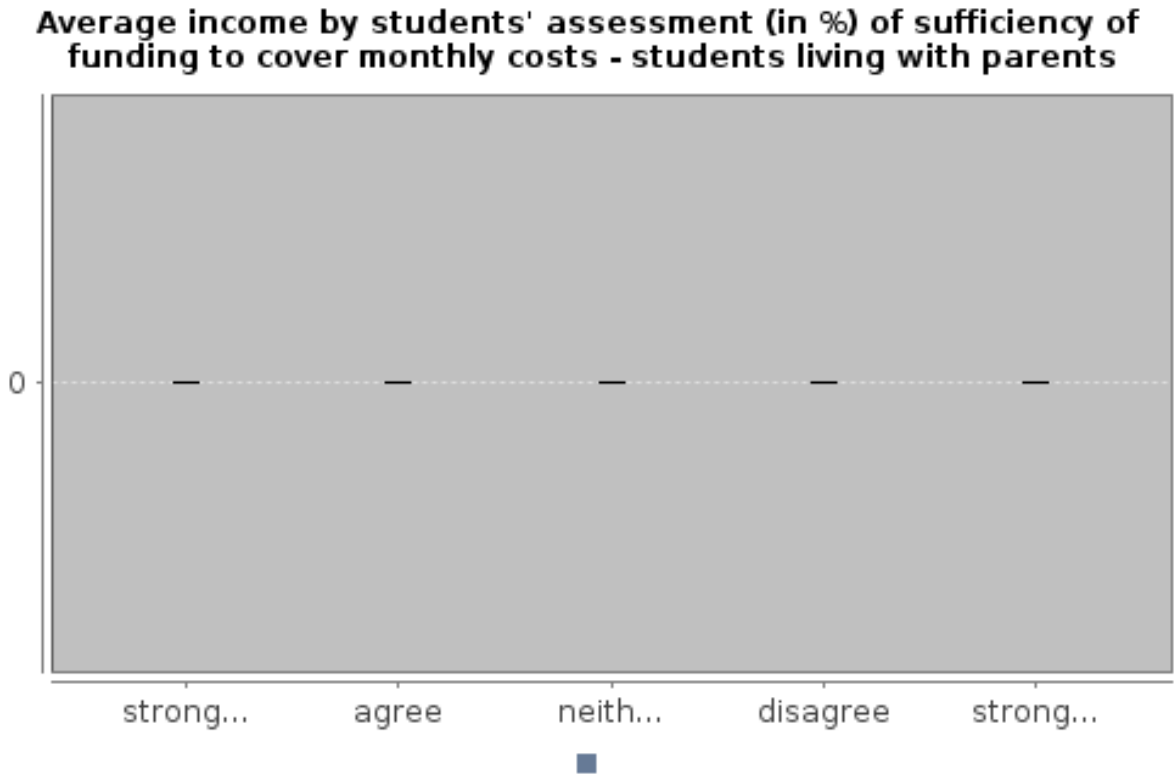
national interpretation of the results of the data analysis:
By far and large, students expressed a positive judgement: four students out of five declared that the resources they have available are enough to cover the cost of their studies. Students living with parents have expressed the most positive judgement. Answers given by students not living with parents are in line with the general, positive trend. Nonetheless, they do indicate a more difficult financial situation: when adding up the judgments, which are not blatantly positive, it is observed that one student out of five does not have a positive judgement about covering the costs of their study.
From a comparison with the previous survey, it seems that the students? level of satisfaction for their economic condition has increased. Actually, it is not possible to compare the two scenarios directly, since in the present survey the question regarding this topic was on a quantifiable aspect (quantity of funding to cover monthly expenses), while in the previous one, students were only asked to express a judgment on their personal economic condition.

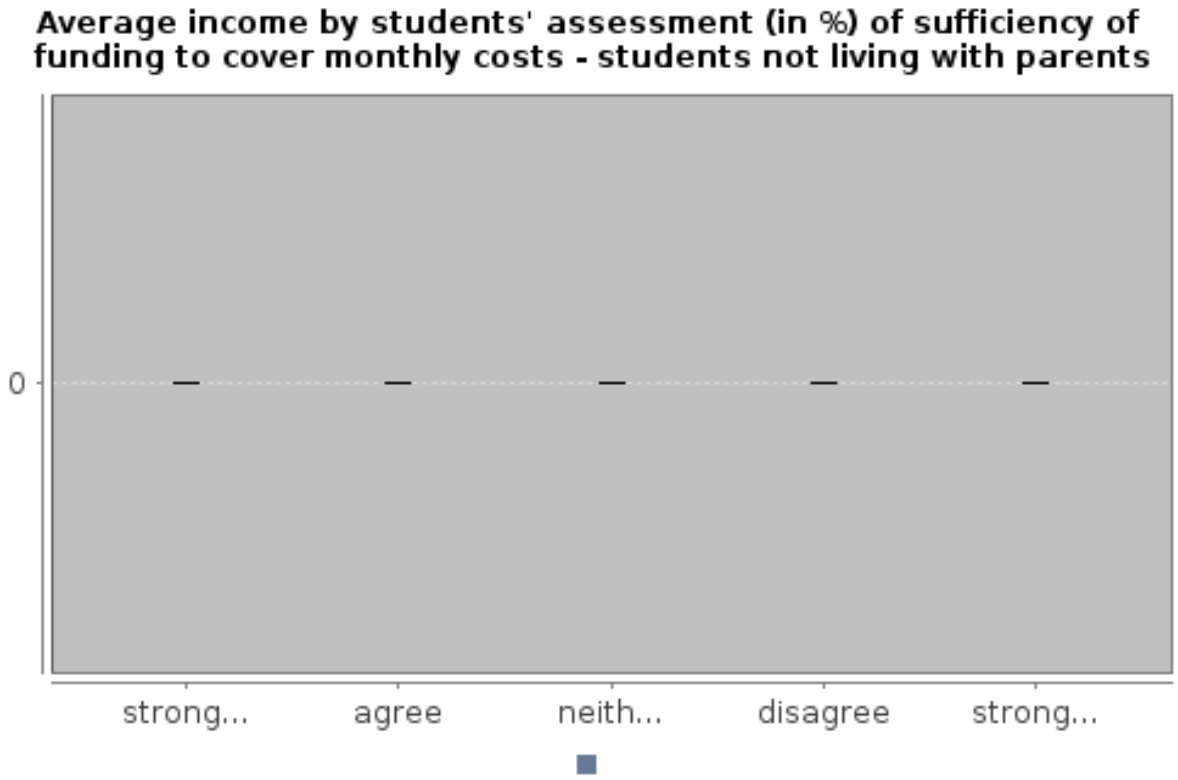
Topic: E. Living costs

Subtopic 6: Students' assessment of their financial situation and average income by form of housing

Key Indicators

students living with parents	
Median income of students with very strong agreement that funding is sufficient, amount	Median income of students with very strong disagreement that funding is sufficient, amount
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	Median income of students with very strong disagreement that funding is sufficient, amount





details on missing data:
This sub-topic has not been covered in the survey. Only data on assessment of students living/not living with partner (see E.05) are available. No other data from different sources are available.

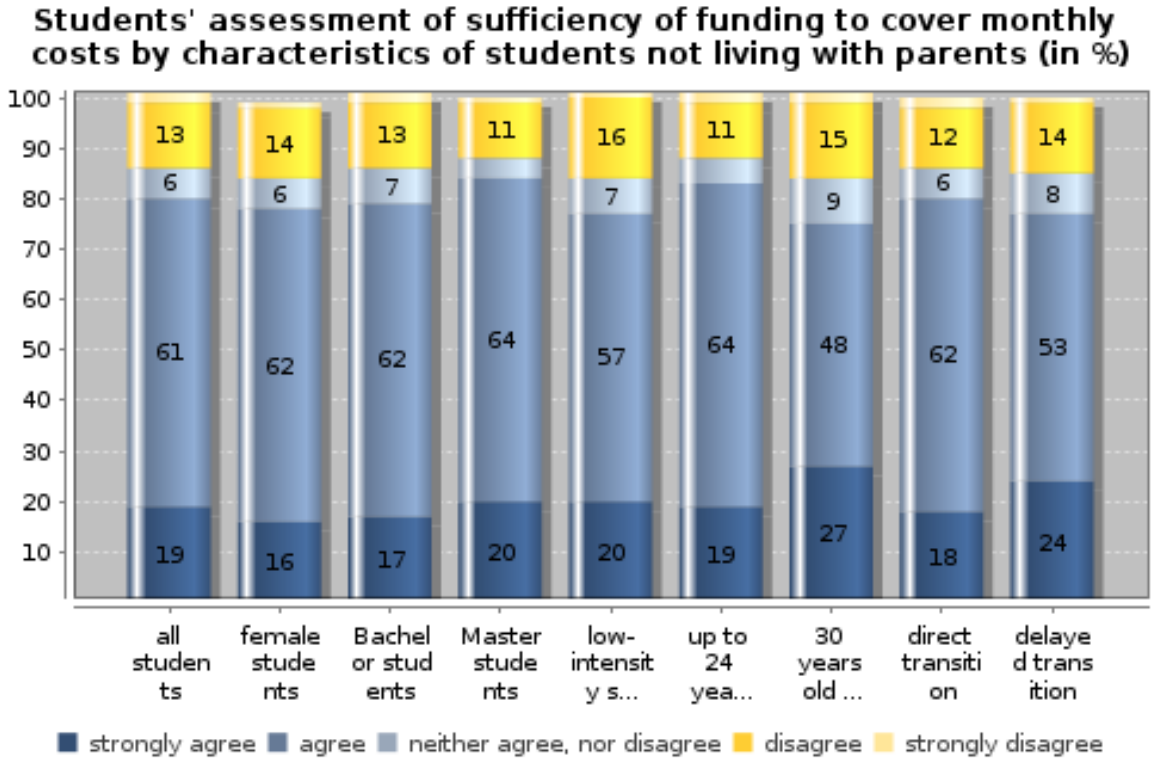
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 7: Students' assessment of their financial situation by characteristics of students who are not living with parents

Key Indicators

(Strong) agreement that funding is sufficient of low-intensity students, in %	77.3
(Strong) disagreement that funding is sufficient of low-intensity students, in %	16.1
(Strong) agreement that funding is sufficient of up to 24 years old, in %	83.0
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	12.1
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	74.8
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	16.0



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

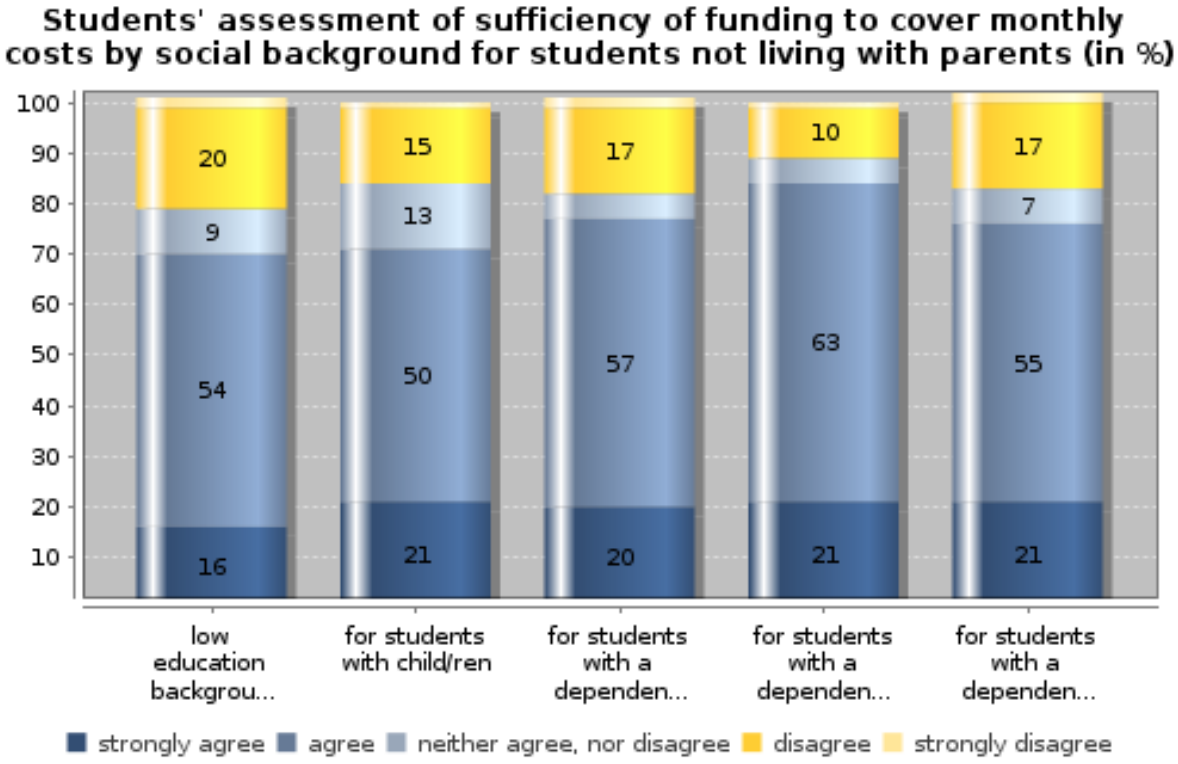
The judgements collected among the different sub-groups of students are not very far from the overall evaluation trend. A higher level of satisfaction is registered among master and younger students. A lower level of satisfaction is registered among older and among delayed transition students.

Nonetheless, the same two sub-groups show the highest percentage of students expressing the highest level of satisfaction. This result can be explained by the fact that the students included in these sub-groups have a higher availability of economic resources, since the majority of them carry out a paid job (see G.02 and G.07).

Topic: E. Living costs

Subtopic 8: Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Key Indicators	
(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	21.8
(Strong) disagreement that funding is sufficient for students with child/ren, in %	16.1
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	18.9
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	18.1



details on missing data:

methodical issues or considerations for data interpretation:

The income of students has not been taken into account in the survey; as a consequence, it is not possible to determine if a certain form of income does correspond to 50% of the total students? income. These are the criteria used to create the following sub-groups:

a. The sub-group ?Students with a dependency on State support? includes students who receive a

public grant, regardless of its amount;
b. The sub-group ?Students with a dependency on parental support? includes students who are not in a paid job and who have not received economic subsidies. It is reasonable to assume that they do completely or substantially rely on their families? help;
c. The sub-group ?Students with a dependency on paid employment?, students with a regular permanent paid job are included. In this case, it is reasonable to assume that their job is their major source of income.

national interpretation of the results of the data analysis:

The judgements expressed by the above sub-groups are not very different from the general trend: all sub-groups have expressed a widely positive judgement.
A higher level of satisfaction is registered among students ?with a dependency on parental support?, which is the same group with the lowest rate of negative judgement. Less positive views were registered among students with low educational background: their status can be linked with a less well-off condition and therefore with more economic difficulties.

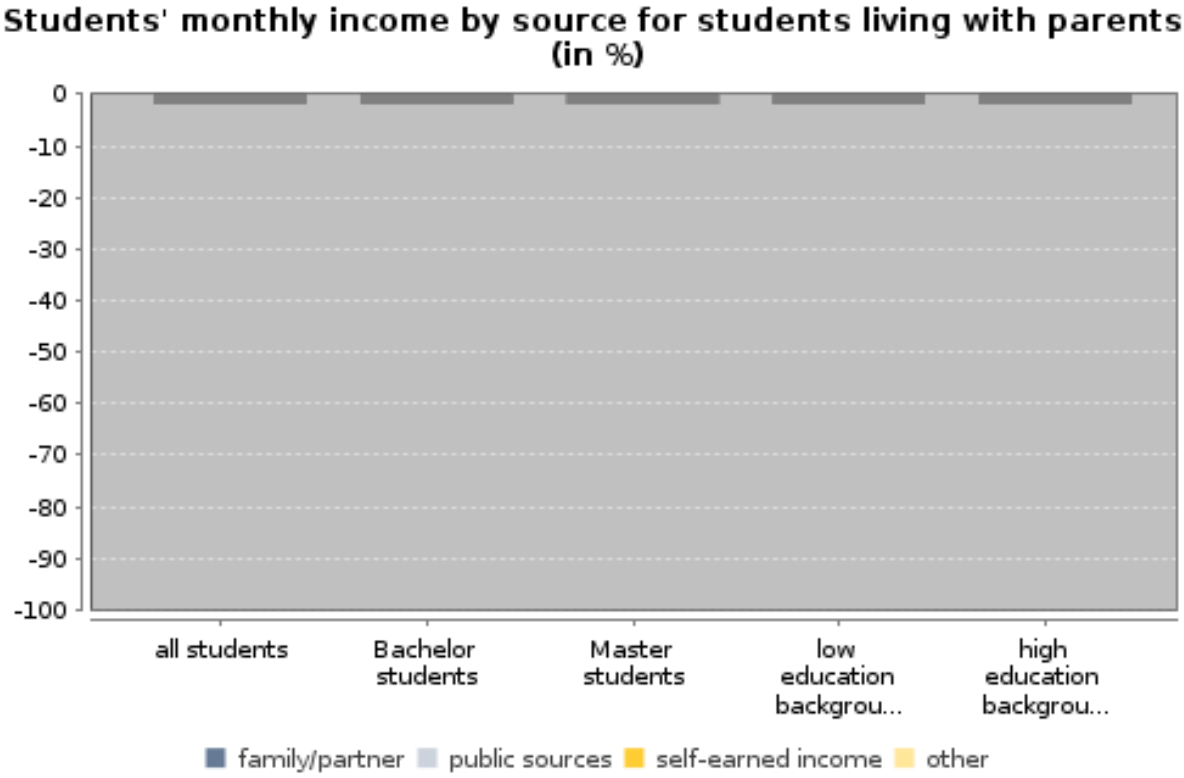
Topic: F. Funding and state assistance

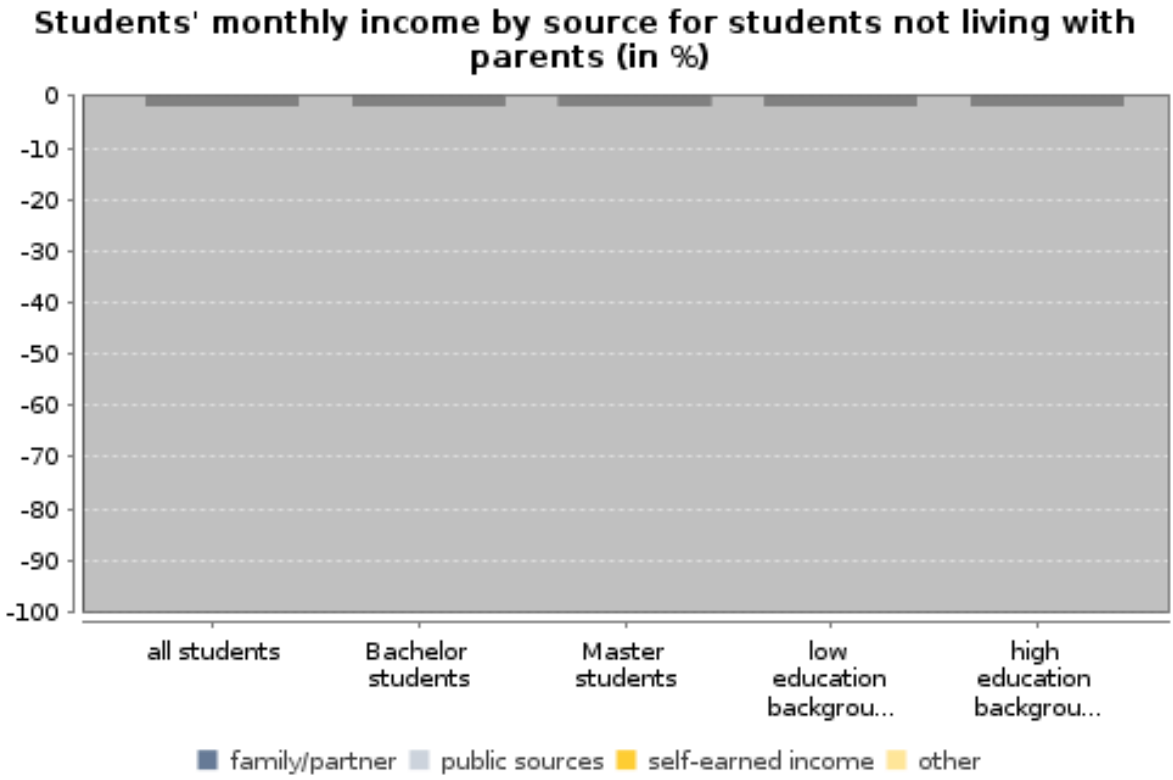
Subtopic 1: Composition of monthly income by type of housing and characteristics of students

Key Indicators

Composition of monthly income for students not living with parents

Family/partner contribution for all students, in %	Family/partner contribution for Bachelor students, in %
Family/partner contribution for students with low education background (ISCED 0-2), in %	Family/partner contribution for students with high education background (ISCED 5-6), in %
Job contribution for all students, in %	Job contribution for Bachelor students, in %
Job contribution for students with low education background (ISCED 0-2), in %	Job contribution for students with high education background (ISCED 5-6), in %





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

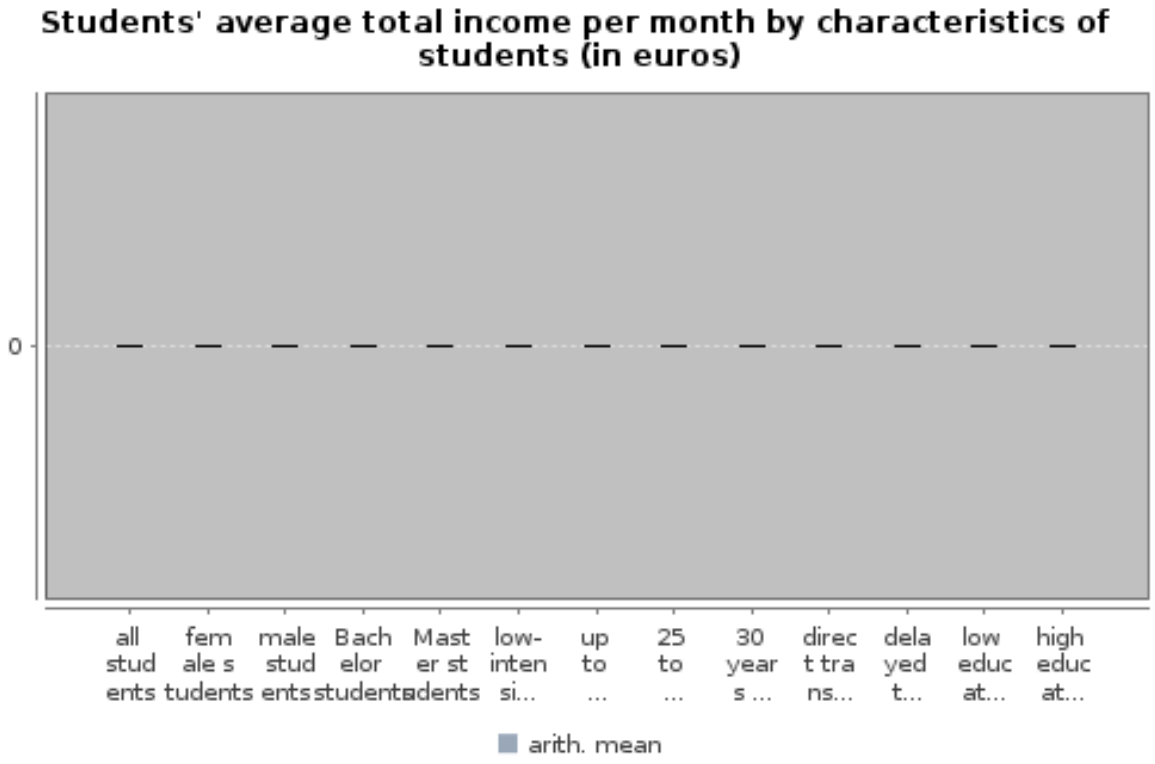
This sub-topic has not been covered in the survey. No other data from different sources are available.

Topic: F. Funding and state assistance

Subtopic 2: Total monthly income by characteristics of students for students living with parents

Key Indicators

median income all students, amount	median income Bachelor students, amount
median income Master students, amount	median income low-intensity students, amount



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

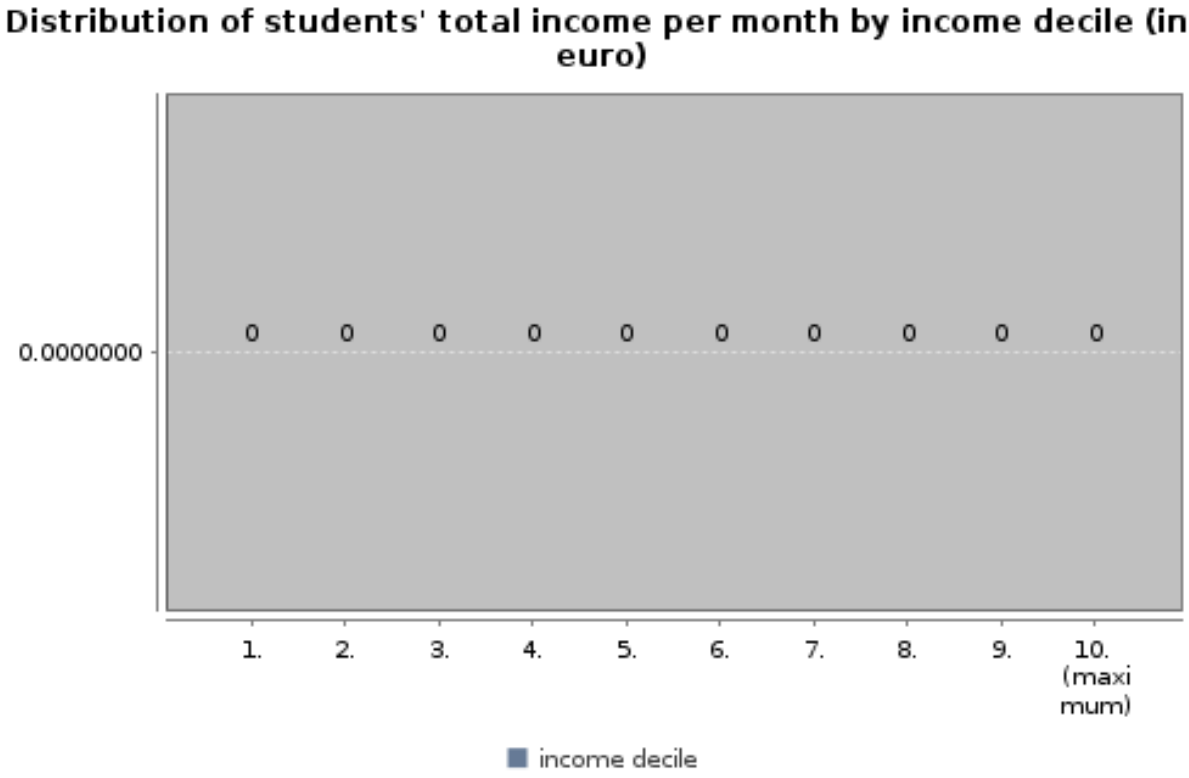
This sub-topic has not been covered in the survey. No other data from different sources are available.

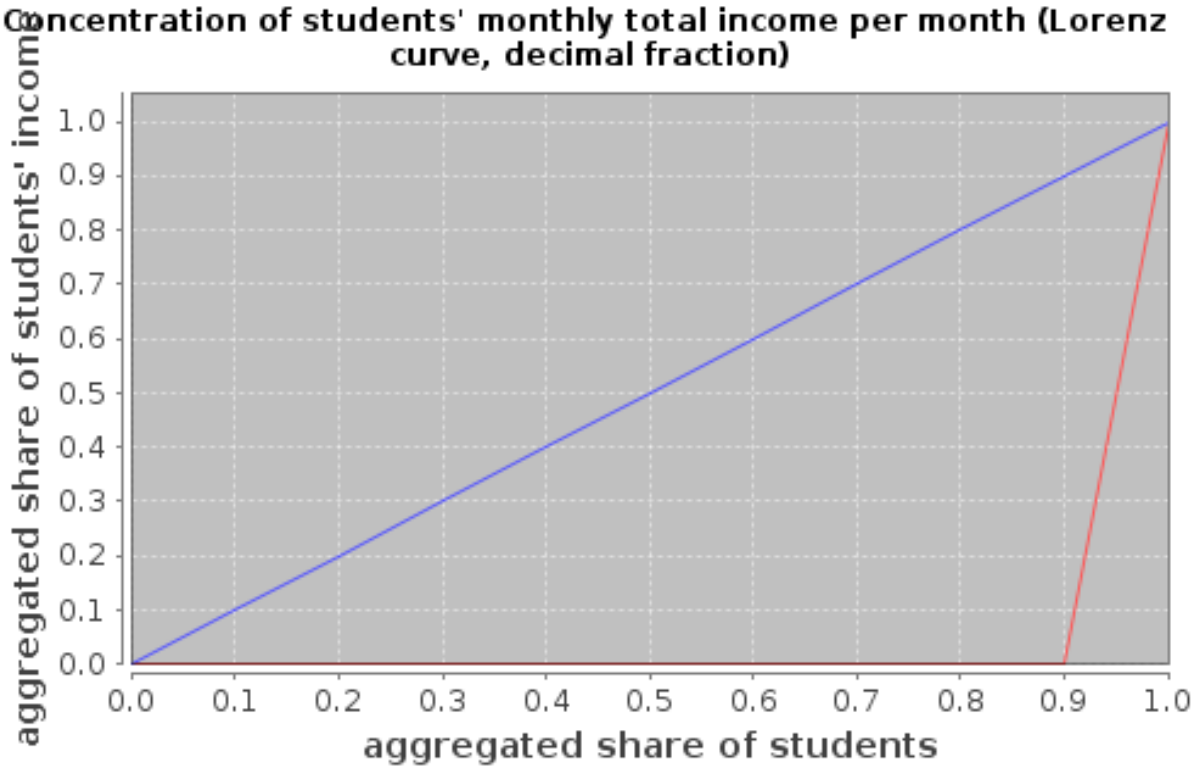
Topic: F. Funding and state assistance

Subtopic 3: Distribution and concentration of total monthly income for students living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount	Gini coefficient





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

This sub-topic has not been covered in the survey. No other data from different sources are available.

Topic: F. Funding and state assistance

Subtopic 4: Total monthly income by characteristics of students for students not living with parents

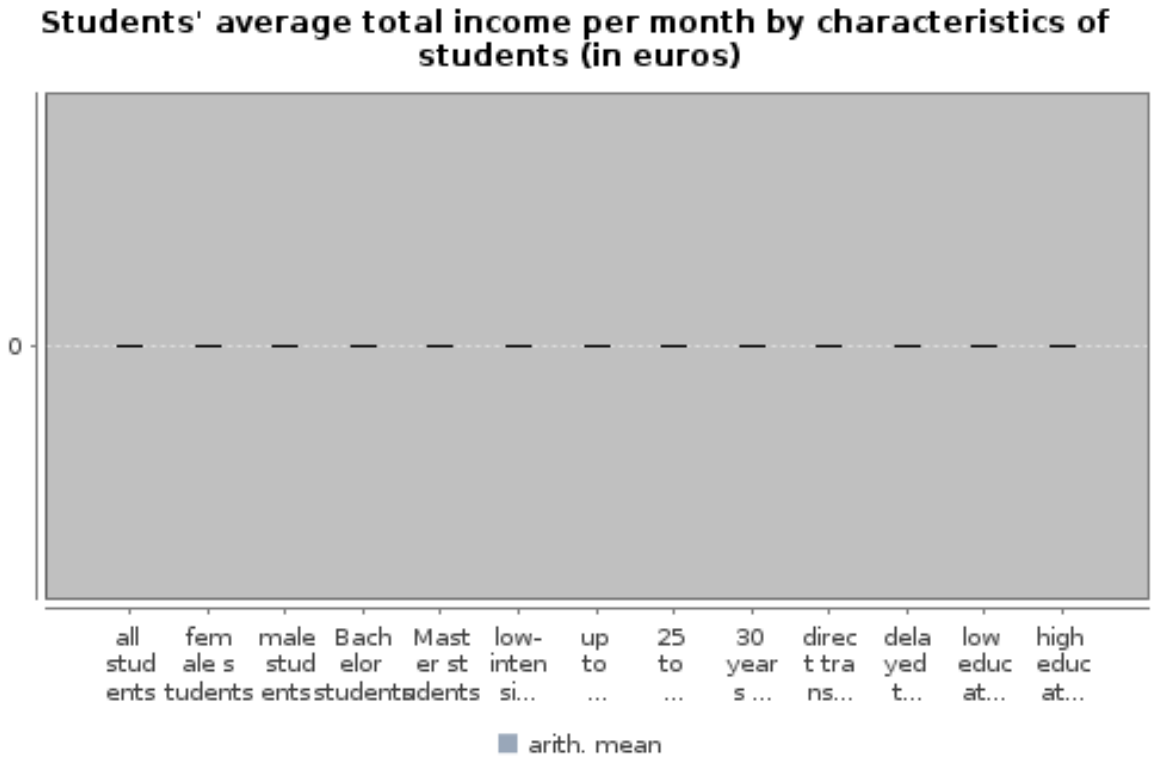
Key Indicators

median income all students, amount

median income Bachelor students, amount

median income Master students, amount

median income low-intensity students, amount



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

This sub-topic has not been covered in the survey. No other data from different sources are available.

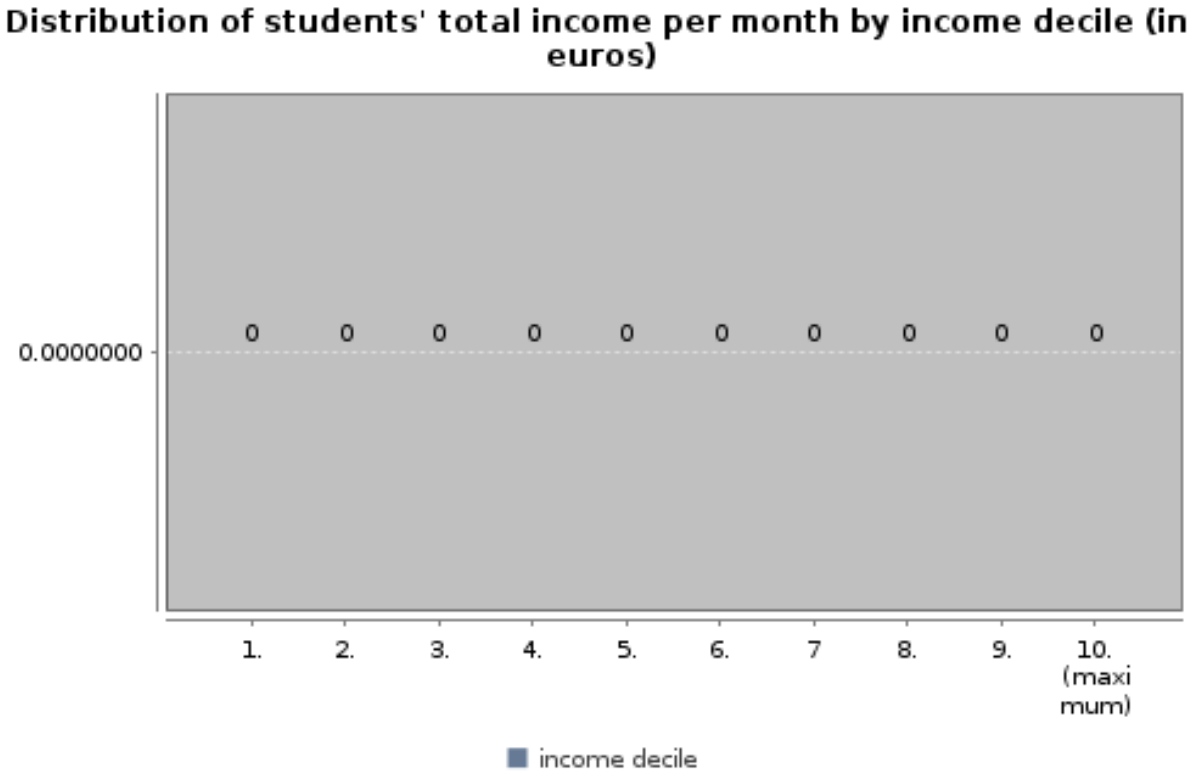
Topic: F. Funding and state assistance

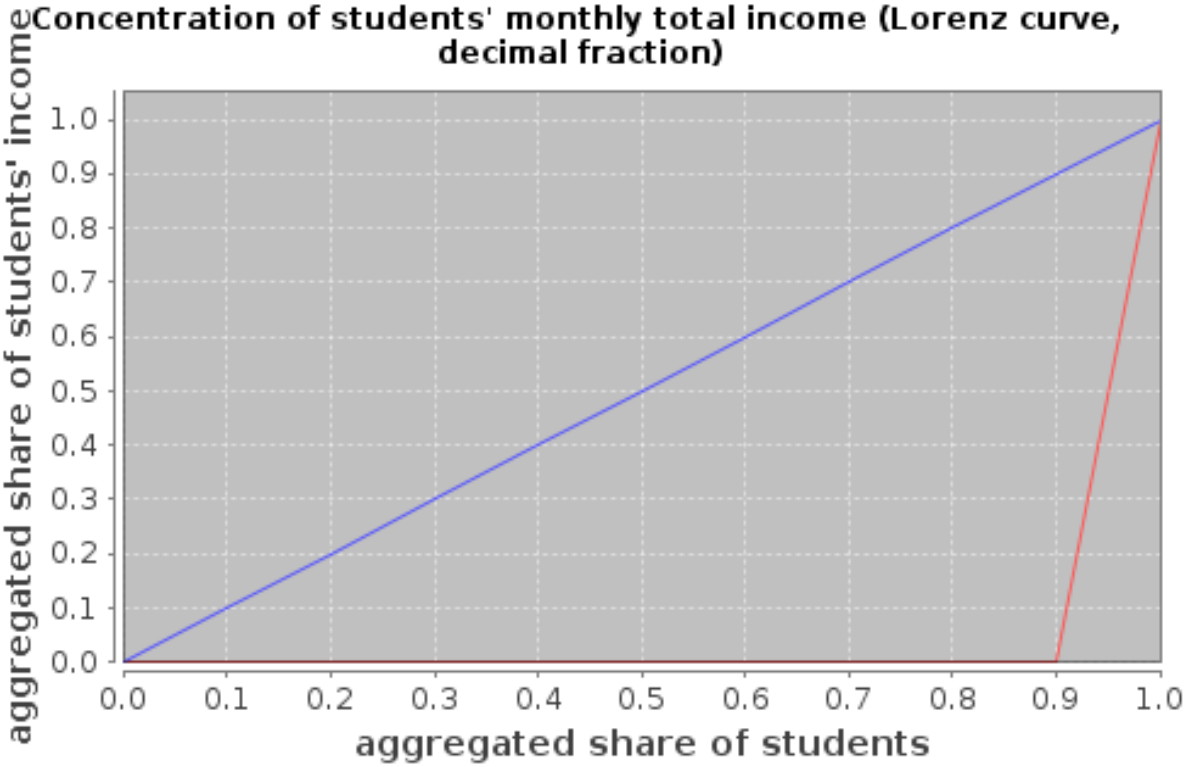
Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount

Gini coefficient





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

This sub-topic has not been covered in the survey. No other data from different sources are available.

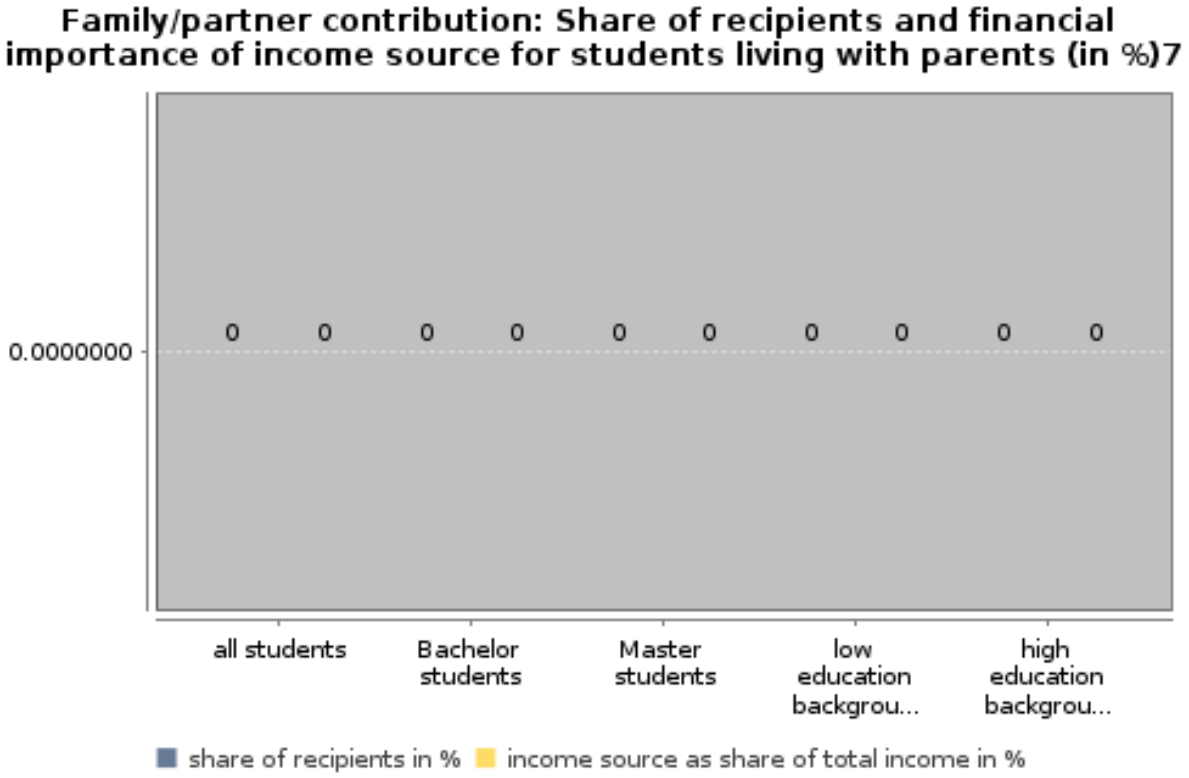
Topic: F. Funding and state assistance

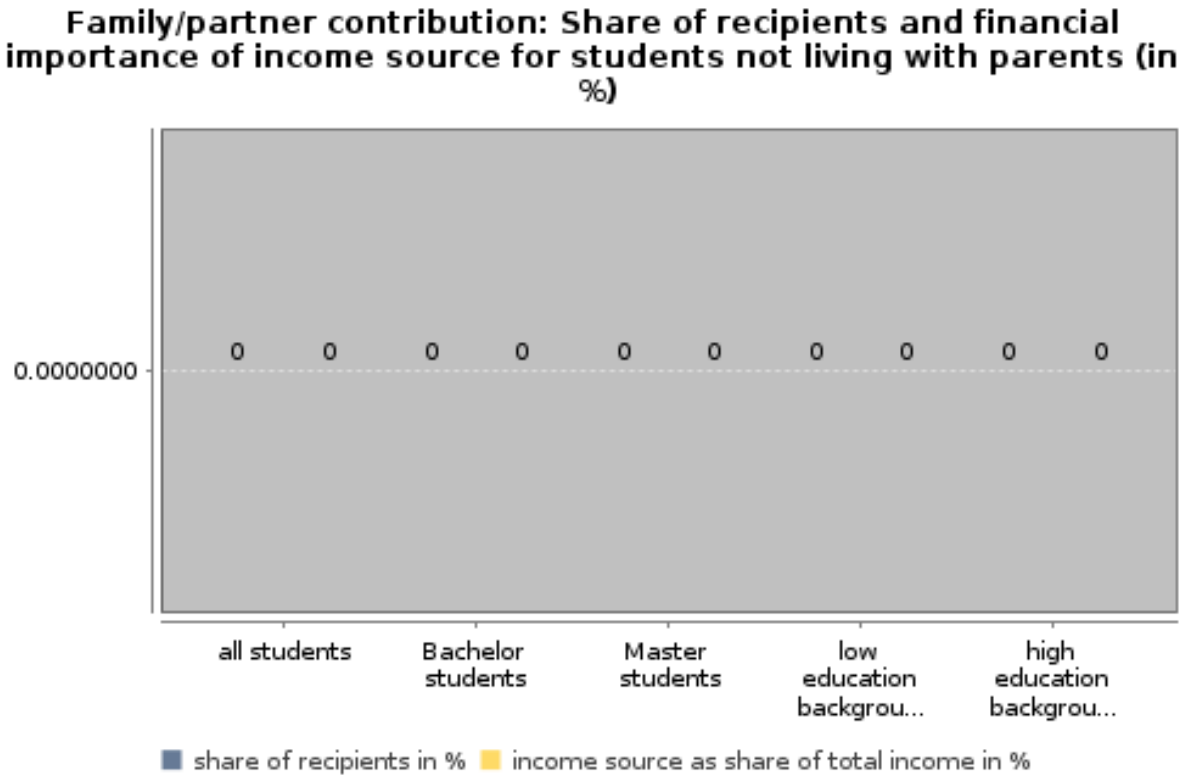
Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing

Key Indicators

Family/partner contribution for students not living with parents

Share of recipients of all students, in %	Share of recipients of Bachelor students, in %
Share of recipients of students with low education background, in %	Share of recipients of students with high education background (ISCED 5-6), in %
Contribution to total monthly income of all students, in %	Contribution to total monthly income of Bachelor students, in %
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	Contribution to total monthly income of students with high education background (ISCED 5-6), in %





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

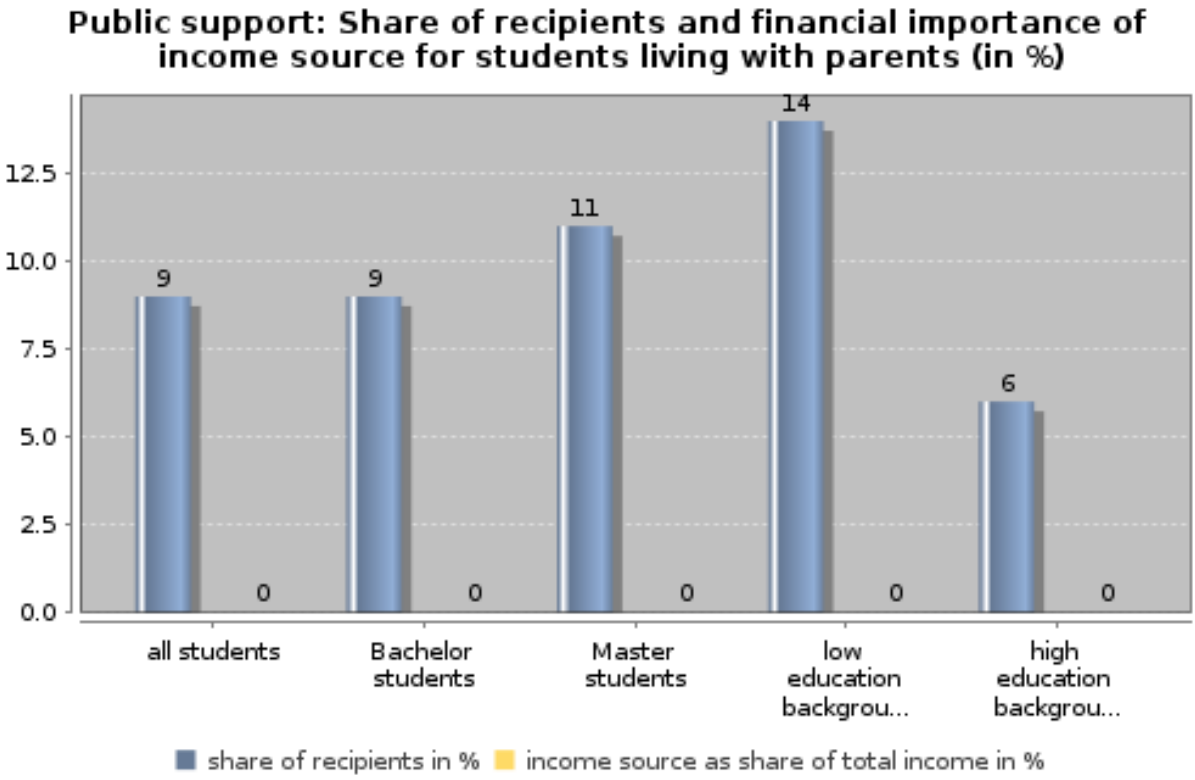
This sub-topic has not been covered in the survey. No other data from different sources are available.

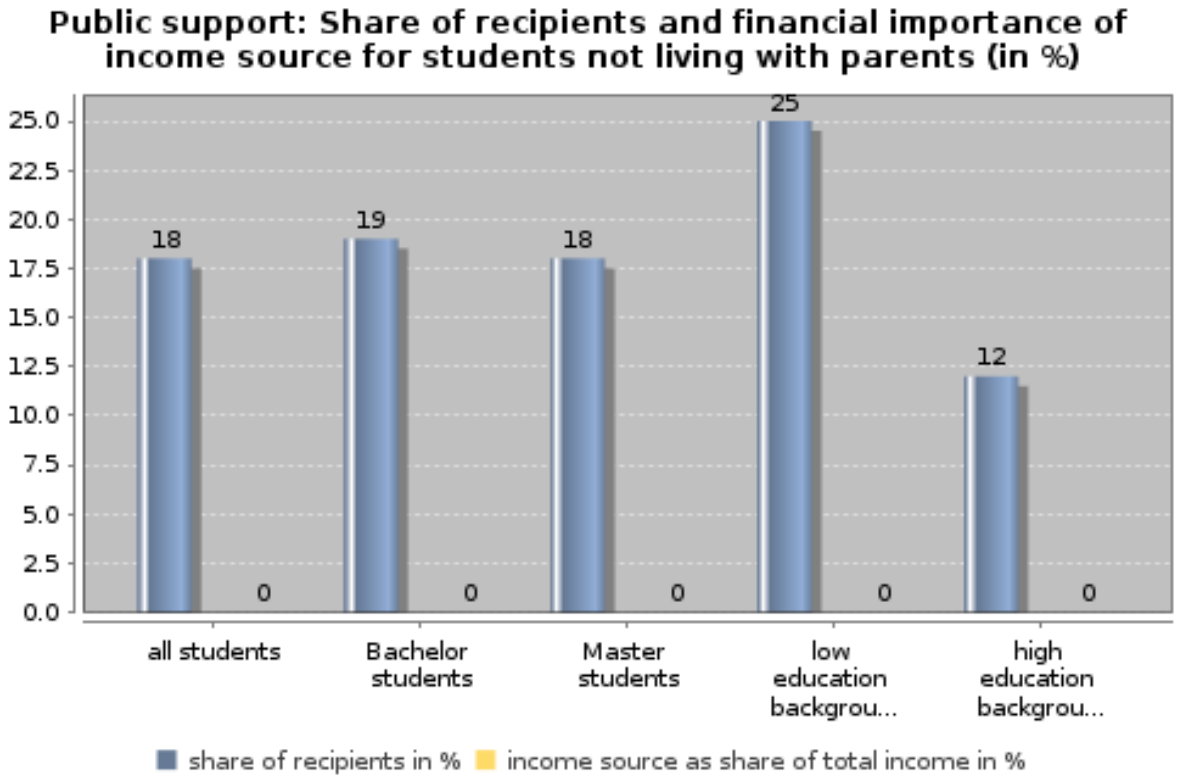
Topic: F. Funding and state assistance

Subtopic 7: Recipients of public support and importance of income source by form of housing

Key Indicators

Public support for students not living with parents	
Share of recipients of all students, in %	18.0
Share of recipients of Bachelor students, in %	18.8
Share of recipients of students with low education background, in %	25.4
Share of recipients of students with high education background (ISCED 5-6), in %	11.7
Contribution to total monthly income of all students, in %	Contribution to total monthly income of Bachelor students, in %
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	Contribution to total monthly income of students with high education background (ISCED 5-6), in %





details on missing data:

methodical issues or considerations for data interpretation:

Students who receive a public grant either from the student welfare system or from the University were considered recipients of public support.

37% of public grants are awarded with the mixed formula monetary grant + services: in these cases only the monetary component is taken into account. The monthly amount of the grant was calculated as 1/12 of the annual amount. Since the total monthly income has not been investigated, it was not possible to quantify the share of total income (%).

national interpretation of the results of the data analysis:

The share of students recipients of public support and not living with parents is about double the share of the same students living with parents. This datum is consistent with the Italian student welfare system, which favours students not living with parents since they are regarded as more in need to receive public support.

The share of students recipients of public support and with low educational background is double the share of students with high educational background, for both sub-groups living and not living with parents. This datum is also consistent with the rules of the Italian student welfare system, where among the requirements to access public support there is also the economic condition of individual students (in this respect the educational background is a good proxy).

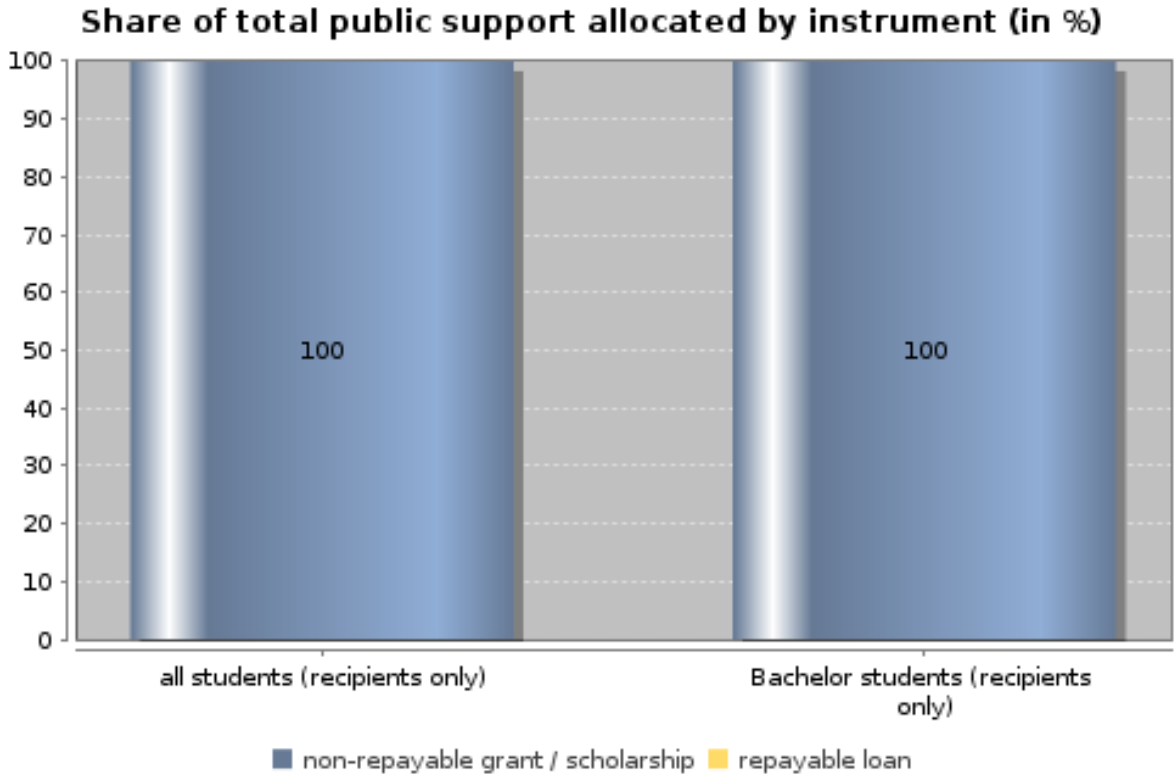
The average amount of the grants of students not living with parents is considerably higher than that of students living with parents (+42%). Also in this case the outcome is consistent with the rules of the Italian student welfare system, which foresees differential amounts for the two categories of students.

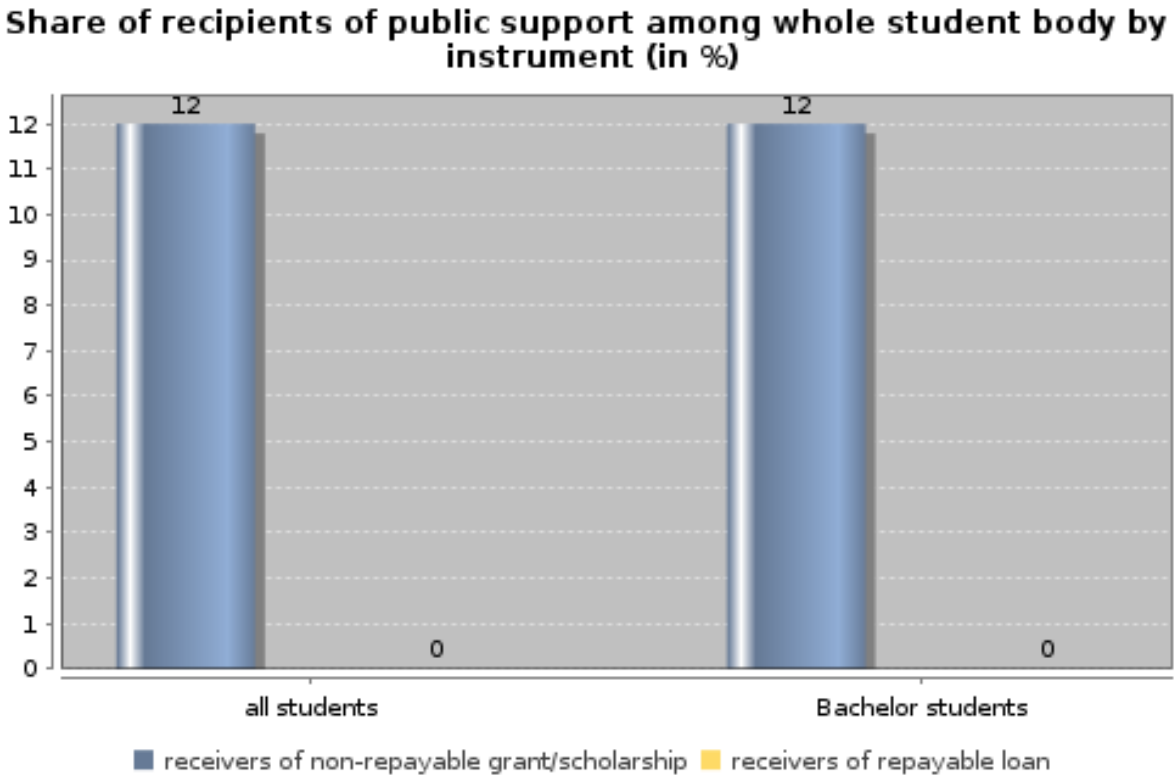
Topic: F. Funding and state assistance

Subtopic 8: Make-up of public support

Key Indicators

Non-repayable public support as share of total public support for all students (recipients only), in %	100.0
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	100.0
Students who receive non-repayable support as share of whole student body, in %	11.5
Students who receive non-repayable support as share of all Bachelor students, in %	11.5
Students who receive repayable loans as share of whole student body, in %	Students who receive repayable loans as share of all Bachelor students, in %





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

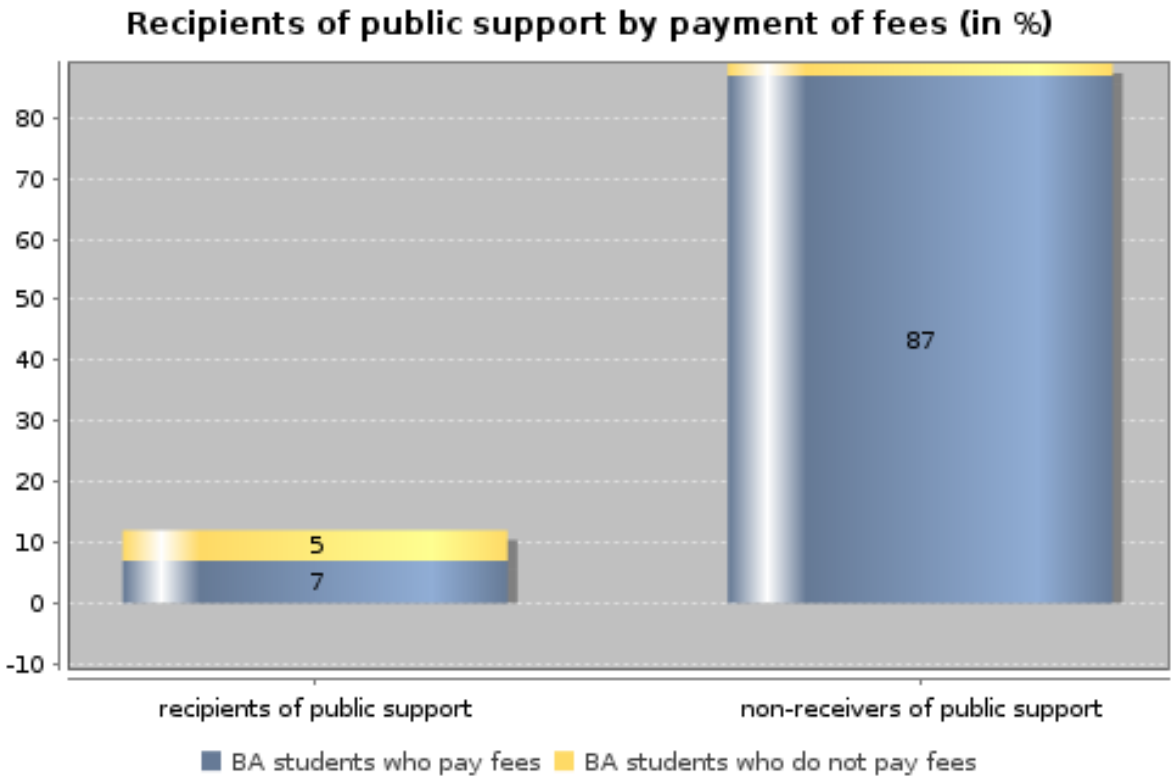
All students classified as recipients of public support, received grants.

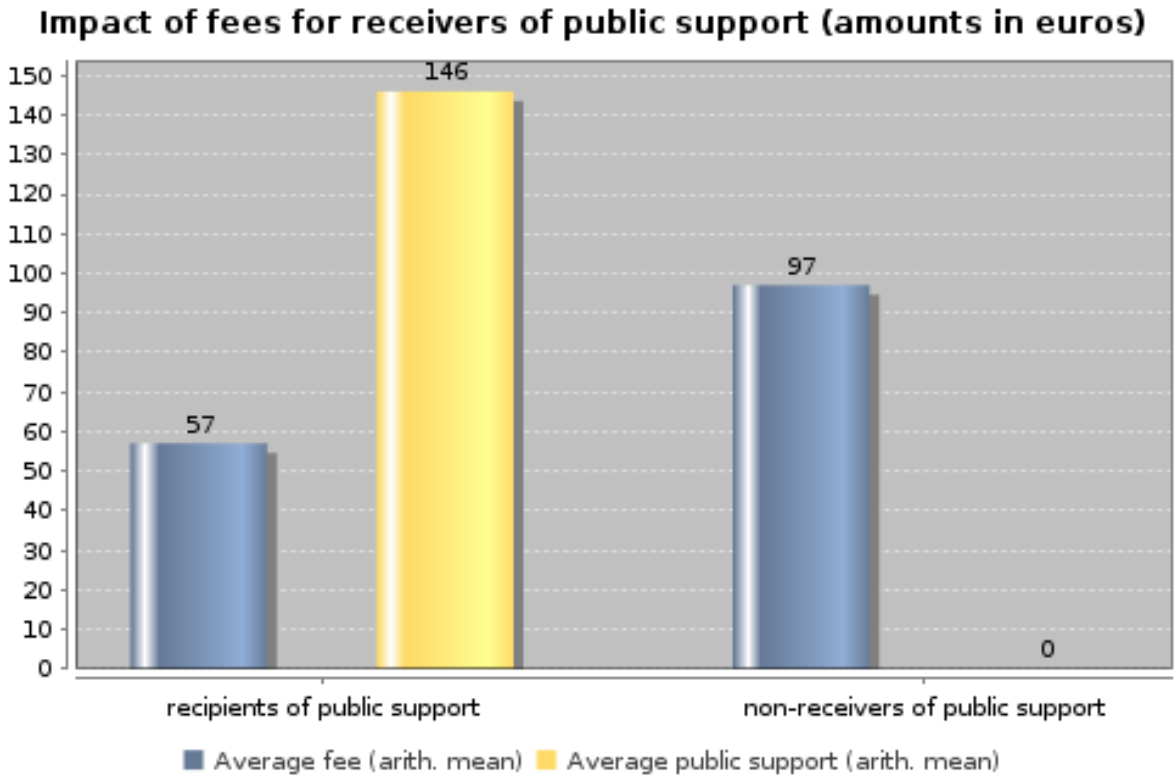
The repayable loan system - which in theory exists in the country - has never actually worked, except in some local institutions. Official statistics indicate that in the academic year of reference 176 loans were granted to bachelor and master students (source: MIUR - Ufficio di statistica: Contribuzione e interventi atenei - Rilevazione anno 2009 <http://statistica.miur.it/scripts/TC_UNIV_BD/vTC_UNIV1a.asp>). Indicators "Students who receive non-repayable loans as share of whole student body, in %" and "Students who receive non-repayable loans as share of all Bachelor students, in %" are both 0.0.

Topic: F. Funding and state assistance

Subtopic 9: Public support by payment of fees to institutions of higher education for Bachelor students

Key Indicators	
Recipients of public support who pay fees, in %	6.9
Share of public support which covers fees for recipients of public support, in %	39.2





details on missing data:

methodical issues or considerations for data interpretation:

The figure shown in the cell ?recipients of public support/total percent? is automatically rounded off and cannot be modified: the real value is 11.6.

national interpretation of the results of the data analysis:

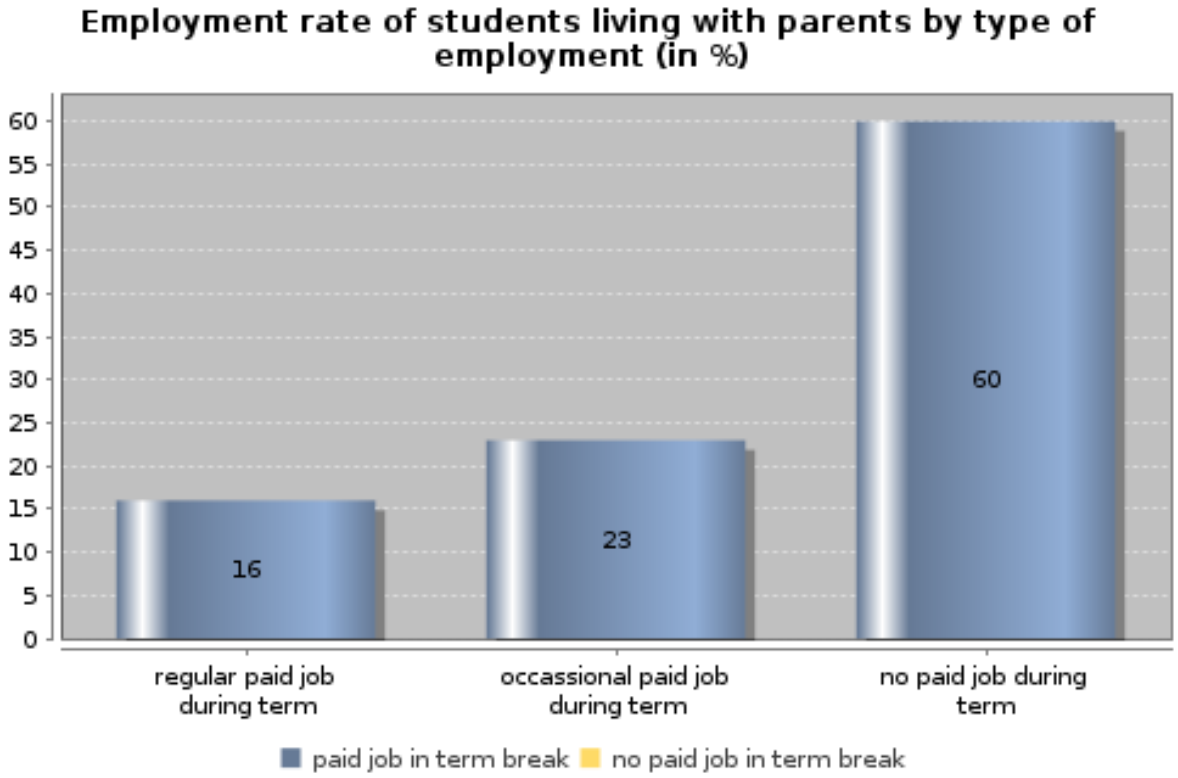
The greatest majority of bachelor students who do not pay fees are recipients of public support. This datum is in line with the rules of the Italian student welfare system, where the payment of the public support is related to tax exemption.

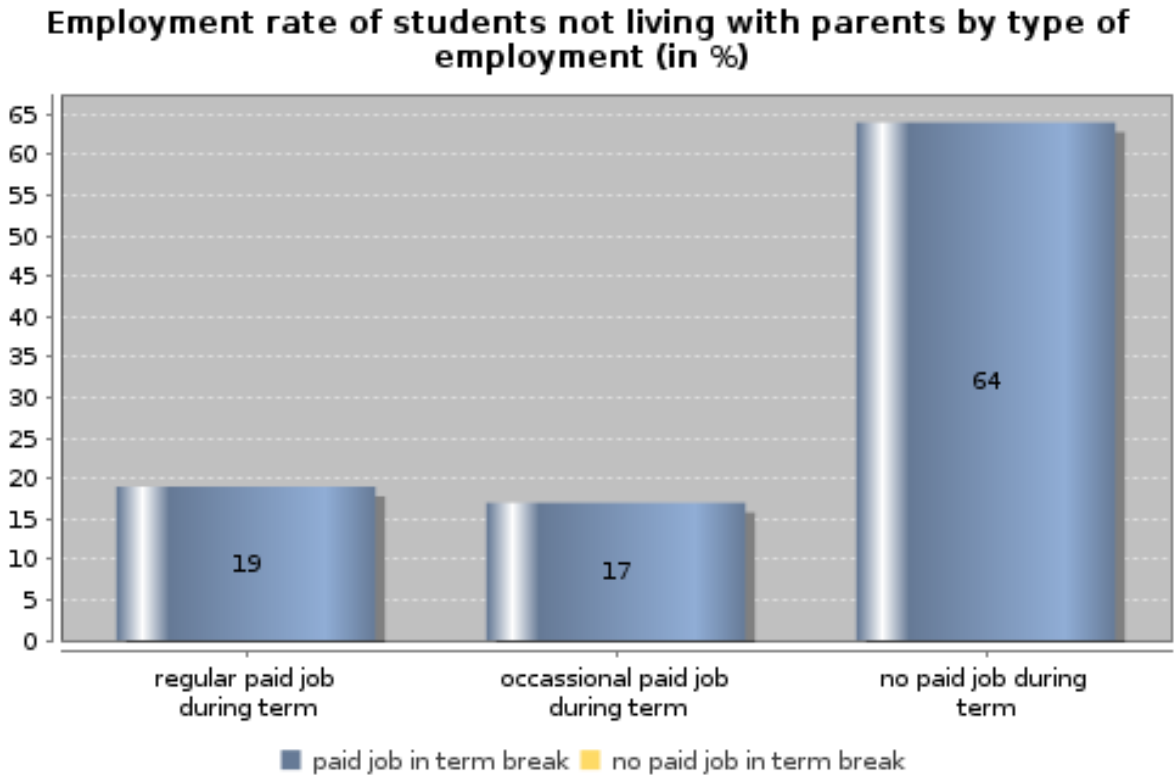
Nonetheless, more than a half of the students receiving public support also pay fees. This phenomenon can be explained looking at three different factors: in some cases, such students are only partially ? and not completely ? exempted from taxes; in other cases, the regulation to access a specific type of public support does not foresee the exemption from fees; in a third case, it provides for tax exemption but not for exemption from other types of contribution, aimed, for instance, at accessing certain structures or teaching services. The average amount of fees to be paid by recipients of public support is about a half the amount paid by non-recipients students, who are not entitled to any exemption.

Topic: G. Time budget and employment

Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators	
Employment rate of students not living with parents by type of employment:	
Regular paid job during term, in %	18.8
Occassional paid job during term, in %	16.8
Regular paid job during term and in term break, in %	18.8
Occassional paid job during term and in term break, in %	16.8
No paid job at any time, in %	0.0





details on missing data:

methodical issues or considerations for data interpretation:

The job activity during studies was surveyed without making any difference from jobs carried out during the term or during the term break. The corresponding data are shown in the column ?paid job in term break?.

The figure shown in the cell ?No piad job at any time, in %? is wrong and cannot be modified: the right and real value is 64.4.

national interpretation of the results of the data analysis:

In the subgroups of students living with parents and not living with parents, a considerable number of members carry out a paid job. This scenario can be explained observing the relationship between the different types of jobs and the age groups (these two aspects will be analysed in detail under G.02 ?Employment rate during term by hours of work and characteristics of students who are not living with parents?).

Among the students of the first group, the occasional jobs dominate over regular jobs: simply because the presence of young students (up to 24) is above average. Among the students of the second group, the opposite scenario emerged and regular jobs prevail over other types of jobs. Probably, this is due to the fact that a higher number of adult students are included in this group.

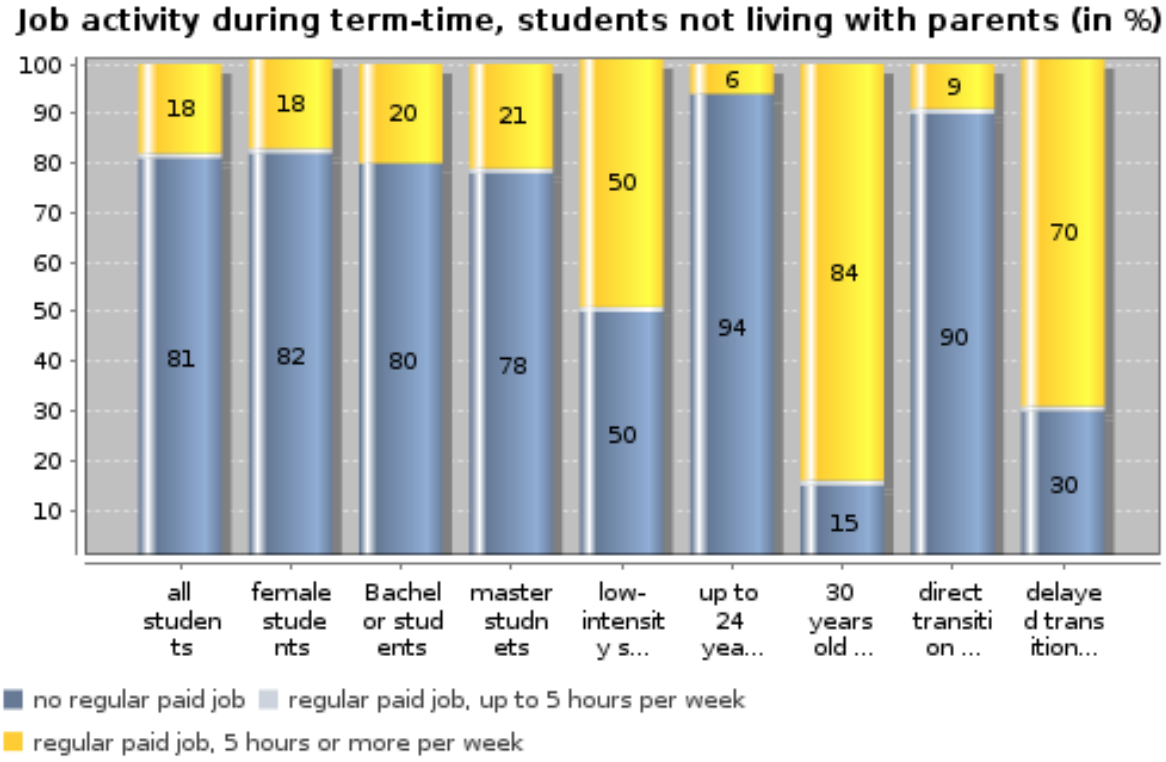
Another interesting datum is that a higher number of students living with parents carries out a paid job. This scenario provides evidence for the fact that students work while studying not simply to improve their economic condition ? which would be a more reasonable motivation among students not living with parents ? but also to satisfy their need to gain more independence from their families, i.e. as a "personal growth" tool.

This has turned out to be a common desire among students, regardless of their social status and of the fact that they live with their families or not.

Topic: G. Time budget and employment

Subtopic 2: Employment rate during term-time by hours of regular paid employment and characteristics of students

Key Indicators	
Regular paid job, 5 hours or more per week, all students, in %	18.2
Regular paid job, 5 hours or more per week, BA students, in %	20.0
Regular paid job, 5 hours or more per week, low-intensity students, in %	49.8
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	84.4



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students who do not living with parents and carry out a regular job are 18,6% and, in almost the majority of cases, job-related activities cover more than 5 hours/week. In line with the relationship of types of job and student age analysed above, regular jobs are extremely widespread among students of 30 and above, as well as among delayed transition students (the composition of the two subgroups overlaps considerably). Regular jobs are also very common in the low intensity student subgroup, where one student out of two practices it.

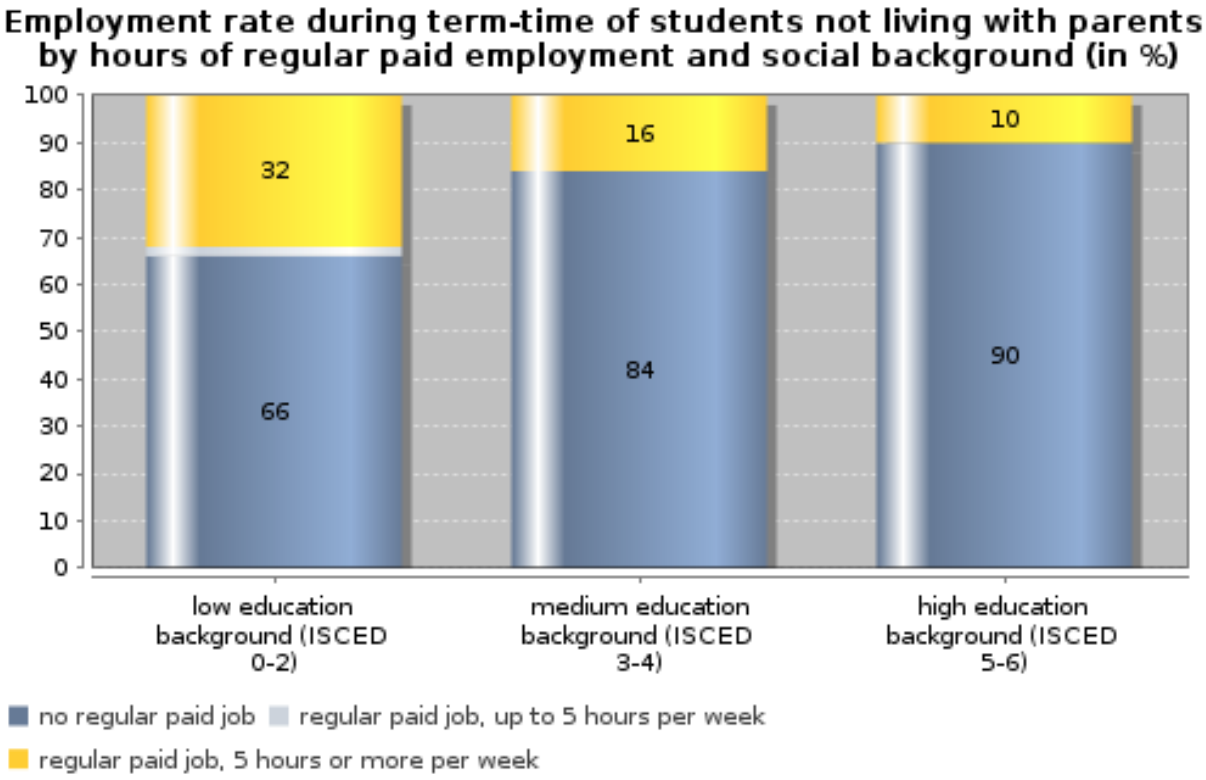
The diffusion of regular jobs is very limited among younger students (up to 24) and among direct transition students (the composition of the two subgroups overlaps considerably).
For an in-depth analysis of the diffusion of paid jobs in each subgroup, please see G.07 ?Time budget by characteristics of students? e G.09 ?Time budget by extent of paid employment?.

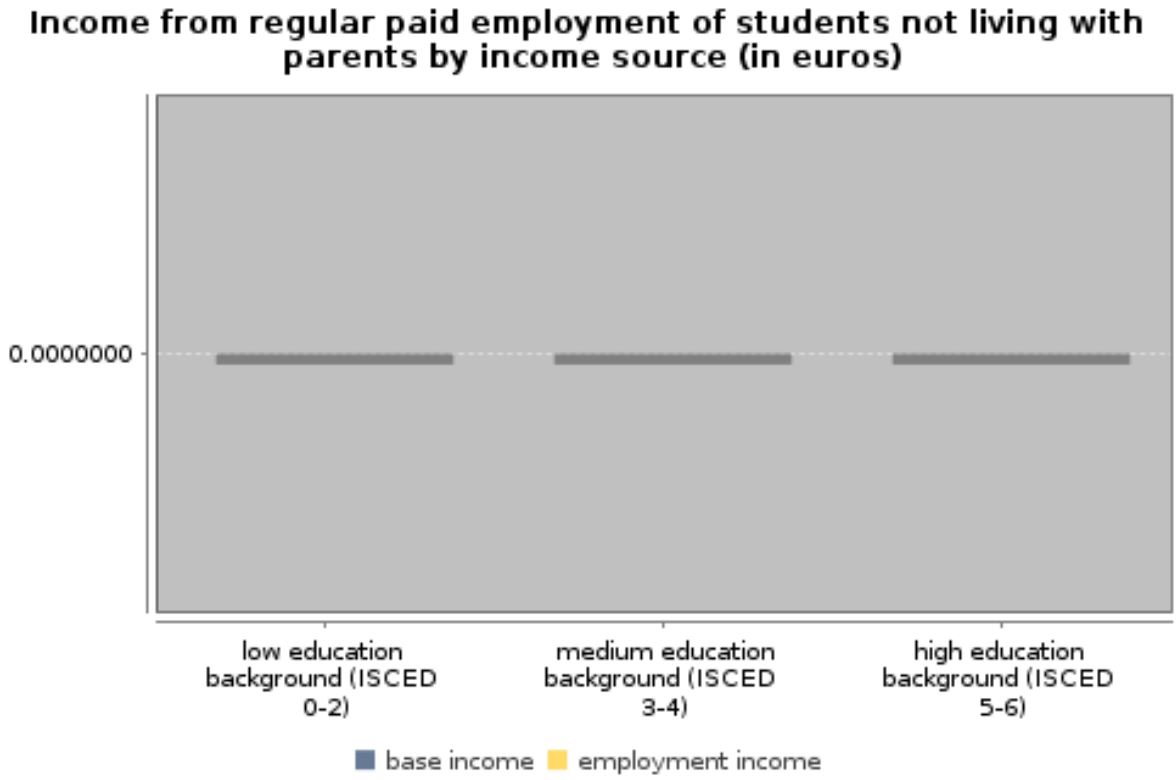
Topic: G. Time budget and employment

Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

Key Indicators

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	32.2
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	9.7
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %





details on missing data:

methodical issues or considerations for data interpretation:

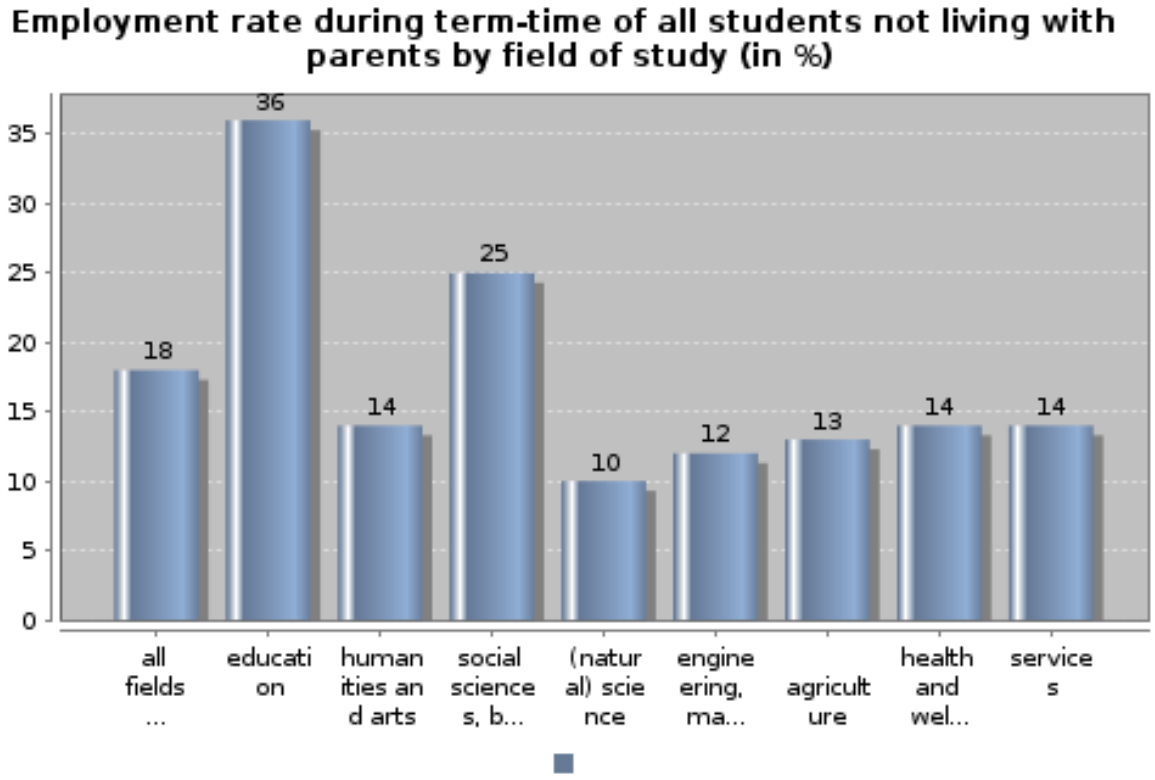
national interpretation of the results of the data analysis:

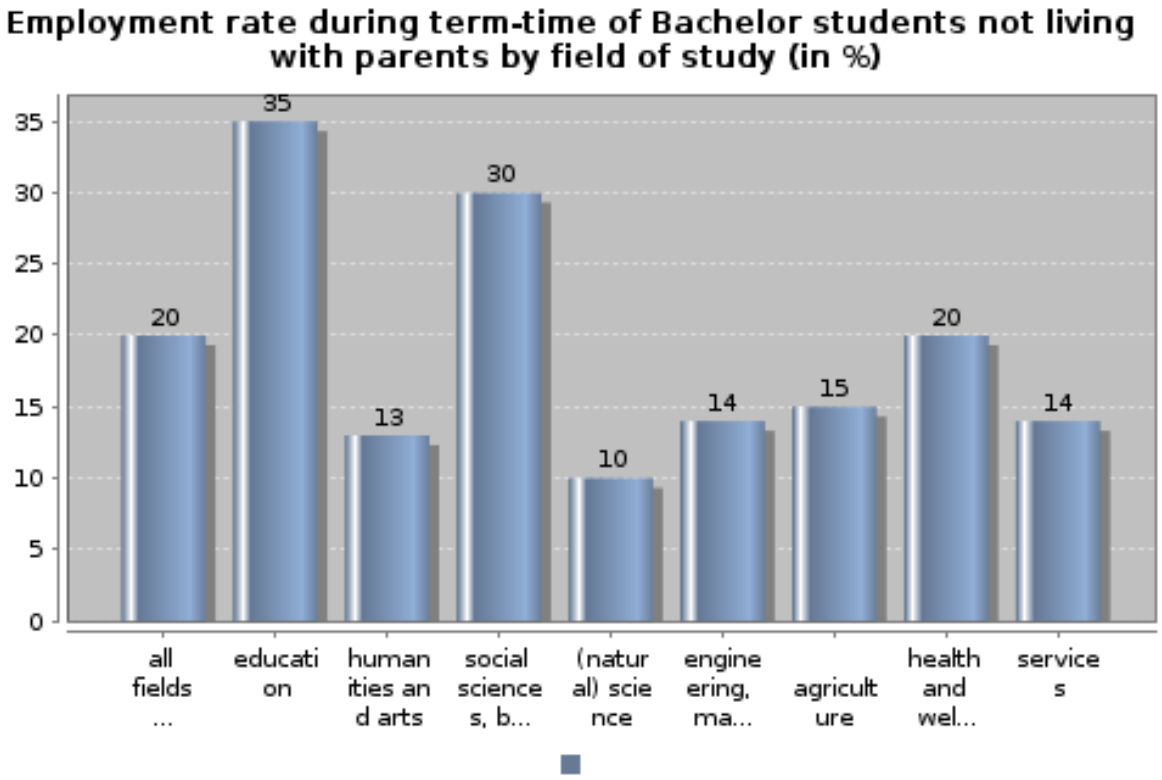
The highest the parents? educational attainment, the lowest is the percentage of students holding a regular job. The increase in the percentage of students with no regular paid job is determined by the alternation of occasional jobs and no paid job (at all). As a matter of fact, all students practice occasional jobs, including those coming from a privileged background.

Topic: G. Time budget and employment

Subtopic 4: Employment rate during term-time by field of study

Key Indicators	
Employment rate of:	
all students in engineering disciplines, in %	11.8
all students in humanities and arts, in %	14.1
BA students in engineering disciplines, in %	13.5
BA students in humanities and arts, in %	12.7





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

18,1% of students not living with parents does carry out a regular job. The highest percentage of students carrying out a job is registered in the following fields of study: education; social sciences, business, law. The lowest percentage of students carrying out a job is registered in the following fields of study: (natural) science; engineering, manufacturing, construction.

The emerged differences are to be attributed, on the one hand, to the teaching organization of the courses in the different subgroups; on the other, to the age and social conditions of students attending such courses.

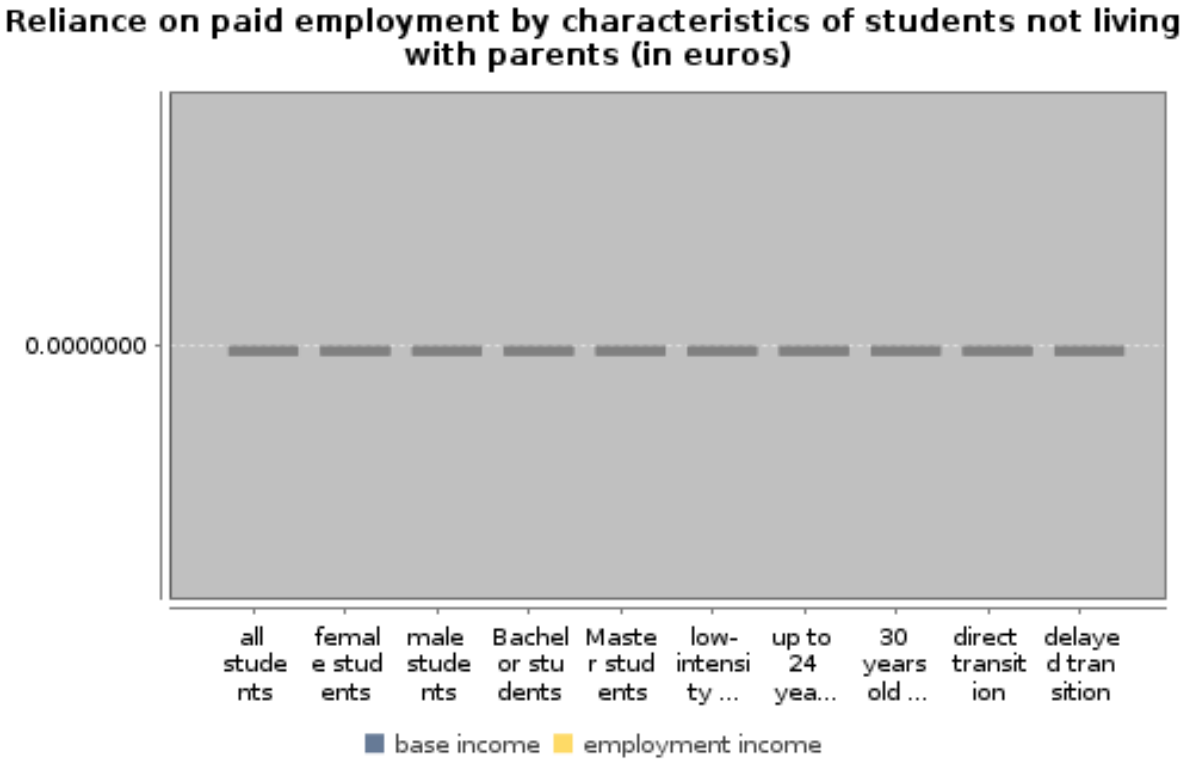
The relative higher number of students holding a regular job among those registered in bachelor courses can be explained thanks to an above average rate of adult, delayed transition and low-intensity students (see B.09 Field of study by characteristics of BA students). The diffusion of regular jobs in the different fields of study included in this subgroup shows similar trends to those emerged among the other students.

Topic: G. Time budget and employment

Subtopic 5: Reliance on paid employment by characteristics of students, students not living with parents

Key Indicators

Income from employment as share of total income for all students, in %	Income from employment as share of total income for BA students, in %
Income from employment as share of total income for low-intensity students, in %	Income from employment as share of total income for 30 years old or above, in %



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

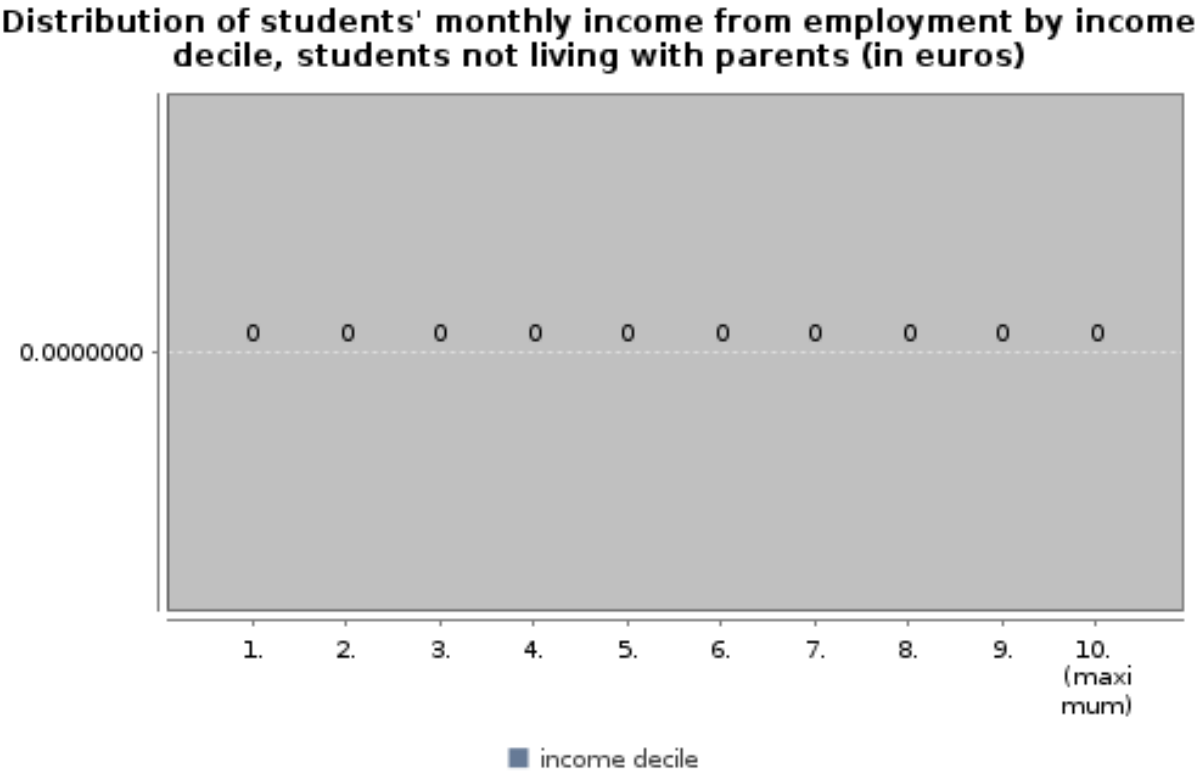
This sub-topic has not been covered in the survey. No other data from different sources are available.

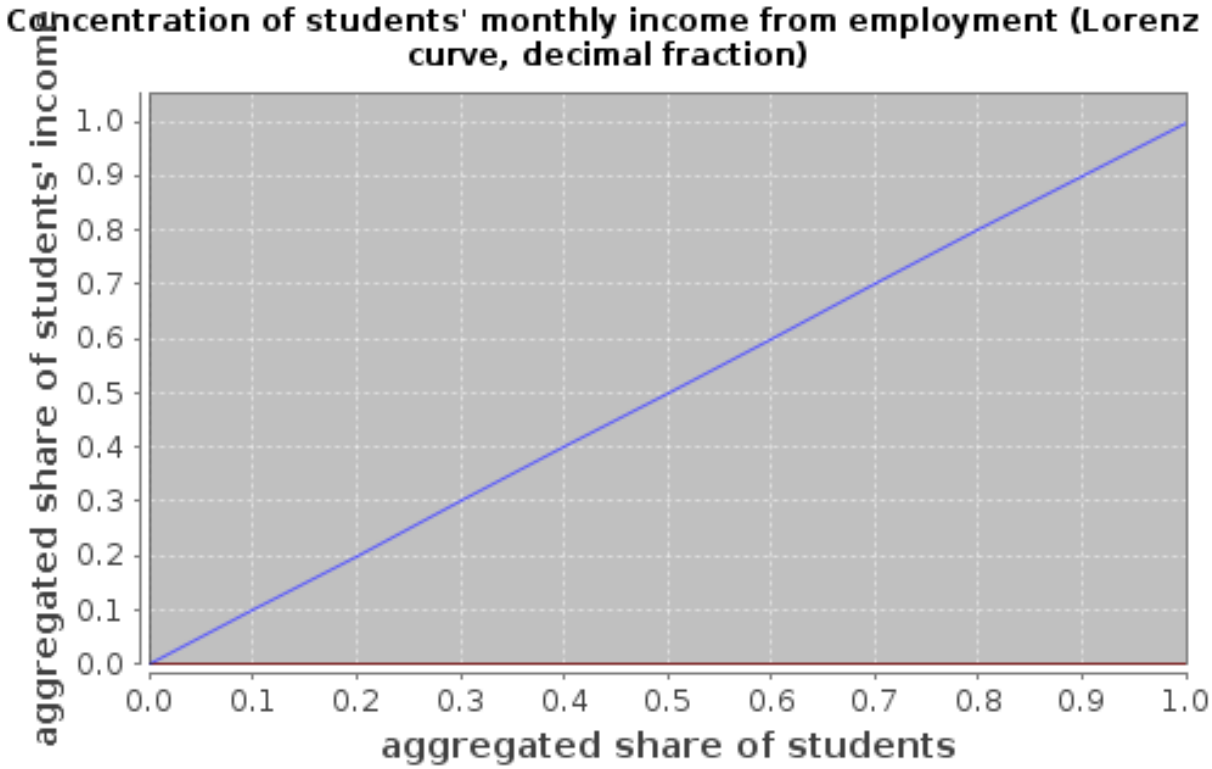
Topic: G. Time budget and employment

Subtopic 6: Distribution and concentration of students' monthly income from paid employment

Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	Gini coefficient





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

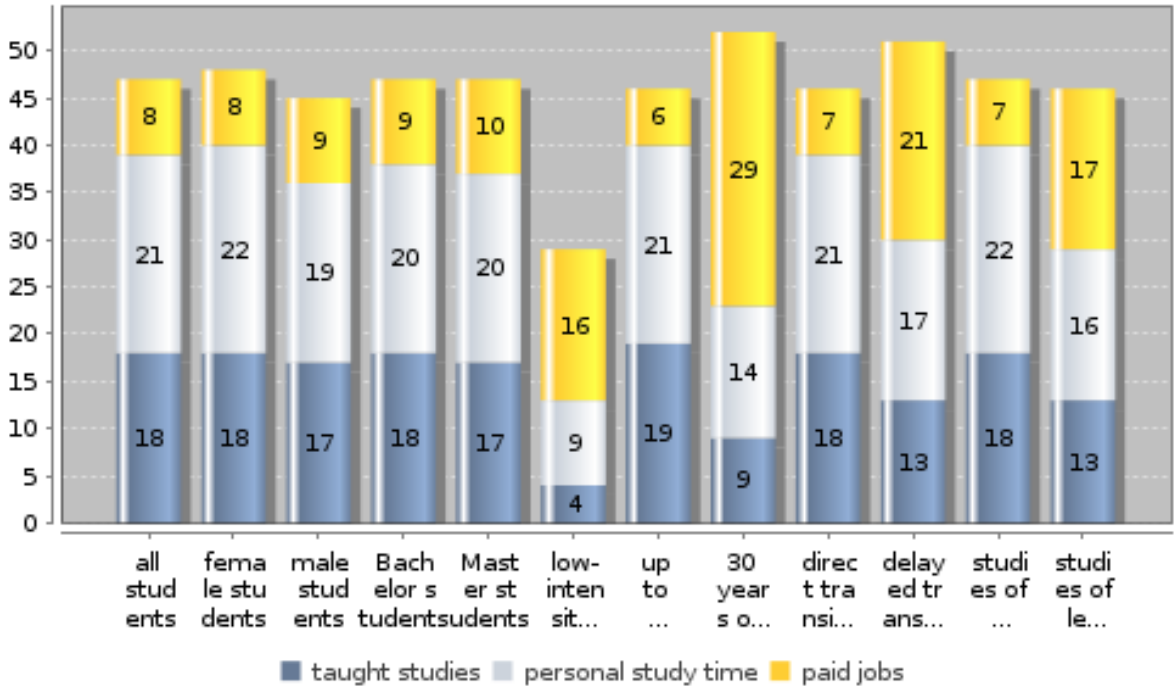
This sub-topic has not been covered in the survey. No other data from different sources are available.

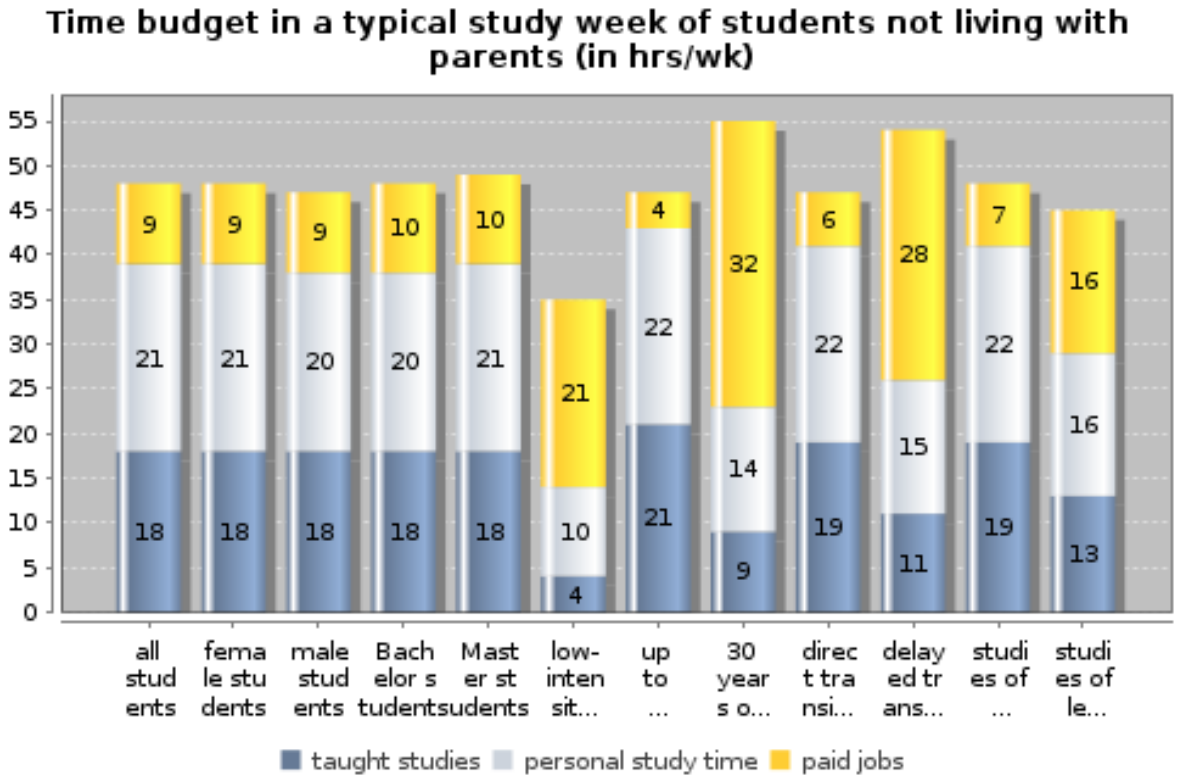
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

Key Indicators	
Study-related activities of all students not living with parents, hrs/wk	39.0
Study-related activities of BA students not living with parents, hrs/wk	38.0
Study-related activities of MA students not living with parents, hrs/wk	39.0
Study-related activities of low-intensity students not living with parents, hrs/wk	14.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	41.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	29.0

Time budget in a typical study week of students living with parents (in hrs/wk)





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

No substantial differences are observed as far as time management is concerned between students living with parents and students not living with parents. The latter allocate to individual study a slightly longer time than the former (38.9 h/w vs. 38.2 h/w). In both groups the most marked differences emerged between the subgroups "low intensity" and "delayed transition" students, "studies of less importance" and "30 years old or over". In these cases, the lower the average time of taught studies + personal study time, the higher is the average working time. For students of 30 or above, the average working time is 3.5 times beyond average.

In both groups, the lowest working time is registered in the subgroups "up to 24years old", "direct transition" e "studies of more importance".

With respect to the theme of the importance attributed to studies, in both groups, it is observed that students who consider their academic activity as the main one, reserve to it 1.4 times more time than other students.

In comparison to the previous survey, the time budget shows an increase both in the total number of study hours (in 2006 it was 32.2 h/w), and in the total number of working hours (in 2006 it was 5.6 h/w). The total number of hours has increased from 40.9 h/w in 2006 to 46.4 in 2009. The increase of time dedicated to study and work has been registered in all categories of students, even if with the differences pertaining to each one.

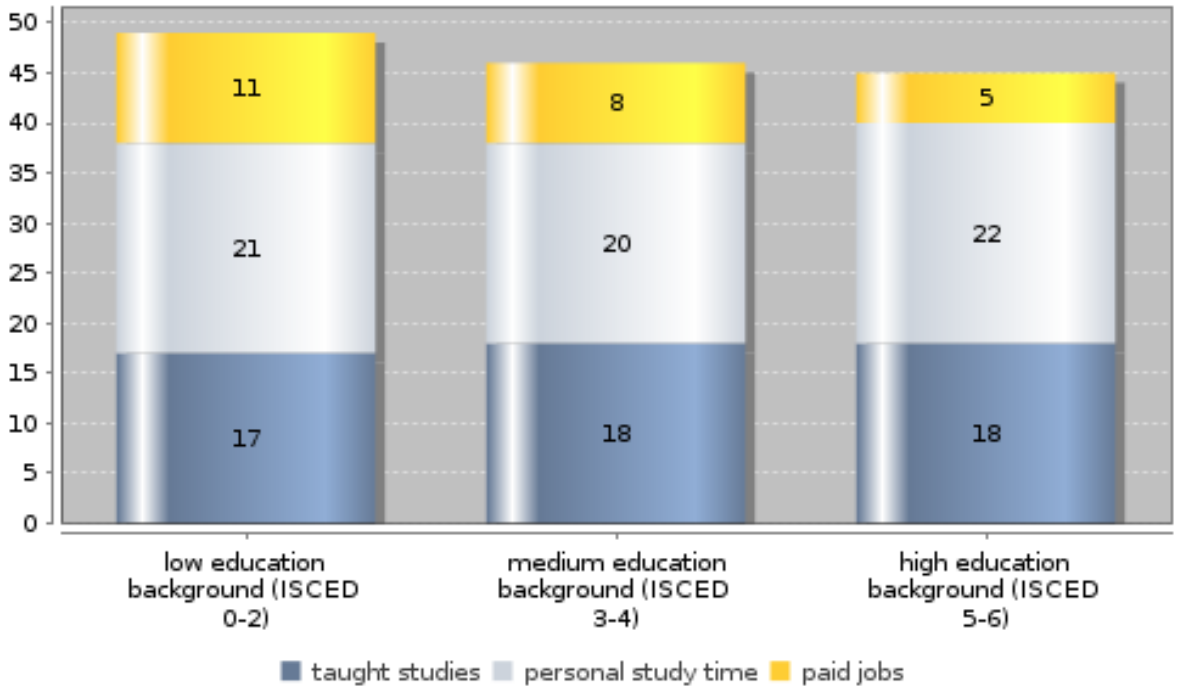
Topic: G. Time budget and employment

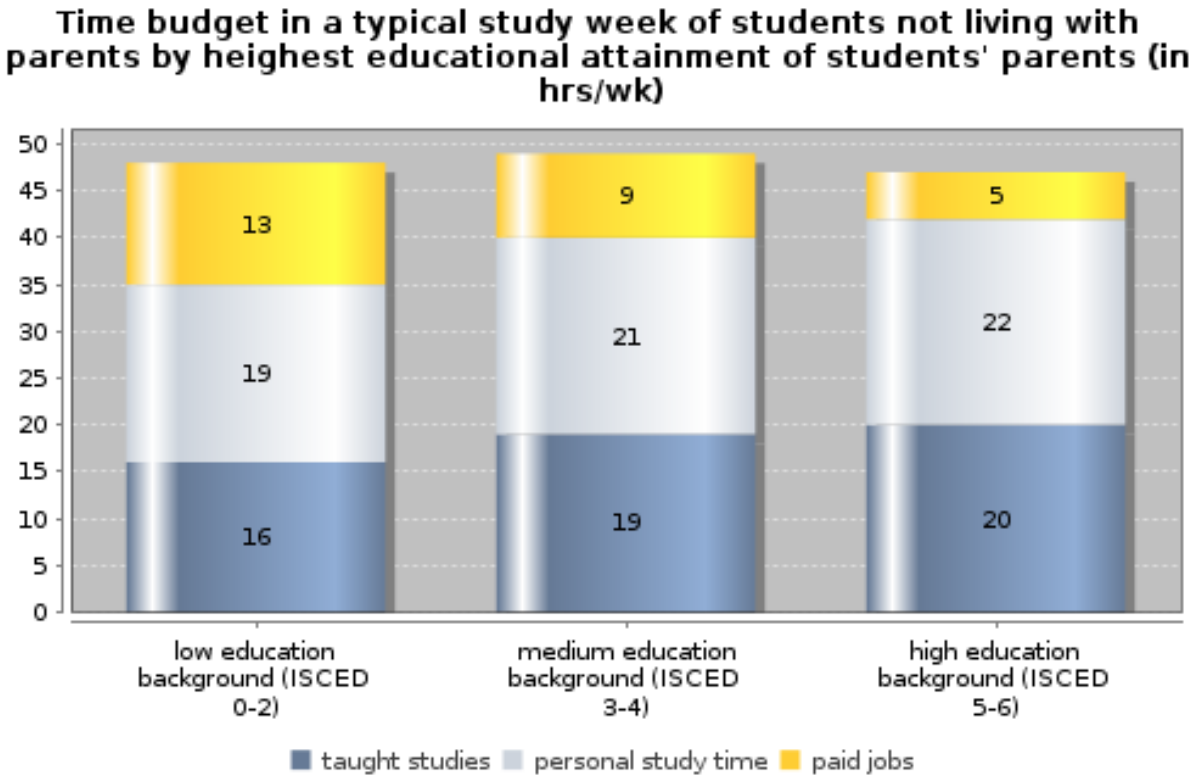
Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	41.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	35.0

Time budget in a typical study week of students living with parents by heighest educational attainment of students' parents (in hrs/wk)





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

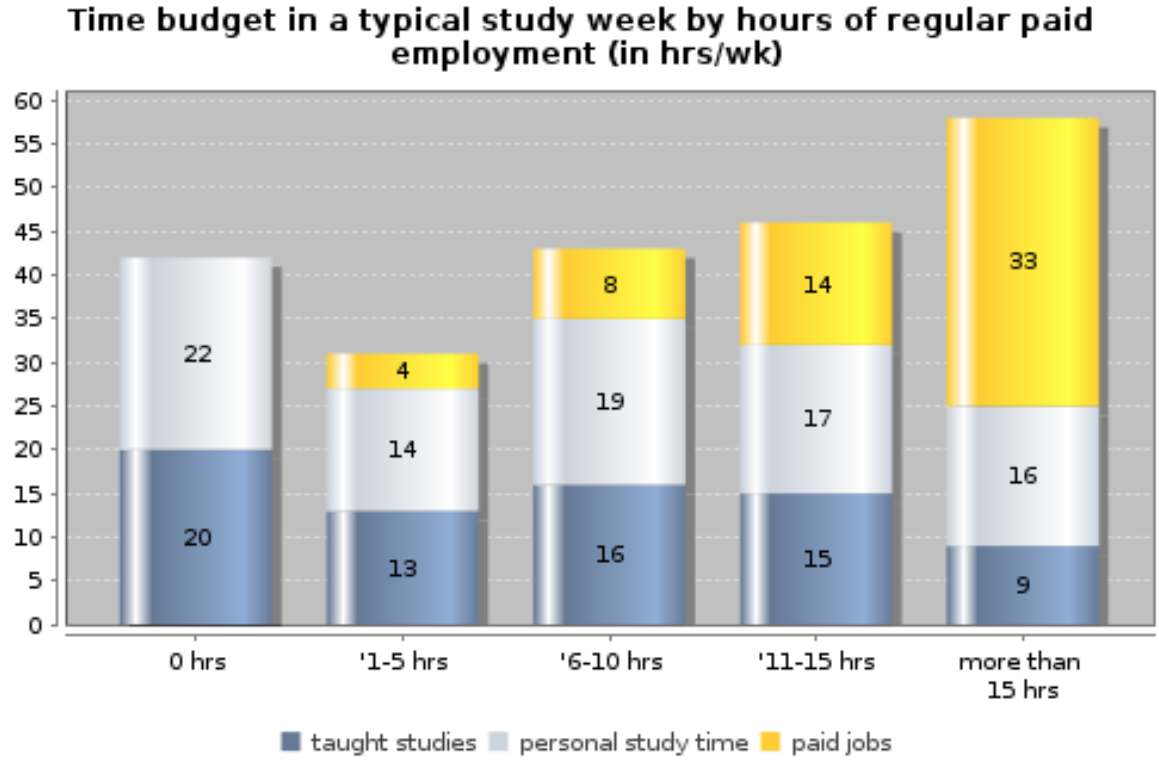
The time devoted to study-related activities is higher for students with high educational background, especially if they are not living with parents. This trend is a consequence of a more privileged economic condition, which allows them to reserve less hours to paid jobs and to be particularly motivated to study (this trait had already emerged from the previous Eurostudent surveys), a condition which is widespread in the whole subgroup, regardless of the social and economic background of its members and of other individual characteristics.

The longest time devoted to work has been registered among students with low educational background, as a consequence of a higher rate of working students and of the higher individual time spent at work.

Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators	
Study-related activities of students with no paid employment, hrs/wk	42.0
Study-related activities of students, who work 1-5 hrs/wk	27.0
Study-related activities of students, who work 11-15 hrs/wk	33.0
Study-related activities of students, who work more than 15 hrs/wk	24.0



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The highest amount of study time (42.0 h/w) is registered among students who do not carry out any work activity. If the working time increases up to 15 h/w, the total amount of hours dedicated to individual study does not decrease; therefore, the total amount of hours increases as a whole.

The time dedicate to study-related activities decreases considerably only for students who work for more than 15 hours per week: these students tend to reduce considerably the component of taught studies, while the personal study time remains stable. This is due to the fact the lessons take place with a fixed schedule, which is not easy to manage, while the individual study time can be shuffled at leisure.

The scenario emerged in the framework of the present survey confirms the one emerged from the

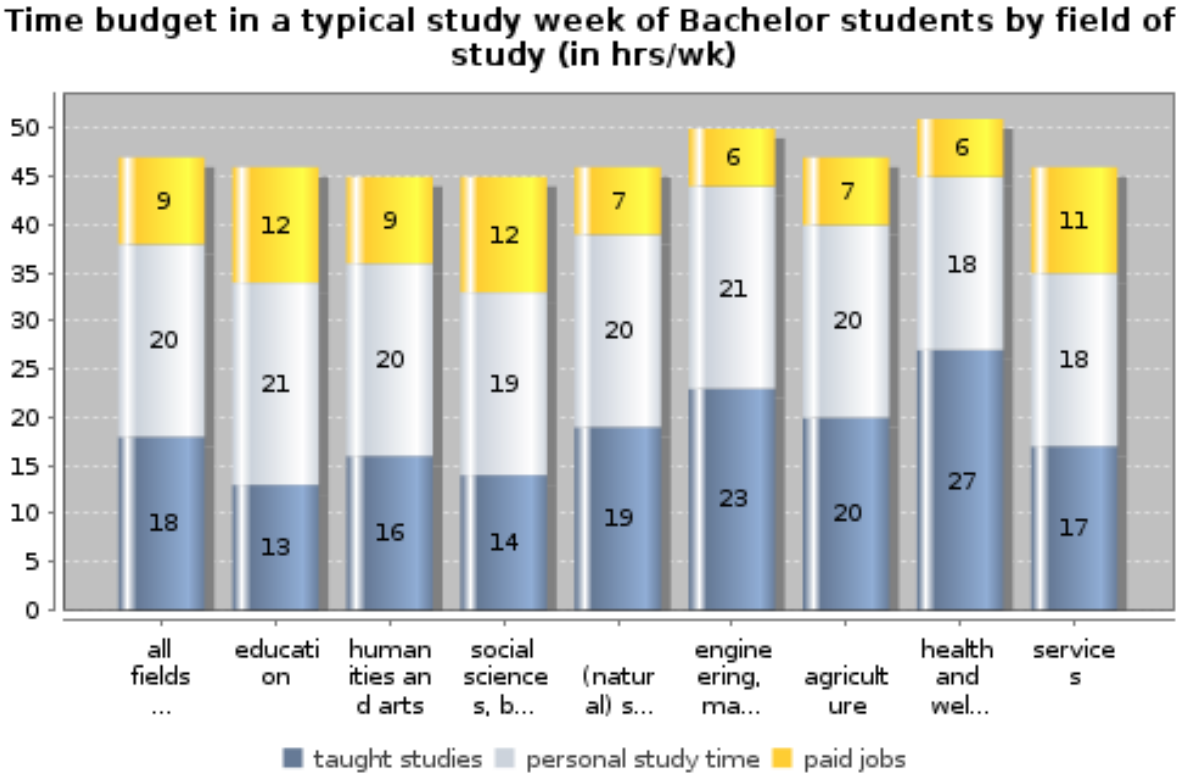
previous ones, as far as time management is concerned.

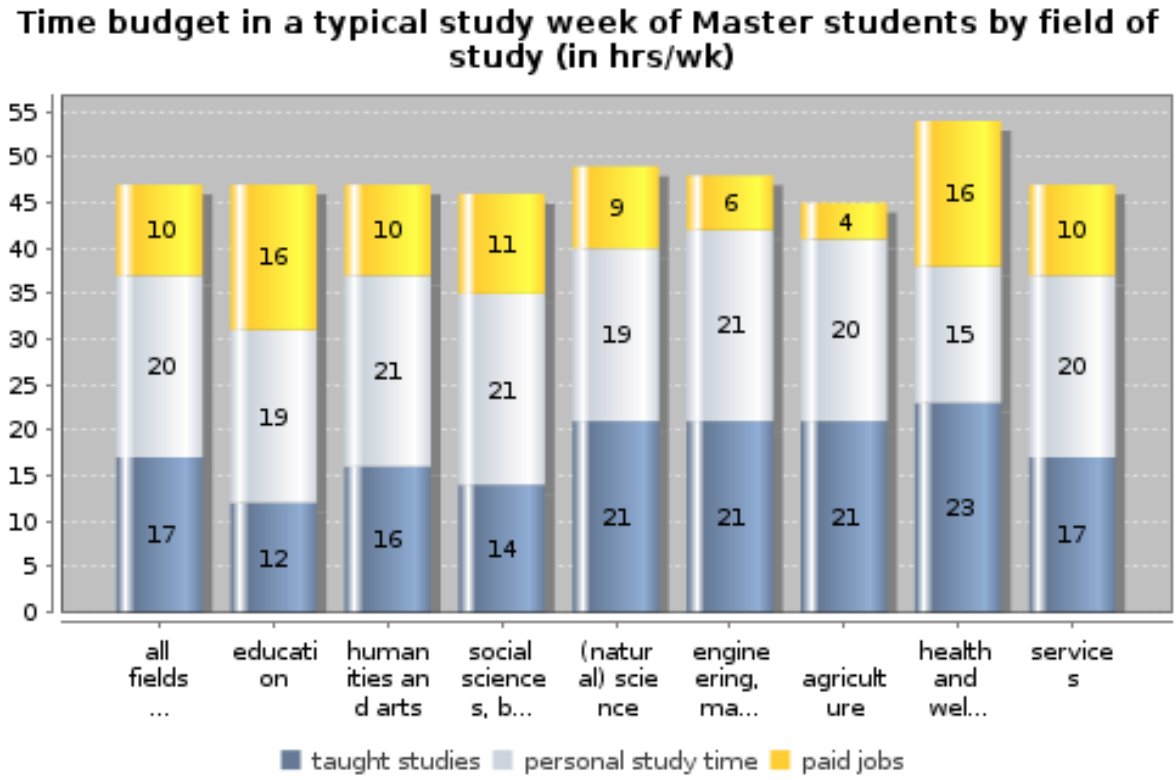
Topic: G. Time budget and employment

Subtopic 10: Time budget by field of study and study programme

Key Indicators

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	43.4
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	36.6
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	41.9
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	37.0





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

No substantial differences in the time management of bachelor and master students have emerged, even if the latter have to cover a slightly higher number of hours than the former.

The most relevant differences emerged in the subgroups: engineering; health and welfare; agriculture. In these fields of study a higher than average study time (in particular with reference to taught studies) corresponds to a lower than average working time (in particular, registered for students belonging to the engineering subgroup).

The lowest total amount of hours is registered in the subgroups: social sciences, business and law; education. In these fields of study, a lower average study time corresponds to a higher average working time (in particular for bachelor and master students, belonging to the subgroup education).

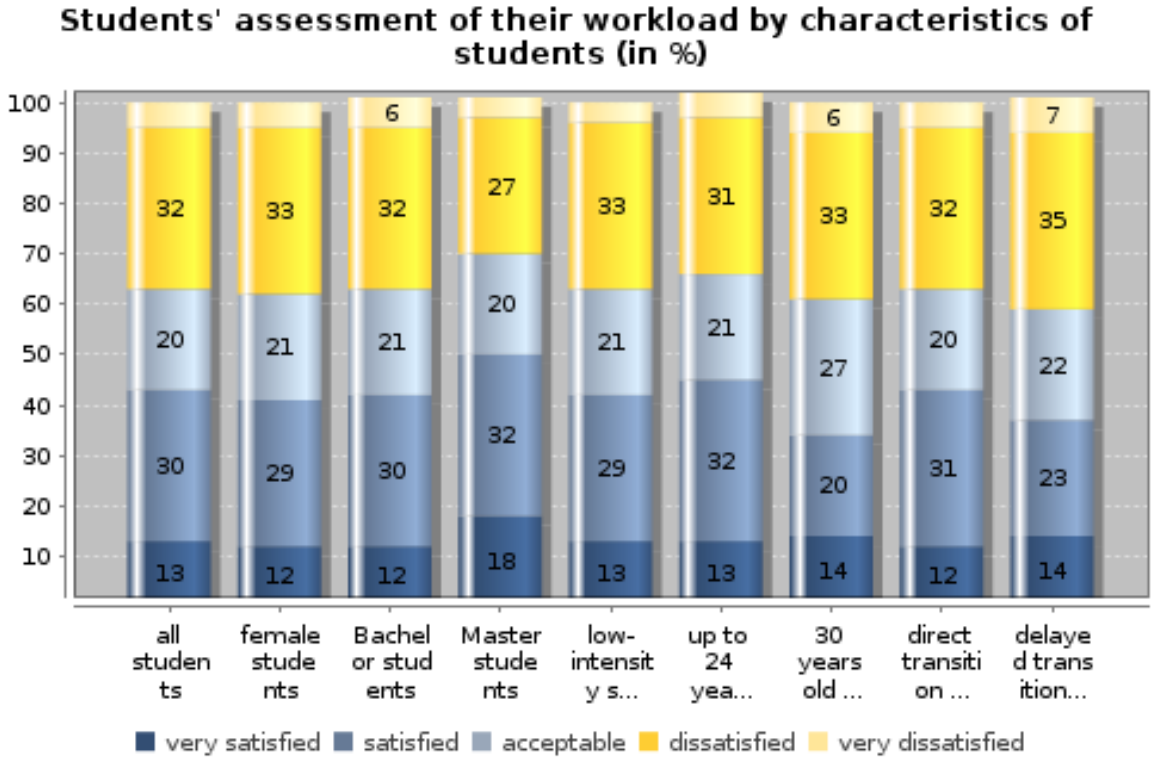
As it has already been pointed out (see G.04 Employment during term-time and by field of study), the differences emerged in the time budget depend both on the teaching organization of programmes in the different subgroups and on the age and social condition of students registered in the afore-mentioned courses.

Among master students, the subgroup health and welfare is a particular case. Students work for 6 hours per week above the average, with a higher than average study time, even if the difference is just minimal. Bachelor courses in the Health professions do facilitate a quick entrance in the job market, as a consequences, a high number of master students have already got a regular job.

Topic: G. Time budget and employment

Subtopic 11: Students' assessment of their workload by characteristics of students

Key Indicators	
Share of all students who are (very) satisfied, in %	42.8
Share of BA students who are (very) satisfied, in %	41.9
Share of low-intensity students who are (very) satisfied, in %	42.0
Share of 30 year olds or over who are (very) satisfied, in %	33.8



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

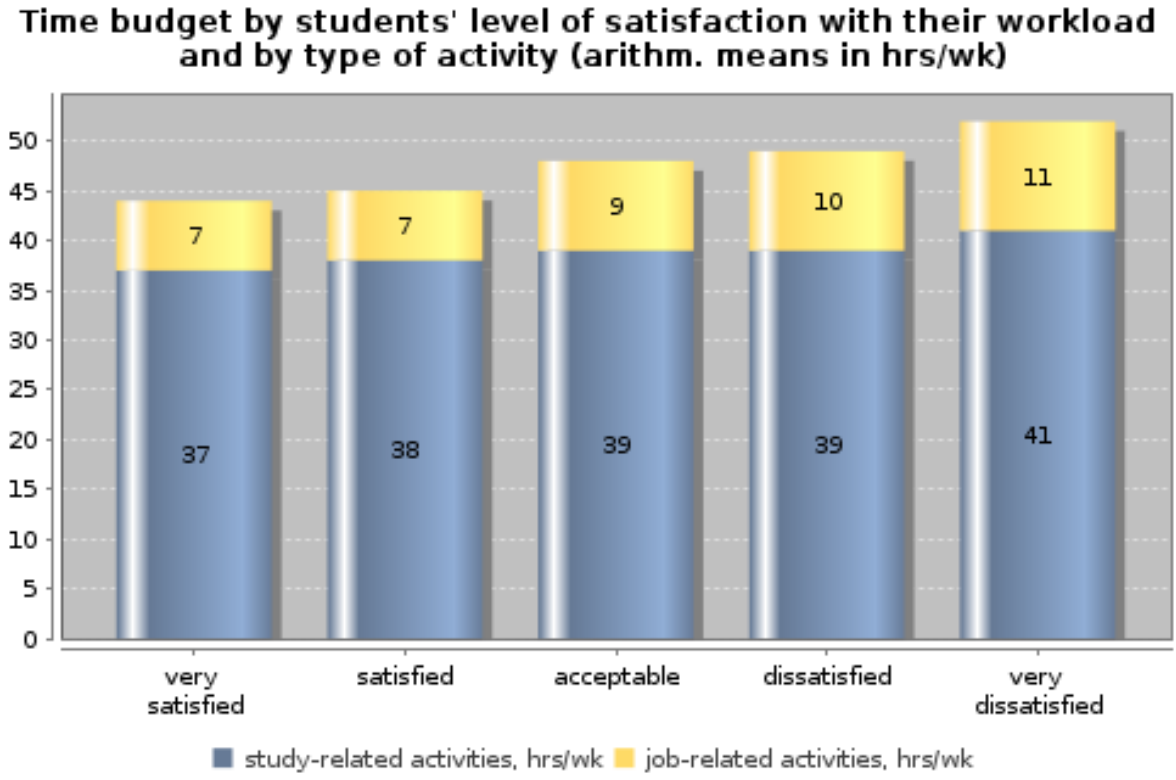
The majority of students are satisfied with their total weekly workload. Master students have expressed the most positive evaluation, in comparison to younger (up to 24) and direct transition students. This group of students shows a higher study time, while their average working time is lower than average. The subgroups: female, bachelor, low-intensity, 30 years old or above, and delayed transition students have expressed a less positive evaluation. Students in the last three subgroups reported a much higher than average study time. This datum shows the difficulty to conciliate at best study and work, when the

latter occupies a considerable number of weekly hours and influences the studying habits of students (see G.09 Time budget by extent of paid employment).

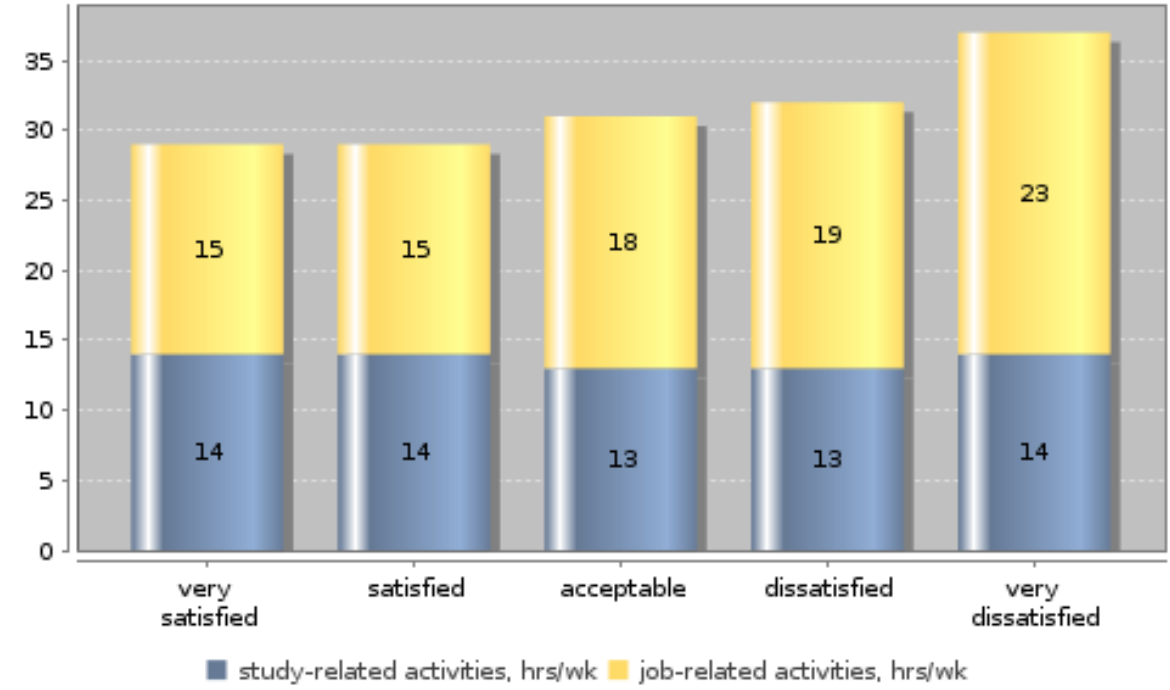
Topic: G. Time budget and employment

Subtopic 12: Time budget by students' level of satisfaction with their workload

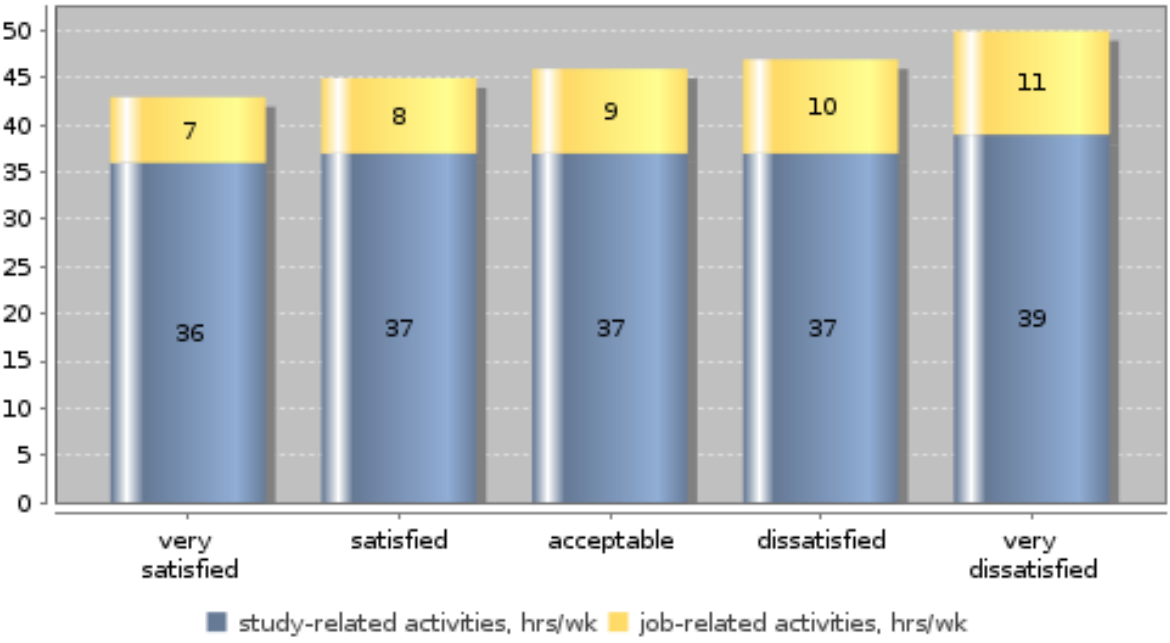
Key Indicators	
Total workload of all students who are very dissatisfied, in hrs/wk	51.6
Total workload of BA students who are very dissatisfied, in hrs/wk	49.9
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	36.8



Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



Time budget by Bachelor students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The evaluation of weekly workload of all students seems to be related both to study-related and to job-related activities. The higher the total workload, the lower is the students? satisfaction, quite consistently.
The increase in the average working time seems to be more relevant in the students? opinion than the increase in the average study time. This emerges particularly clearly for bachelor and low-intensity students. In both cases, the differences between the evaluations expressed by more and less satisfied students, as far as the average time devoted to study-related activities is concerned, are very limited, while the variation of the average time devoted to job related activities is very marked.

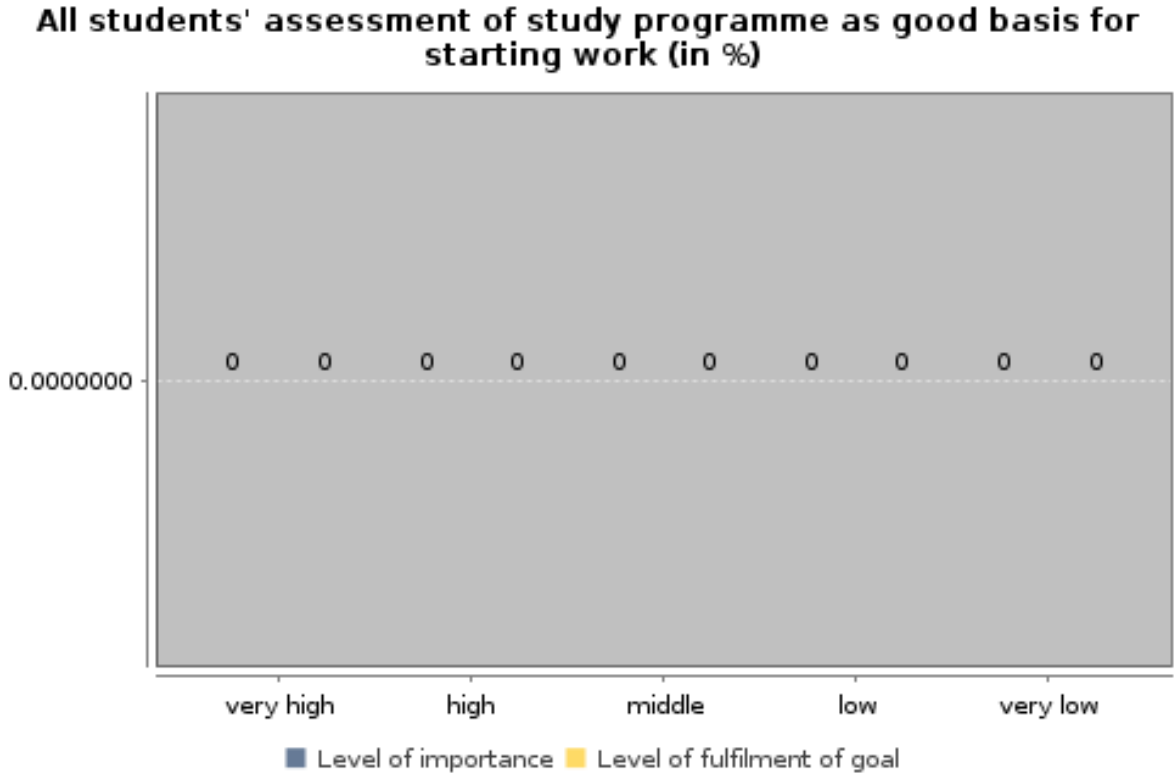
Topic: H. Assessment of studies

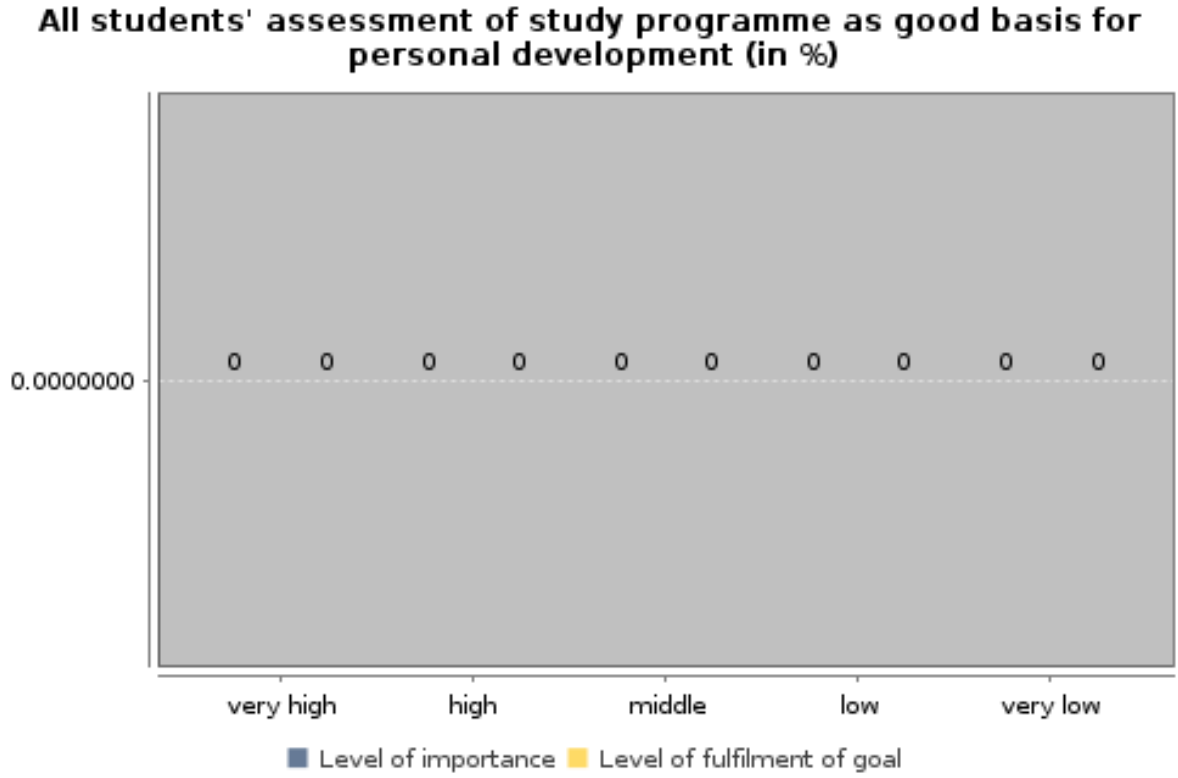
Subtopic 1: All students' assessment of general aspects of studies

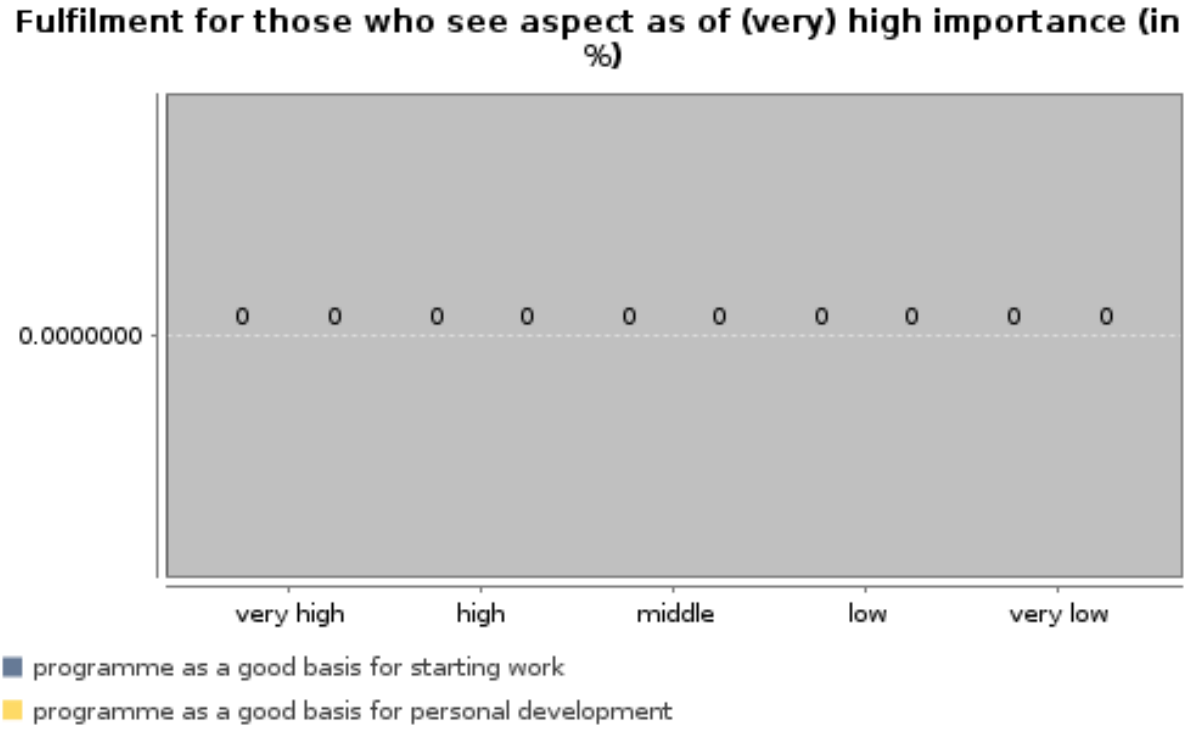
Key Indicators

Share of all students whose goals are met at (very) high level - basis for starting work, in %

Share of all students whose goals are met at (very) high level - basis for personal development, in %







details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

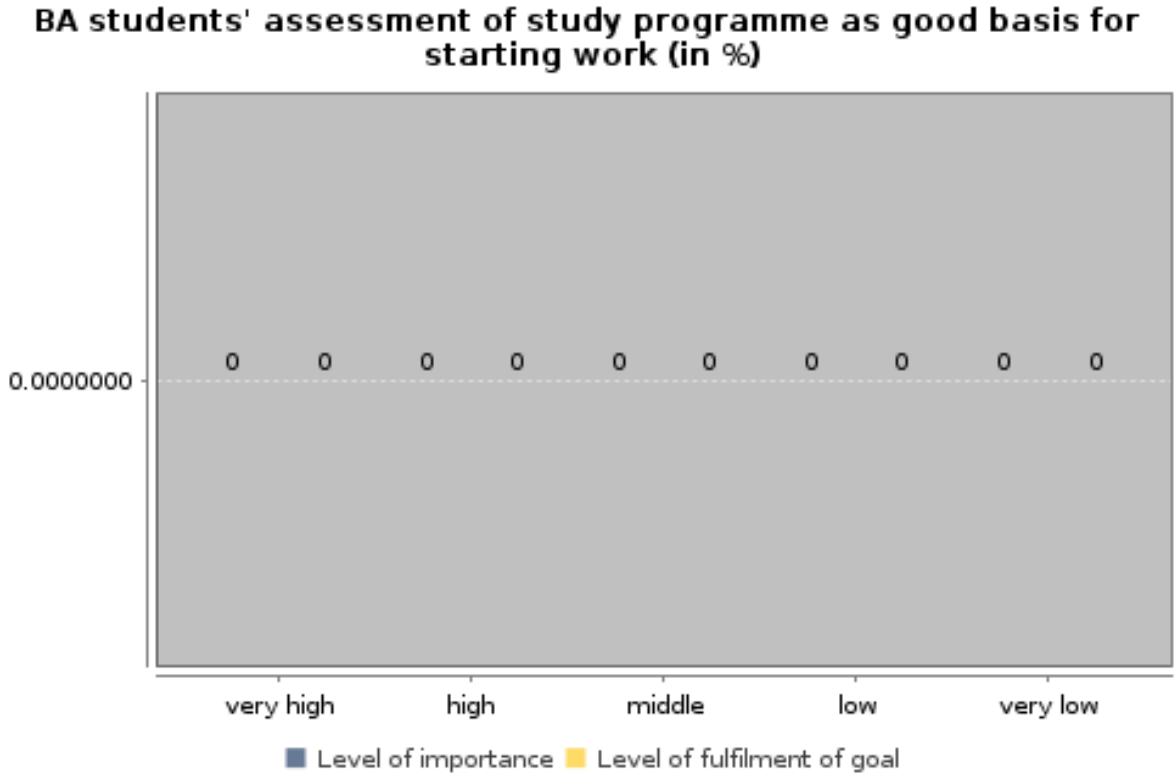
This sub-topic has not been covered in the survey. No other data from different sources are available.

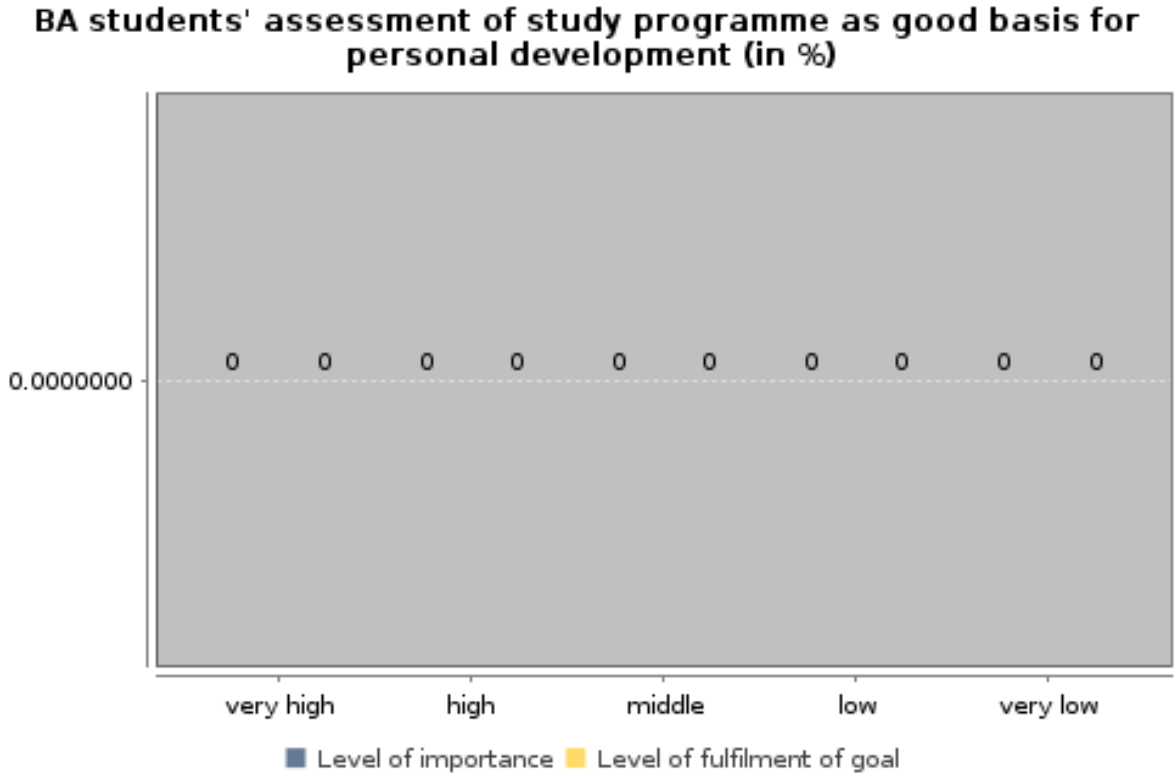
Topic: H. Assessment of studies

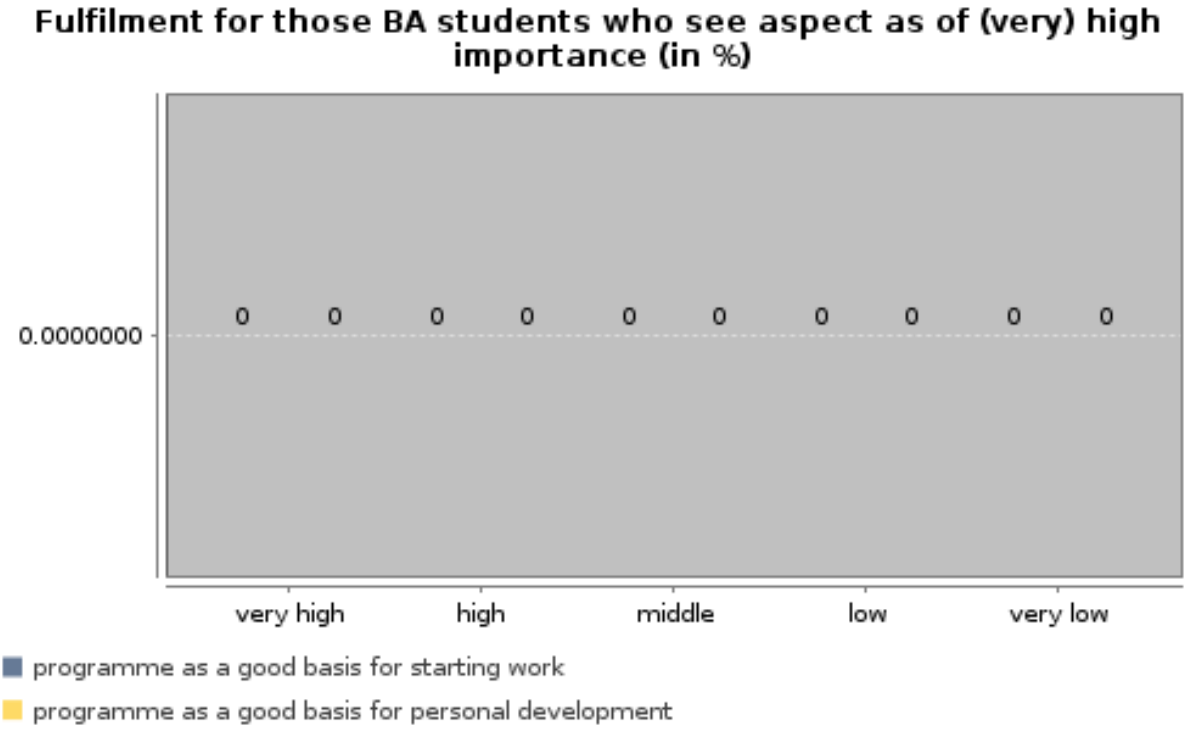
Subtopic 2: Bachelor students' assessment of general aspects of studies

Key Indicators

Share of BA students whose goals are met at (very) high level - basis for starting work, in %	Share of BA students whose goals are met at (very) high level - basis for personal development, in %







details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

This sub-topic has not been covered in the survey. No other data from different sources are available.

Topic: H. Assessment of studies

Subtopic 3: Students' assessment of general aspects of studies by social background

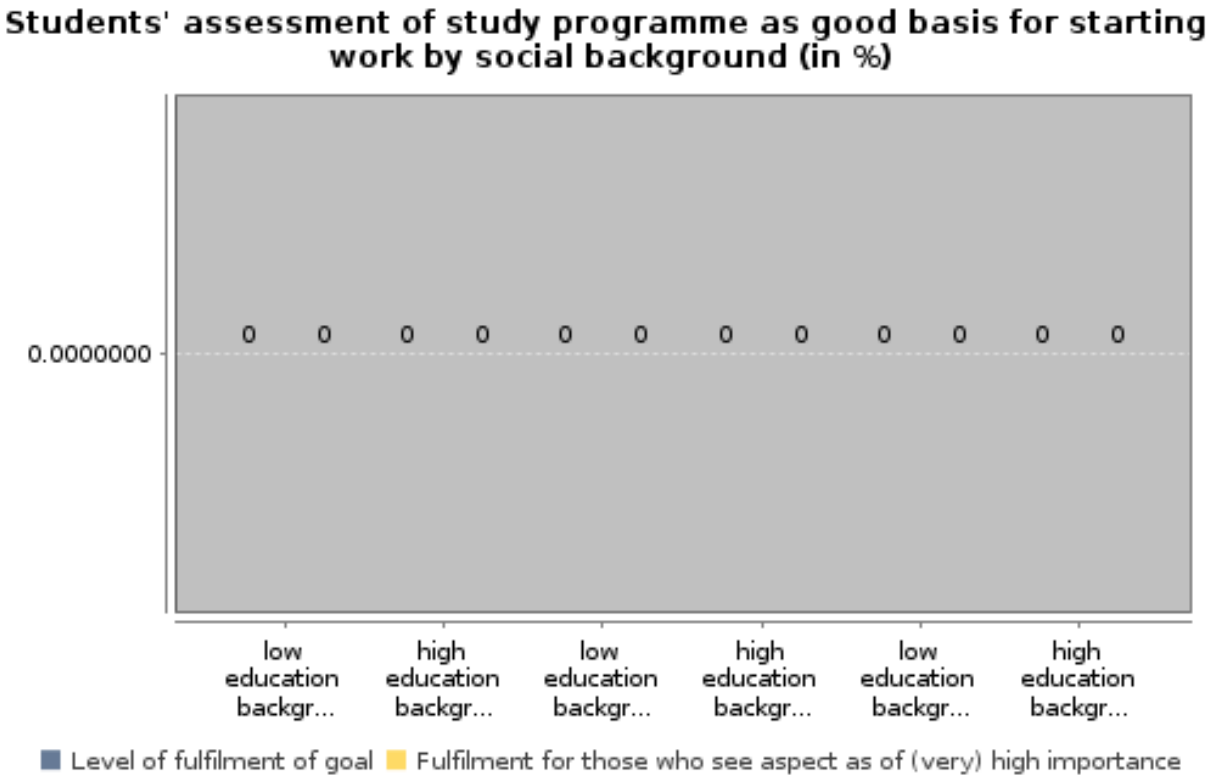
Key Indicators

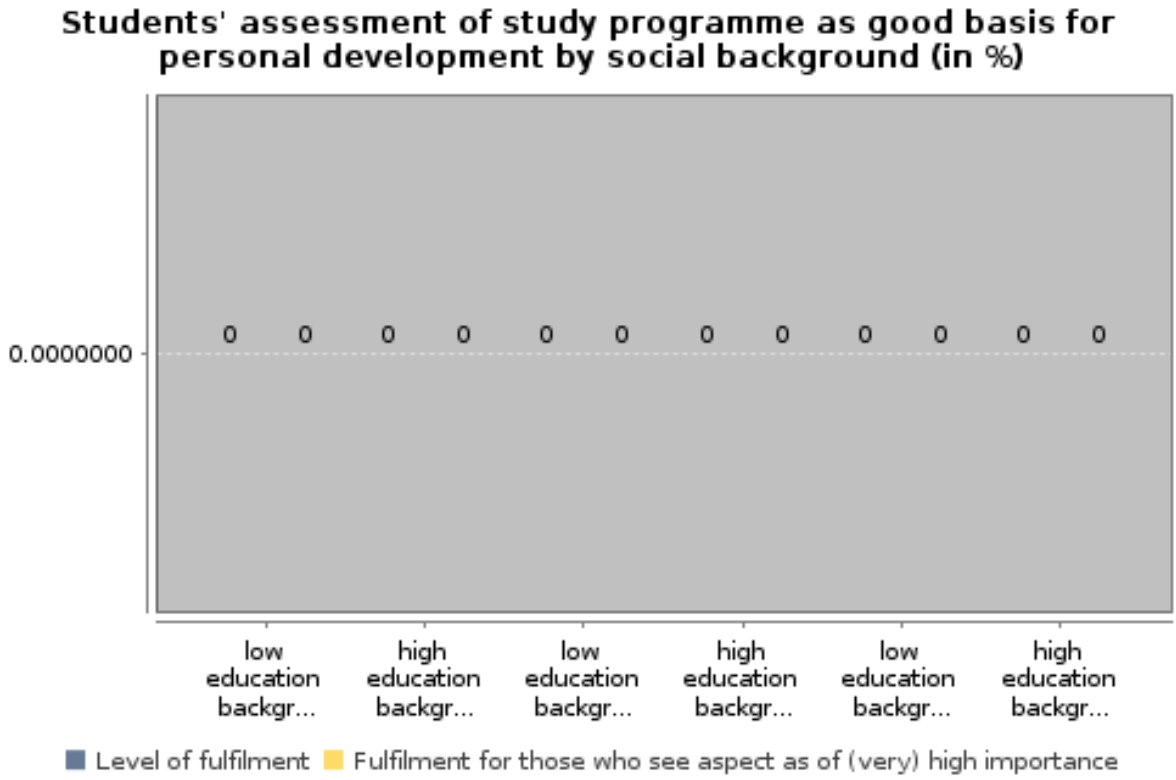
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %

Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %

Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

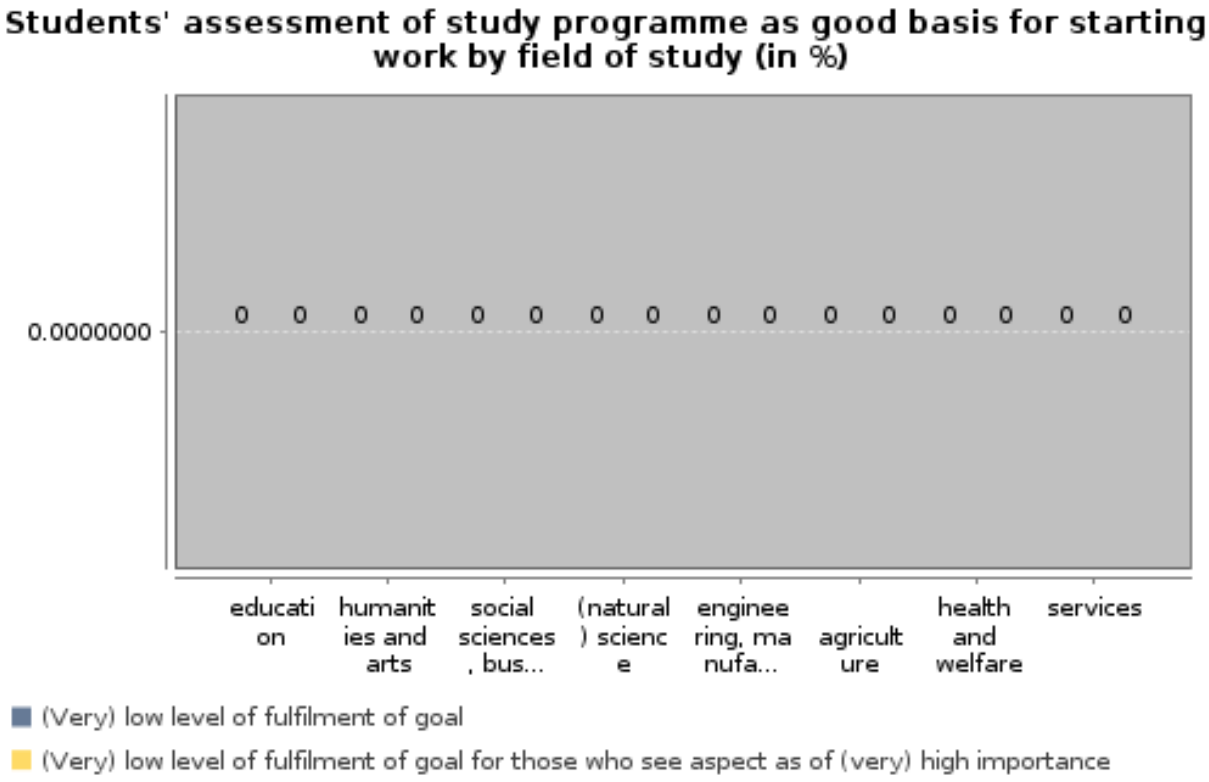
This sub-topic has not been covered in the survey. No other data from different sources are available.

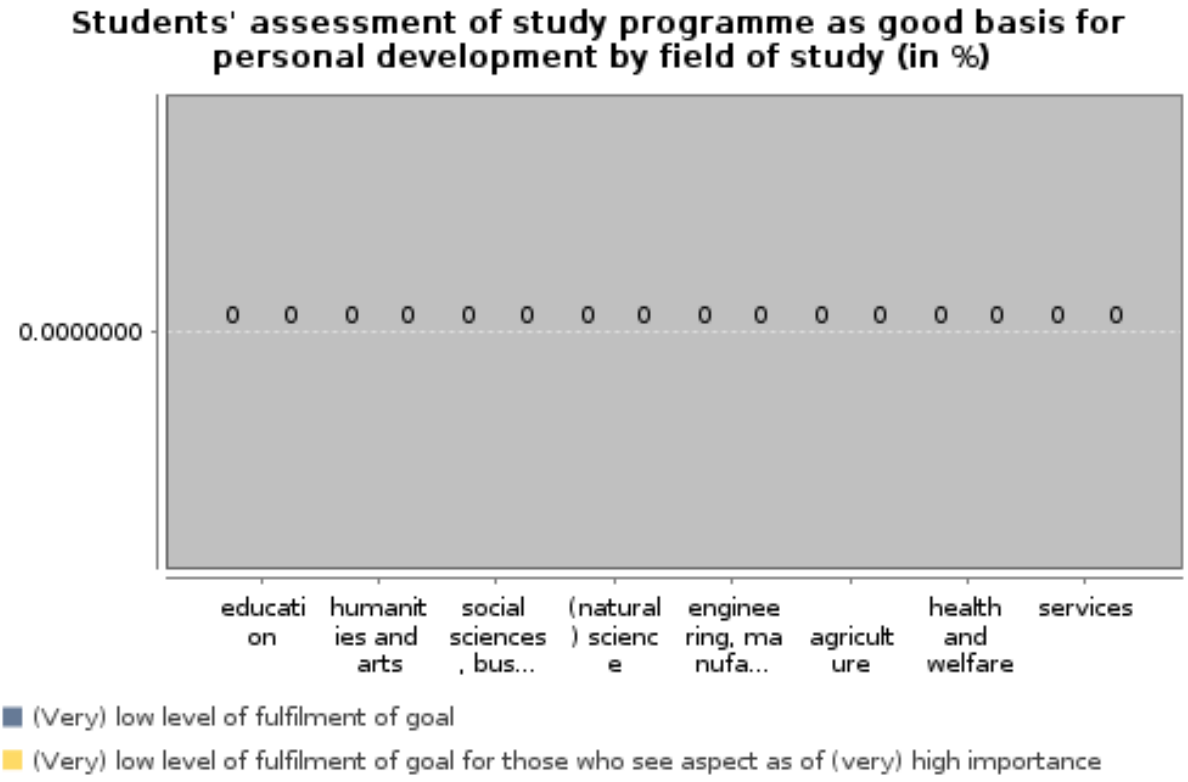
Topic: H. Assessment of studies

Subtopic 4: Students' assessment of general aspects of studies by field of study

Key Indicators

Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %





details on missing data:

methodical issues or considerations for data interpretation:

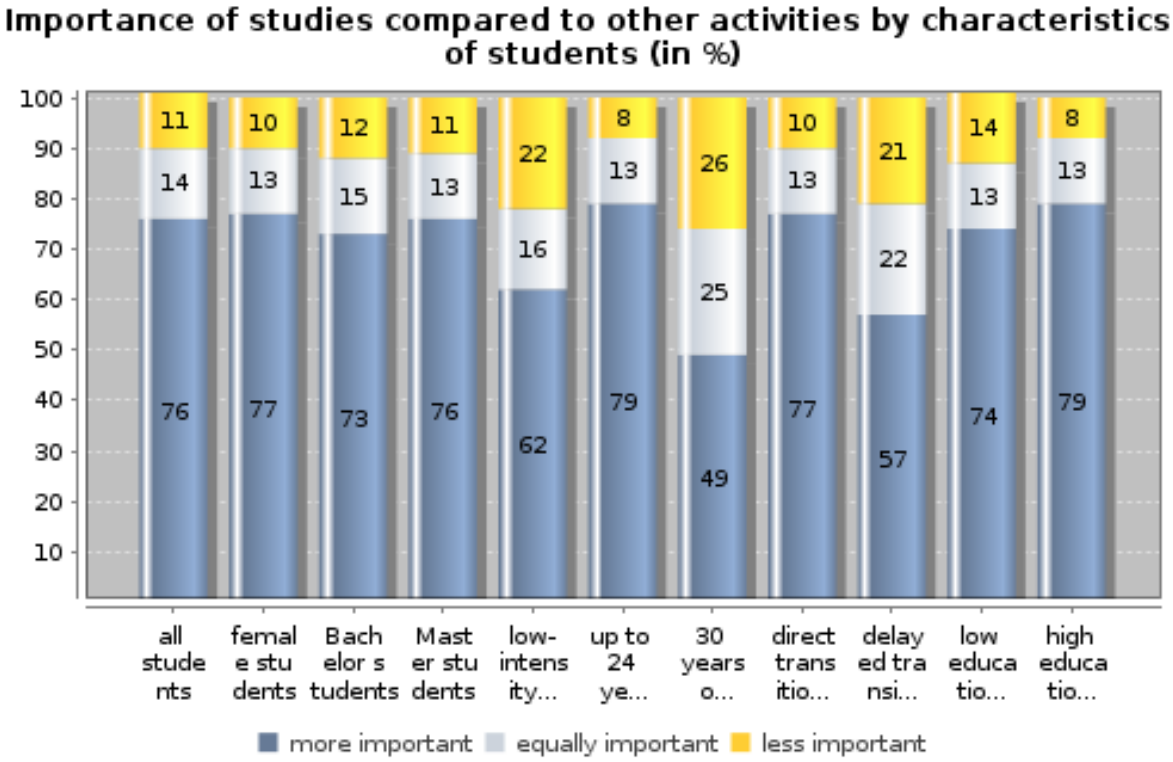
national interpretation of the results of the data analysis:

This sub-topic has not been covered in the survey. No other data from different sources are available.

Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators	
Share of all students for whom studies are more important, in %	75.5
Share of all students for whom studies are less important, in %	10.5
Share of BA students for whom studies are more important, in %	73.4
Share of BA students for whom studies are less important, in %	11.8
Share of low-intensity students for whom studies are more important, in %	61.5
Share of low-intensity students for whom studies are less important, in %	22.4
Share of 30 years old or older for whom studies are more important, in %	48.7
Share of 30 years old or older for whom studies are less important, in %	26.1



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In three cases out of four, students declare that their studies are more important than the other activities they carry out. As expected, studies were rated as the most important activity by students in the following subgroups: 24 years old, high education background and direct transition students. In the opinion expressed by the other subgroups, the importance attributed to the studying is only slightly lower.

The percentage of students who rated their studies as equally or less important than other activities is considerably above average in the subgroups low intensity, delayed transition students and ? most of all ? in the 30 years or more group: in this last case the percentage is beyond 50% and students who rate their studies as the most important activity become a minority, even if the gap is not very marked.

Furthermore, in these three subgroups, students who judged their studies as less important are more numerous that those who assign the same importance to other activities: the highest rate has been registered in the group 30 years old or more.

This outcome does not surprise, because the majority of the students in this group carries out a regular job, which involves a very high number of weekly hours (see G.02 Employment rate during term-time and G.07 Time budget by characteristics of students). In the other groups, the percentage of students who evaluates their studies as a less important activity is around 10%.

The importance attributed to the studies is strongly influenced by the students? behaviour, as it has already been pointed out in the paragraph on the time budget management (see G.07): students who consider studying their main activity allocate to it a higher than average amount of hours per week and, in general, many more hours than the students who rate it as less important.

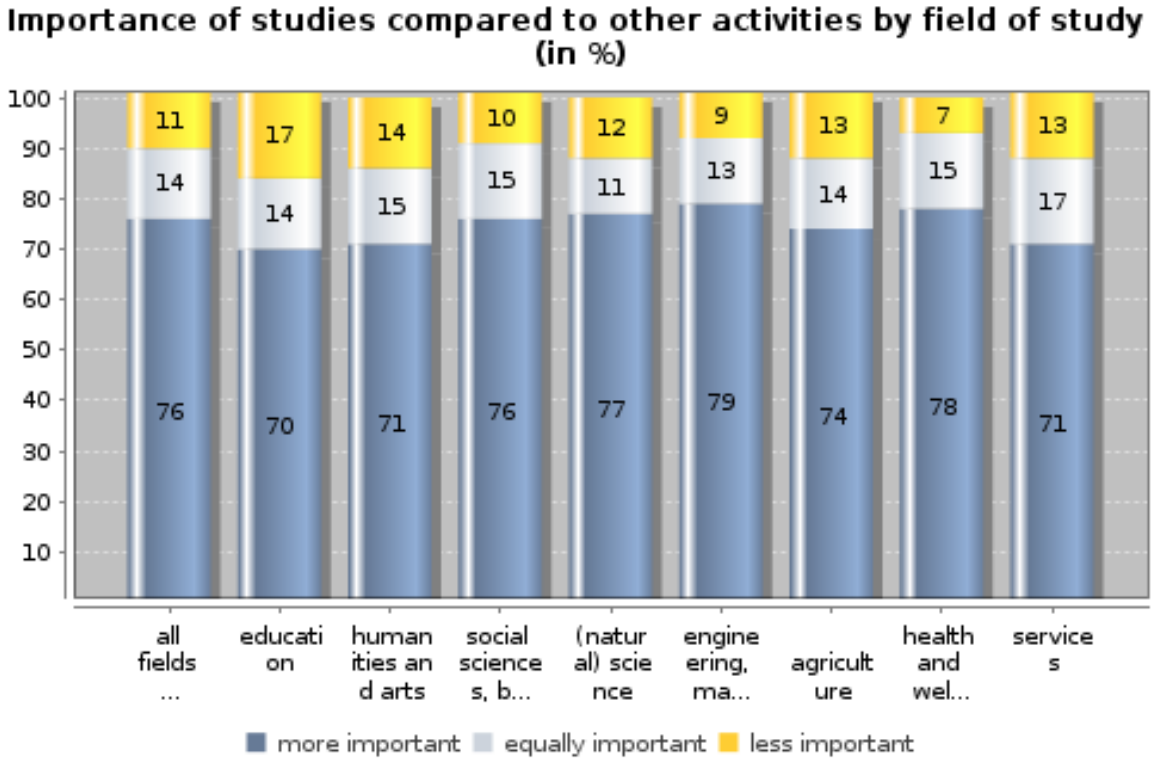
An inverse relation is registered with regard to the working hours per week, even if work cannot be considered the only factor, which influences the students? judgement.

It is reasonable to think that also other activities can be put on top of the scale of importance by a certain number of students. Nonetheless, it is not possible to deepen the analysis since we do not have any other information in this respect.

Topic: H. Assessment of studies

Subtopic 6: Students' assessment of importance of studies by field of study

Key Indicators	
Share of students in humanities and arts for whom studies are more important, in %	71.2
Share of students in humanities and arts for whom studies are less important, in %	13.8
Share of students in engineering disciplines for whom studies are more important, in %	78.5
Share of students in engineering disciplines for whom studies are less important, in %	8.9
Share of students in social sciences for whom studies are more important, in %	75.8
Share of students in social sciences for whom studies are less important, in %	9.7



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The highest percentage of students, who attribute to their studies the highest importance, is registered in the sub-groups engineering, health & welfare and (natural) sciences.

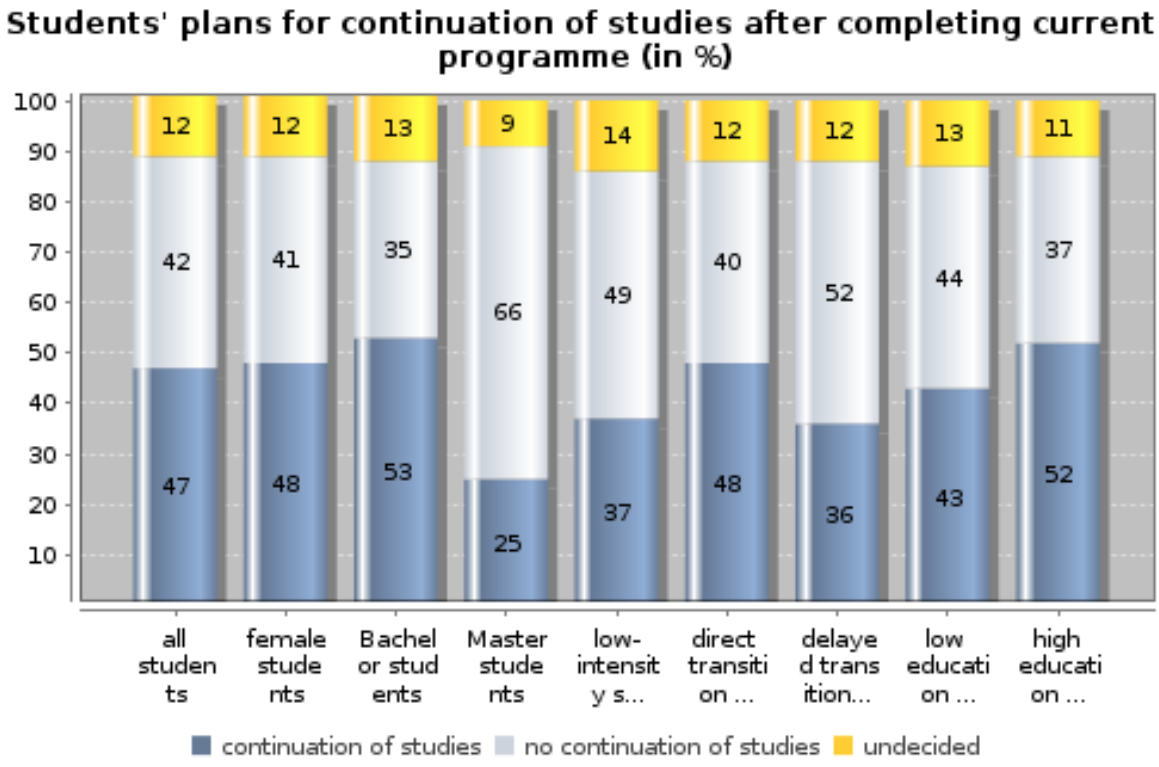
While in the subgroups education, services and humanities, the highest rate of students (29-30%) emerged, who assign to their studies equal or less importance than to other activities. In the subgroup education, the highest rate of students has been registered, who value their studies as the least important activity.

There are many factors that can influence the students? evaluations, among others: age, work, children, a delayed transition to university, the time available to study, the time that they choose to allocate to study. Nonetheless, at the present, it is not possible to establish a clear cause-effect relationship between the factors listed above and the students? evaluation.

Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators	
Share of all students with plans for future studies, in %	46.6
Share of all students who plan not to continue studies, in %	41.6
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	43.2
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	43.8
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	52.0
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	36.9



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methodical issues or considerations for data interpretation:

Students enrolled in bachelor, master or long-degree programmes, who expressed the intention to continue studying after completing the course they are currently attending, were classified together under the item ?another national programme?.

national interpretation of the results of the data analysis:

The plan to continue studying after completion of the course attended has split students in two rather homogeneous groups, even if the majority of students wants to continue studying.

Bachelor students who want to continue studying are the majority in the subgroup they belong to. In Italy, the first few years after the implementation of the Bologna reform saw a progressive decrease in the number of students who wanted to continue studying: the Eurostudent survey registered that the percentage of bachelor students meaning to continue their academic career in a second cycle course passed from 63.0% in 2003, 56.3% in 2006 and 52.5% in 2009.

As predictable, the inclination to continue studying among master students is much lower: only 1 student out of 4 wants to continue studying (there are no data available collected in the past for this subgroup).

The educational background influences the students? choices: the majority of students with high educational background considers a prosecution of their studies, while among low educational background students the percentage of students who want to continue their academic careers is about ten points lower. Nonetheless, the inclination to continue studying registered among the students of the second subgroup is only slightly lower than the general average.

The lowest rate of students who want to continue studying has been registered in the subgroups delayed transition and low-intensity students.

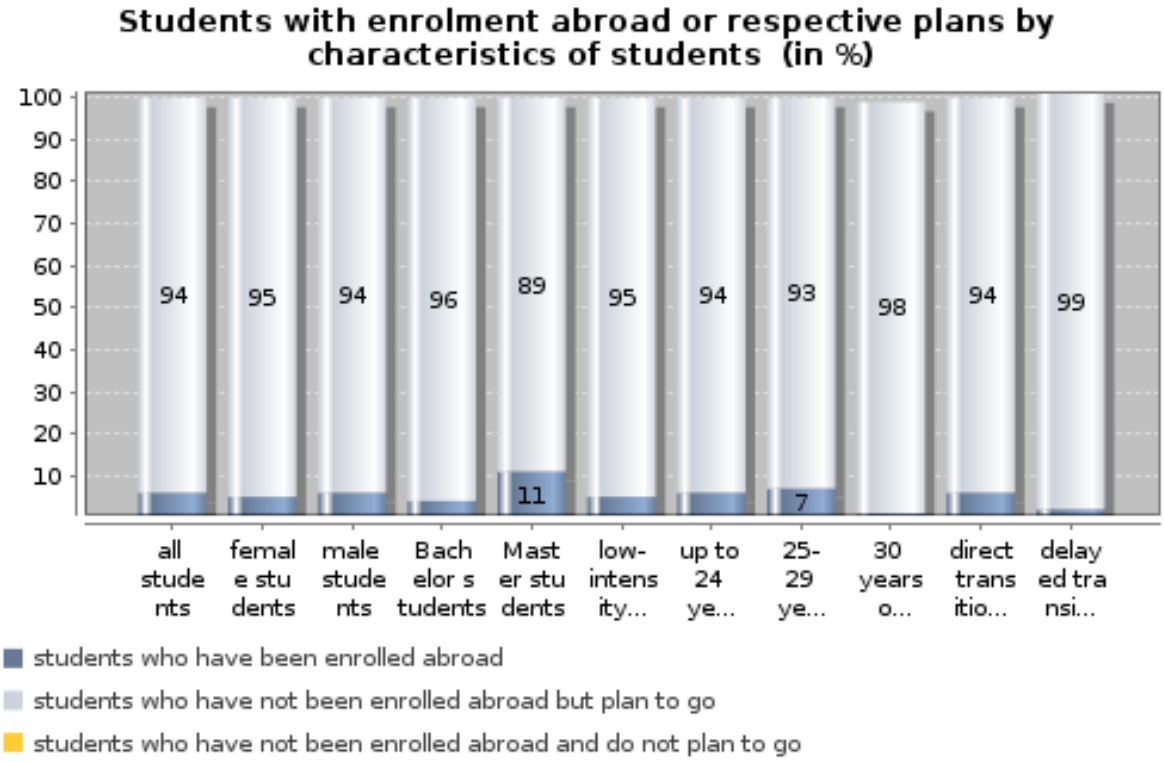
The results emerged from this edition of the survey do confirm those obtained from the previous ones, which highlighted that students belonging to the first group (mainly bachelor students) demonstrated less interest in continuing their studies after completion of the first cycle.

The percentage of students who are uncertain about their future is stable around 10%; the highest percentage is registered in the low intensity student subgroup, while the lowest among master students.

Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators	
Enrolment rate of all students, in %	5.6
Enrolment rate of female students, in %	5.4
Enrolment rate of Bachelor students, in %	4.2
Enrolment rate of Master students, in %	11.1
Plans for foreign enrolment of all students, in %	94.4
Plans for foreign enrolment of Bachelor students, in %	95.8



details on missing data:

methodical issues or considerations for data interpretation:

The survey has not investigated plans for foreign enrolment. Students who have not been enrolled abroad (i.e. students that have never studied abroad + students who have been abroad for study-related activities but were not actually enrolled at foreign universities) are all included in the category "students who have not been enrolled abroad but plan to go".

As a consequence, the indicators related to "plans for foreign enrolment of all students, in %" and to "plans for foreign enrolment of Bachelor students, in %" are surely overestimated and must not be considered to the purpose of comparison.

national interpretation of the results of the data analysis:

Master students who were enrolled at foreign universities are more than double in comparison to the bachelor students of the same category.

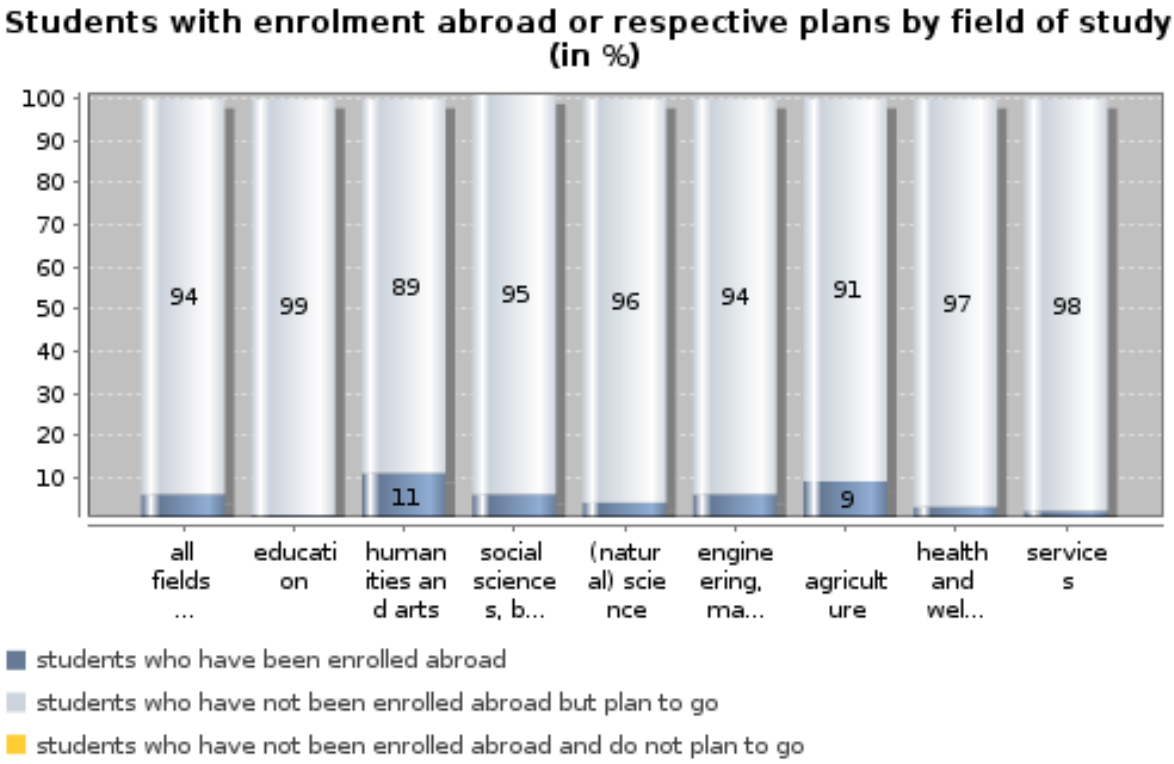
The mobility to the purpose of enrolling at a foreign university (foreign enrolment) is higher than average for students belonging to the subgroups until 29 years of age; the mobility rate decreases considerably in the subgroup of students 30 or above. A quite low percentage is also registered in the subgroup delayed transition students, confirming, once again, a connection between the two groups.

The percentage of master students reporting some kind of foreign enrolment experience is similar to the percentage registered ten years ago, at the eve of the Bologna reform in Italy. Considering that in the first few years after the implementation of the reform, a decrease in student mobility was registered, this result appears particularly important, since it could indicate that the development of the new system is now settled after experiencing a rebalance.

Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators	
Enrolment abroad by field of study:	
humanities and arts, in %	10.7
social sciences, in %	5.5
(natural) science, in %	4.2
engineering disciplines, in %	5.8



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methodical issues or considerations for data interpretation:

See I.01

national interpretation of the results of the data analysis:

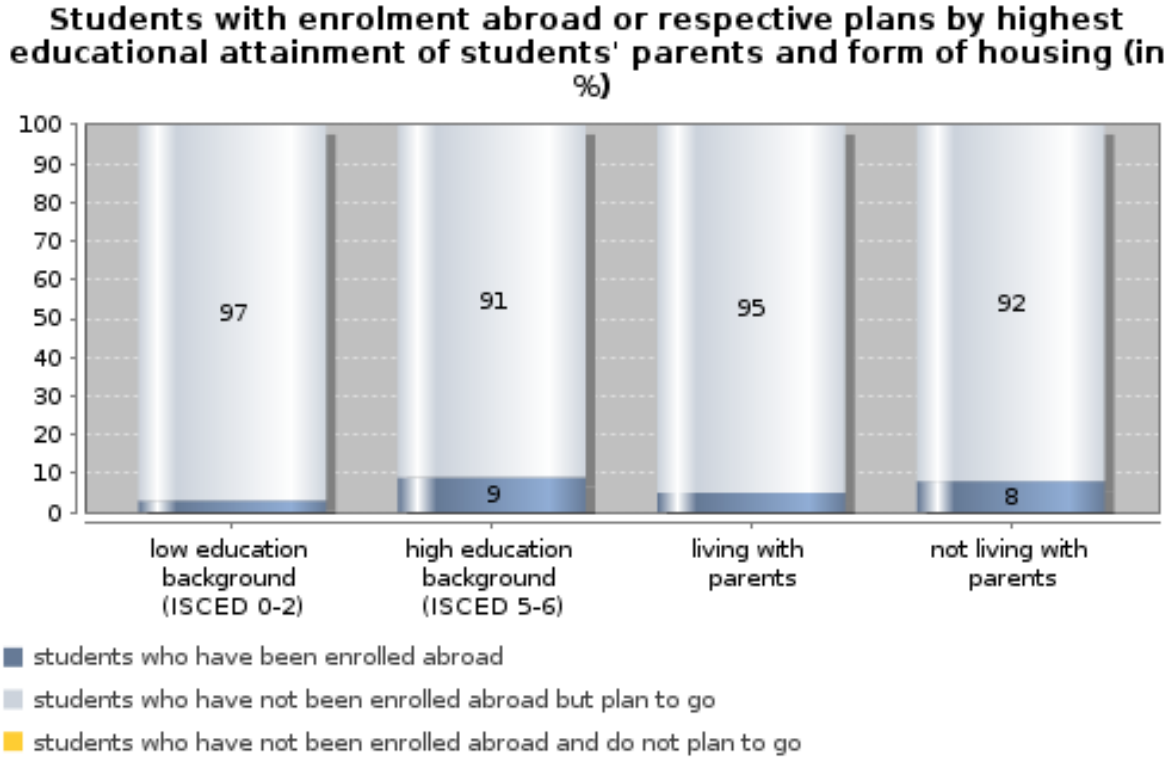
Student mobility to the purpose of foreign enrolment is higher than average among students belonging to the subgroups humanities and arts e agriculture. The mobility registered in the subgroup social sciences, business, law is in line with the general average, as it is in the subgroup engineering. The lowest rate of mobility in this respect has been registered among 30 years old or above and delayed transition students who have a permanent job: these two characteristics determine a considerably lower than average inclination to mobility.

In other words, the features of the latter subgroups appear more relevant in order to explain the diffusion of mobility than the structure of the courses belonging to the above fields of study.

Topic: I. Internationalisation and mobility

Subtopic 3: Enrolment abroad by social background and form of housing

Key Indicators	
Enrolment rate of students, parents with high education background (ISCED 5-6), in %	8.6
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	2.7
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	3.2



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Mobility for foreign enrolment purposes is strongly connected to the students' social and economic condition. Data show that the mobility rate of students with high educational background parents is over three times higher than the mobility rate of students belonging to low educational background families. The mobility rate for foreign enrolment among students not living with parents is about 1.7 times higher

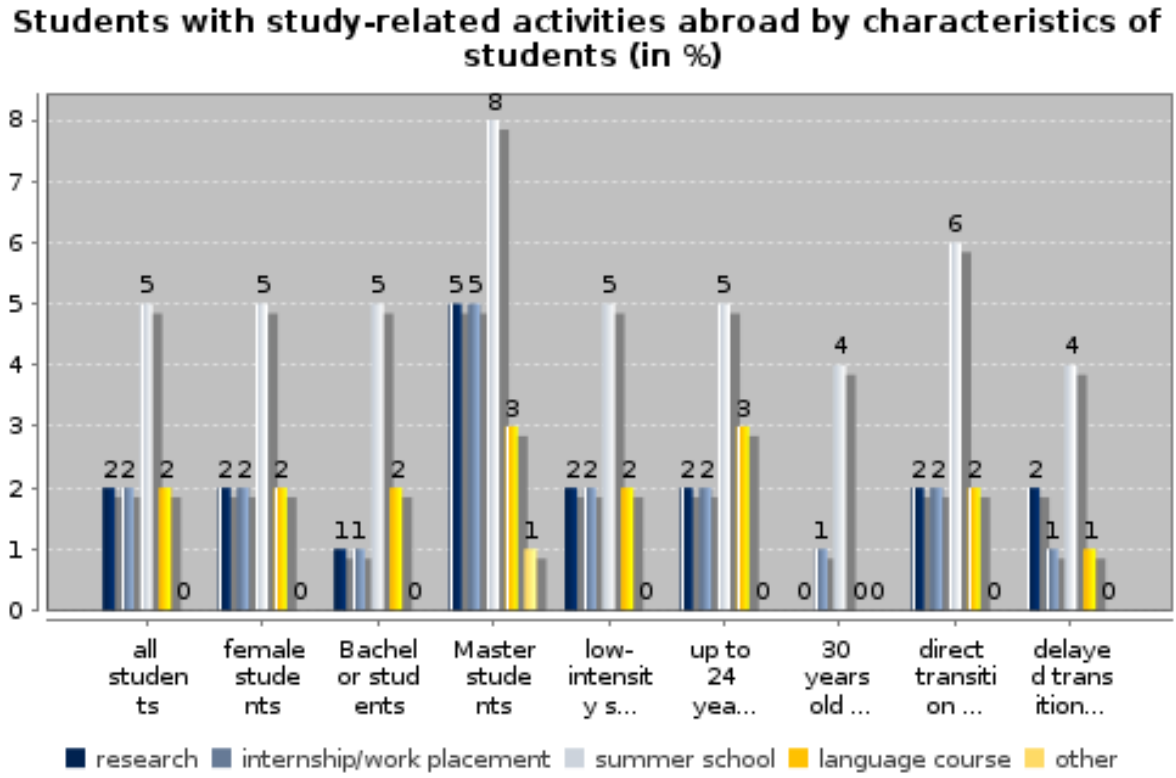
than the same rate among students belonging to the other group. In this case, it is reasonable to think that the temporary separation from the family of origin might have increased the students? positive attitude towards mobility and, as a consequence, helped them to put into practice the project to apply for foreign enrolment.

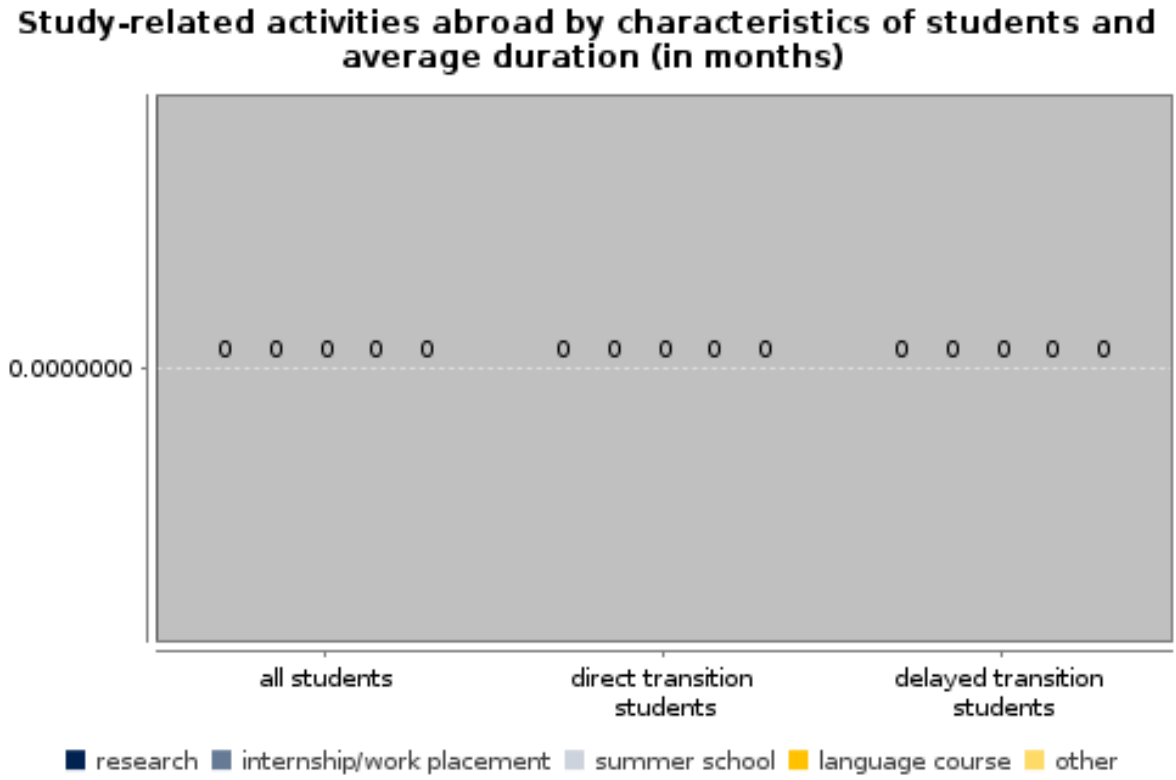
Topic: I. Internationalisation and mobility

Subtopic 4: Study-related activities abroad by characteristics of students

Key Indicators

Internship/work placement abroad, all students, in %	Language course abroad, all students, in %
No acitivities abroad, all students, in %	91.8
No acitivities abroad, students up to 24 years, in %	92.0





details on missing data:

methodical issues or considerations for data interpretation:

The subtopic "average duration in months of the study-related activities" has not been covered by the present survey. No other data from different sources are available.

The value of the indicator "Internship/work placement abroad, all students in %" is 2.3 (the "n.d." value is not correct, it is produced authomatically and cannot be changed).

The value of the indicator "Language course abrioad, all students in %" is 2.4 (the "n.d." value is not correct, it is produced authomatically and cannot be changed).

national interpretation of the results of the data analysis:

8,2% of students carried out one or more study-related activities abroad. This type of activity seems to be slightly less common in the subgroups female and up to 24 years old. The highest rate of students who have not carried out any type of study-related activity abroad is registered in the groups 30 years old or over and delayed transition students. In the former subgroup, students who carried out study-related activities abroad are less than half of the average.

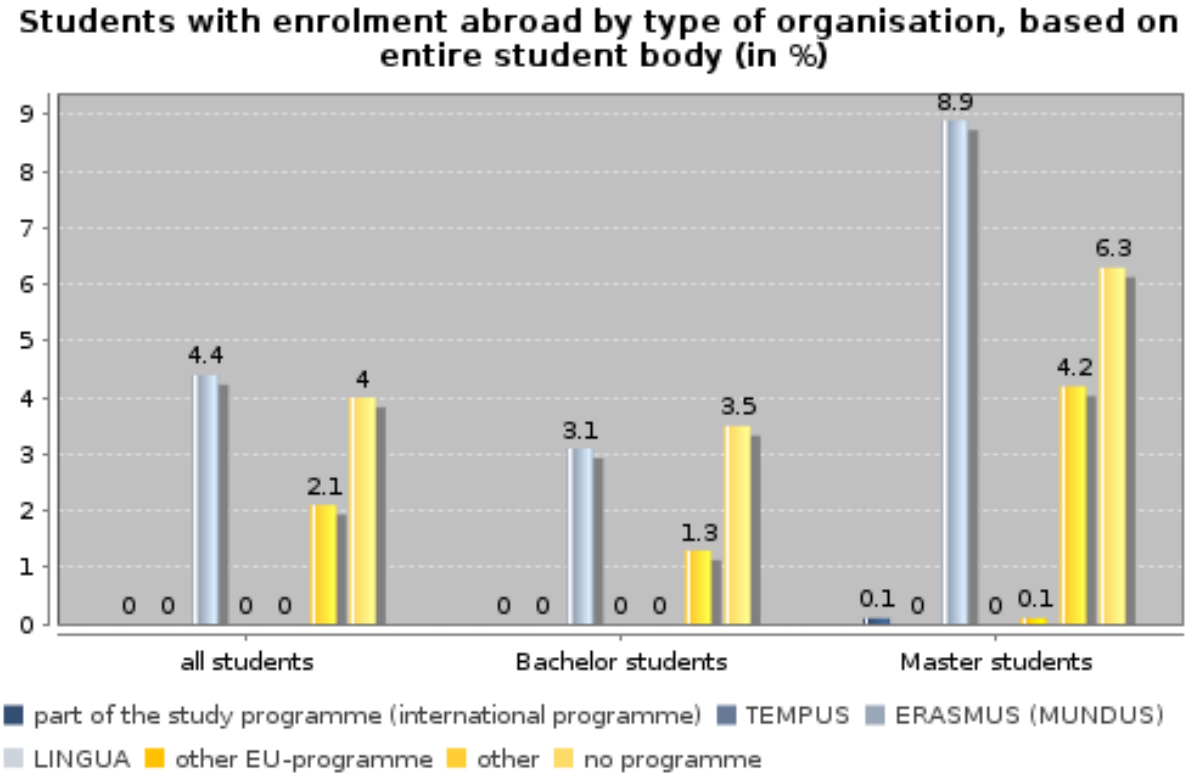
Summer school is the most common study-related activity abroad; students involved language courses, internship/work placement and/or research abroad are 2% of the total, or more.

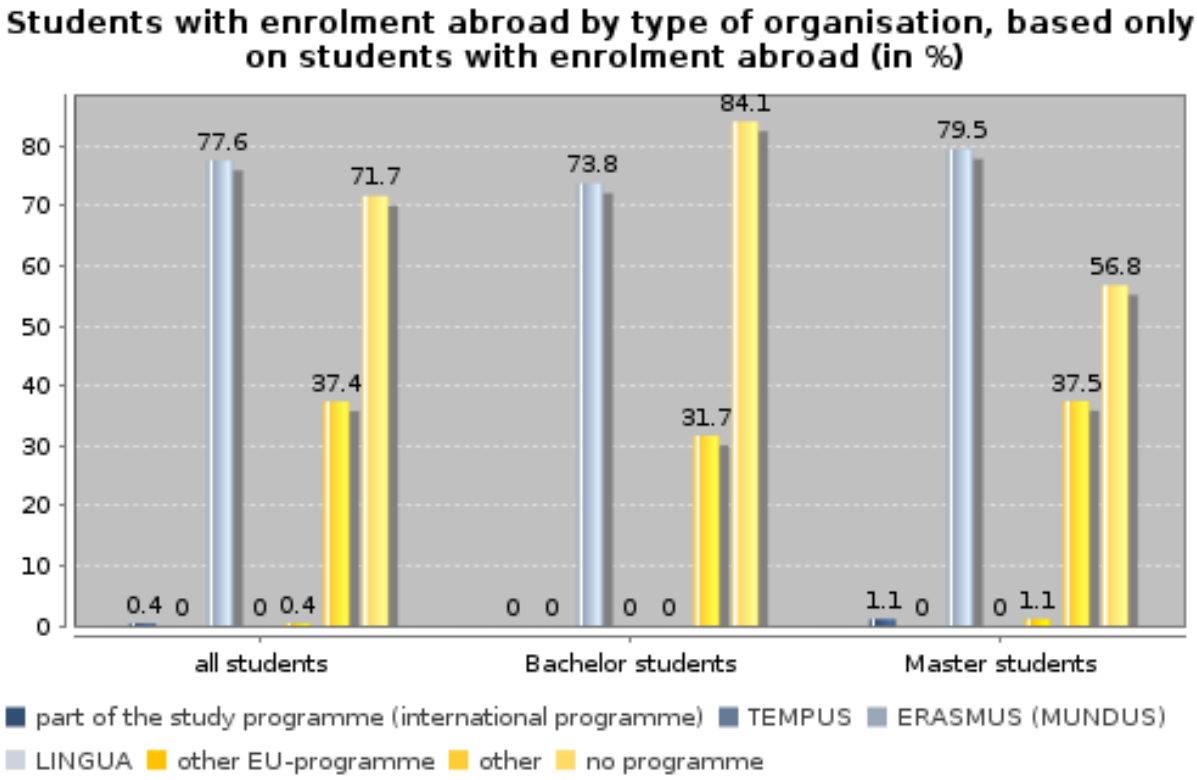
All study-related activities abroad appear to be more widespread among master than among bachelor students. This trend can be easily explained by means of the longer time spent at university by the former. A sensible growth is registered for research and internship/work placement: both typical of the learning activities of second cycle courses.

Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators	
Students with enrolment abroad, who went abroad without a programme, in %	71.7
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	77.6
Bachelor students with enrolment abroad, who went abroad without a programme, in %	84.1
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	73.8





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Despite the periods of study abroad carried out in the framework of the Erasmus Programme are slightly more widespread, also the time spent abroad upon students? individual initiative shows a considerable diffusion, very close to the first one.

The balance between the diffusion of the two types of mobility is reversed in the progression from the first to the second cycle: among bachelor students the no programme mobility is the most common, while among master students the Erasmus Programme still prevails.

In general, three students on mobility out of four have been abroad with the Erasmus programme and many of them have been abroad for study purposes more than once.

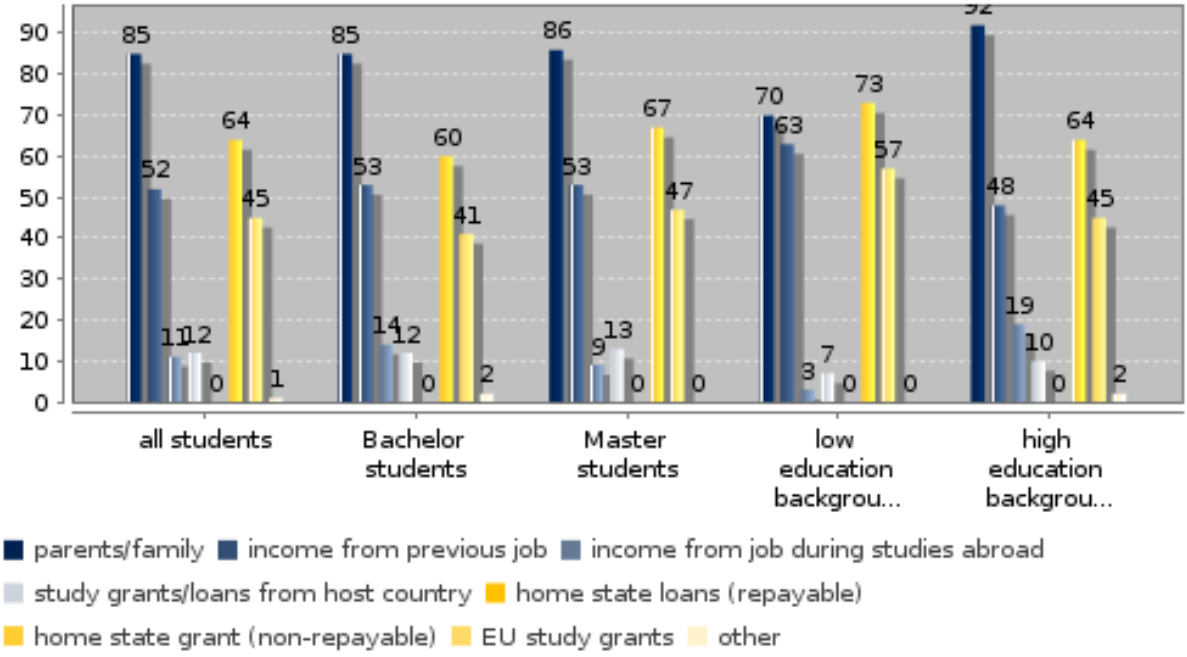
Topic: I. Internationalisation and mobility

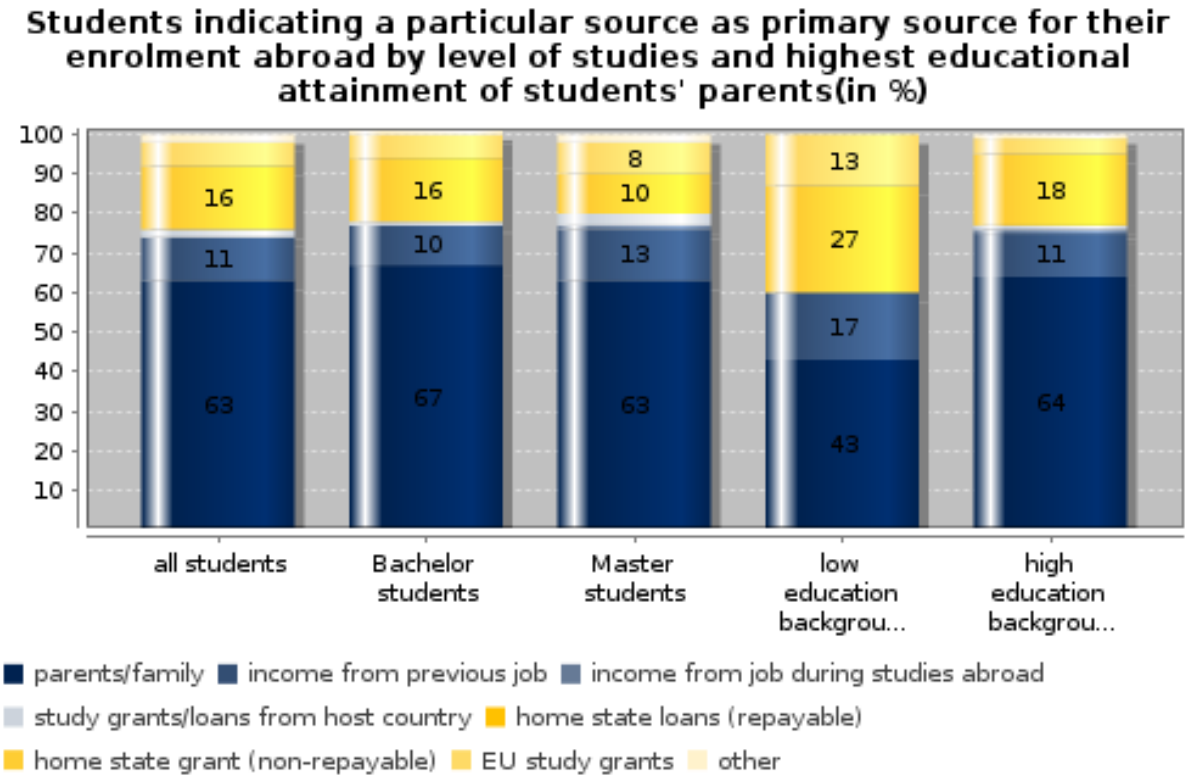
Subtopic 6: Sources of funding for enrolment abroad

Key Indicators

Share of students utilising their parents/family as a source of funding:	
all students, in %	85.0
BA students, in %	84.9
students with high education background (ISCED 5-6), in %	92.1
students with low education background (ISCED 0-2), in %	70.0
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	64.4
students with low education background (ISCED 0-2), in %	43.3
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	22.8
students with low education background (ISCED 0-2), in %	40.0

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)





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national interpretation of the results of the data analysis:

Parents/family and home state grant (non repayable) are the primary sources of funding named by students, with meaningful differences between the subgroups low and high educational background. Students belonging to the former subgroup have less possibilities to rely on the support from their family, while the role played by the public support ? home state grant and/or EU study grant ? increases considerably, as it does that of the income coming from previous job.

To sum, for the former subgroup of students, the sources of funding that can help to cover the lack of family support seem to be more relevant than average.

The third source of funding is income from previous job for students belonging to all subgroups.

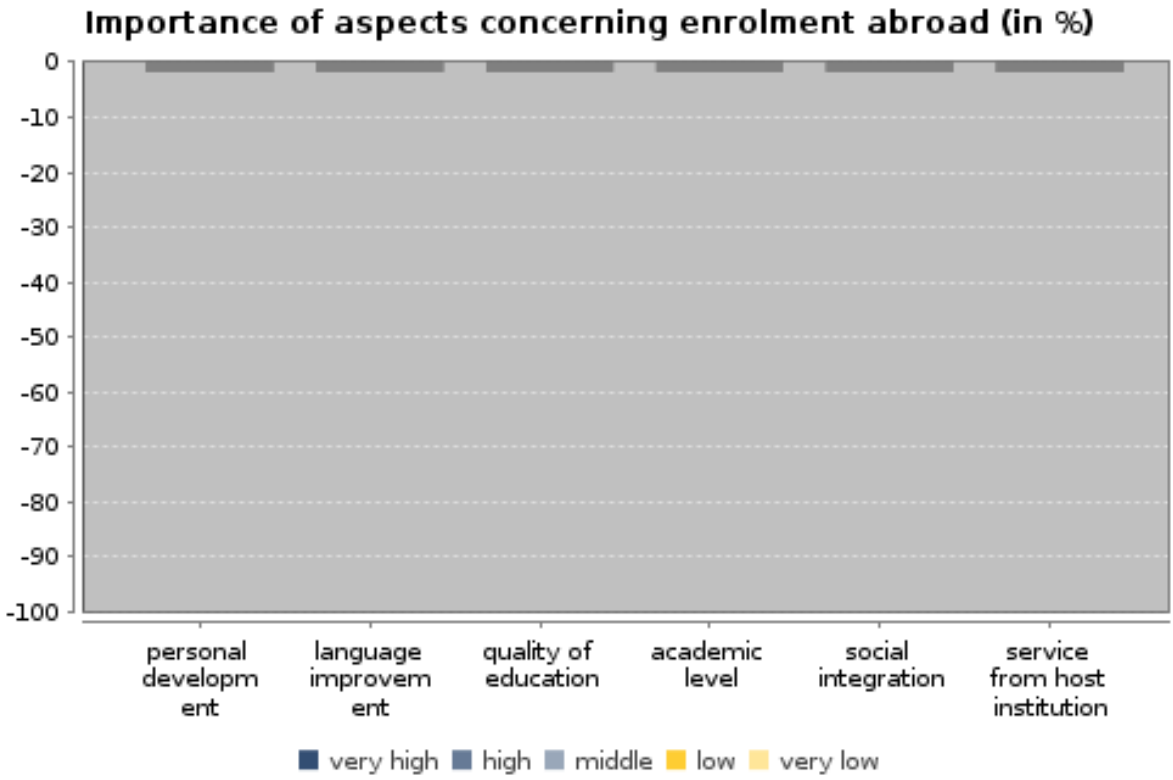
The income coming from job during studies abroad was indicated as a minor source of funding with the partial exception of high educational background students.

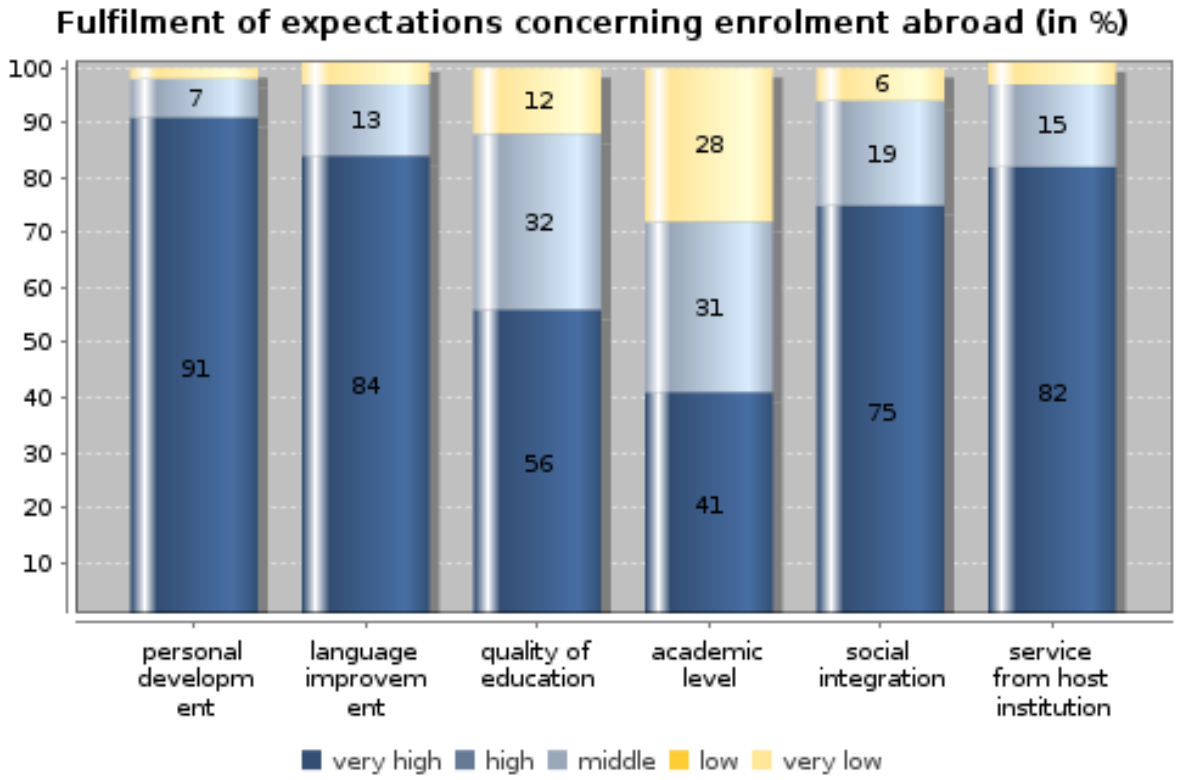
Topic: I. Internationalisation and mobility

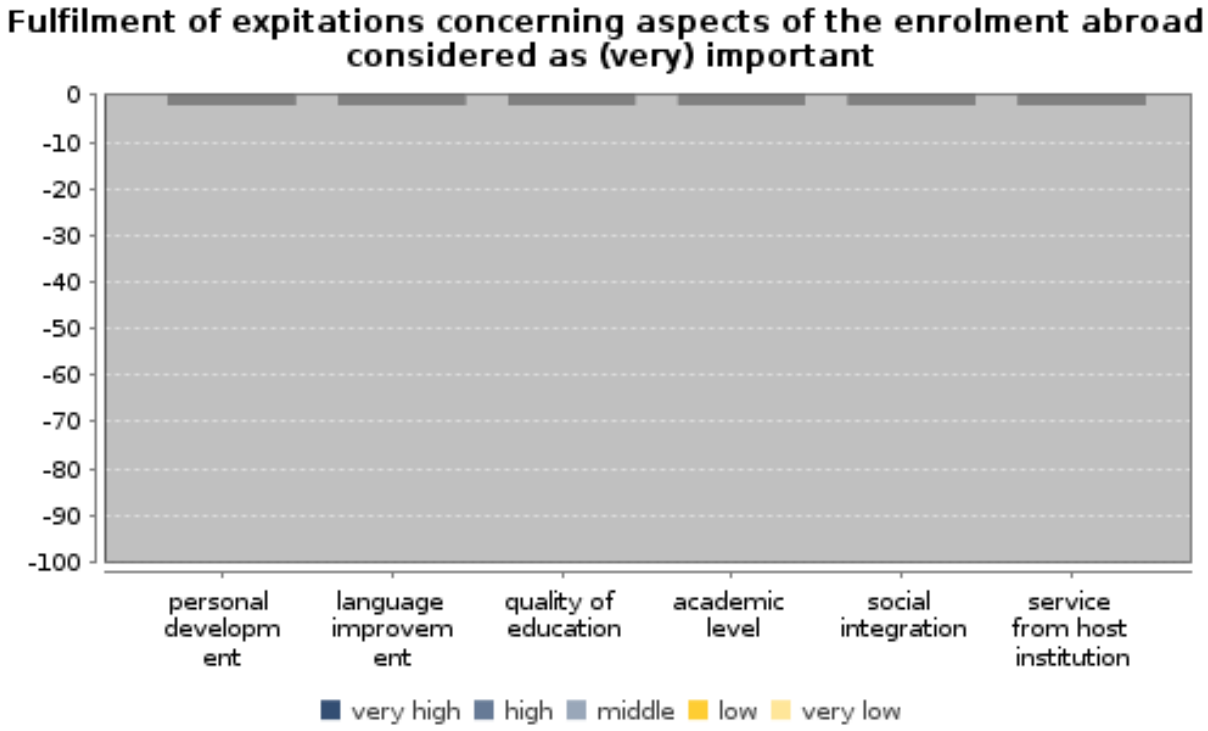
Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad

Key Indicators

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:	
personal development, in %	90.9
language improvement, in %	83.5
quality of education, in %	55.9
academic level, in %	40.9
social integration, in %	75.2
service from host institution, in %	81.5







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methodical issues or considerations for data interpretation:

The subtopics ?Importance of aspects concerning the enrolment abroad? and ?Fulfilment of high importance aspects? have not been covered by the present survey. No other data from different

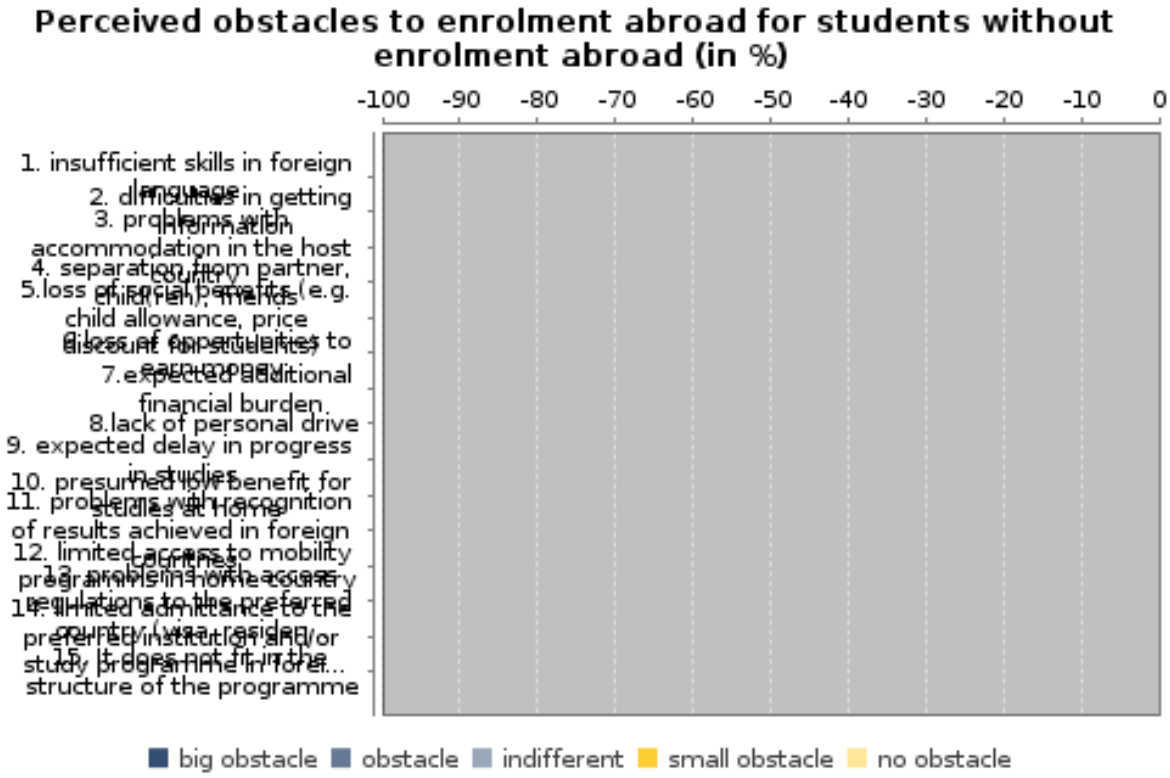
sources are available.
For this subtopic an evaluation scale on three levels has been employed rather than the one on five levels. The values shown in the cells "very high" are the result from the sum of the answers corresponding to the categories "very high" + "high"; while the values shown in the cells "very low" correspond to the sum of the answers corresponding to the categories "low" + "very low".
national interpretation of the results of the data analysis:
Students' expectations result fulfilled for the majority of the items considered, in particular with regard to the personal development and the language improvement.
The quality of education and the academic level result more problematic than mobility for foreign enrolment: for the last two aspects, the level of fulfilment is considerably lower; while for the second, the students' evaluation is blatantly negative in one case out of four.

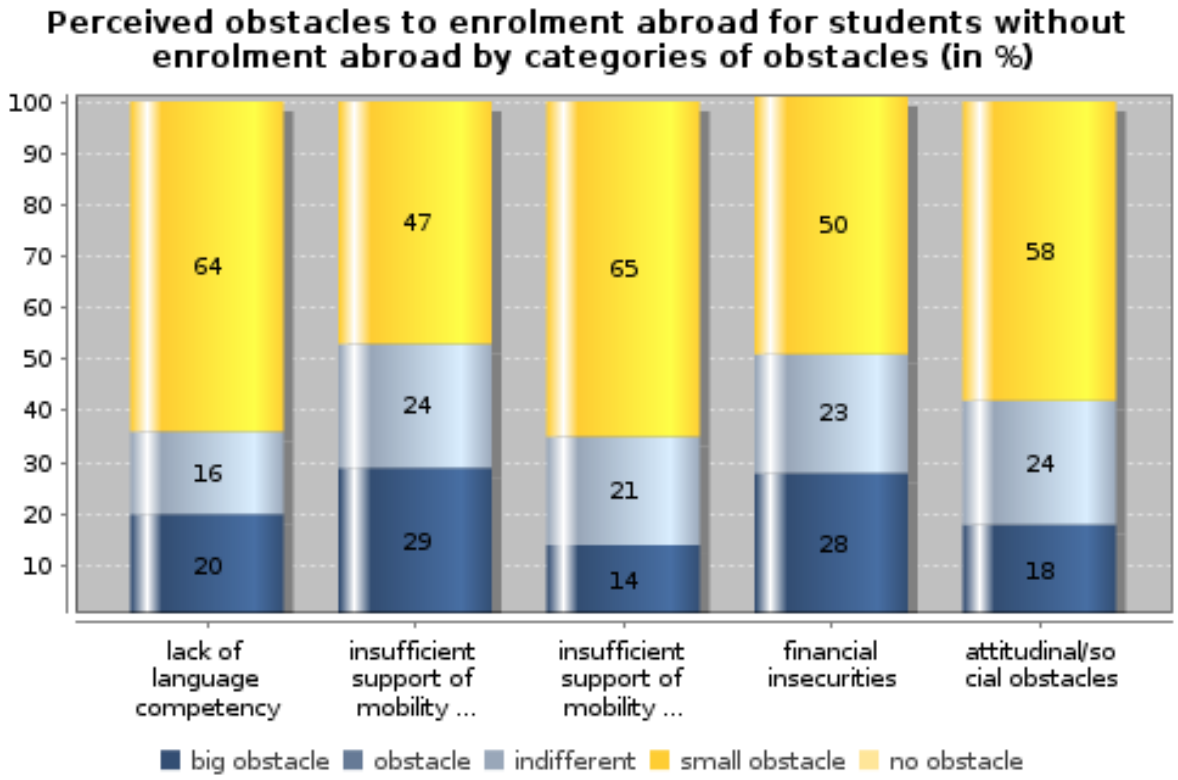
Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	20.2
insufficient support in the home country, in %	28.7
insufficient support in the host country, in %	13.7
financial insecurities, in %	27.5
attitudinal/social abstacles, in %	18.0





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methodical issues or considerations for data interpretation:

The subtopic ?Perceptions of obstructions to enrolment abroad for students who have not undertaken enrolment abroad? has not been covered by the present survey. No other data from different sources are available.

For this subtopic an evaluation scale on three levels has been employed rather than the one on five levels. The values shown in the cells "big obstacle" are the result from the sum of the answers corresponding to the categories "big obstacle" + "obstacle"; while the values shown in the cells "small obstacle" correspond to the sum of the answers corresponding to the categories "small obstacle" + "no obstacle".

national interpretation of the results of the data analysis:

Objective obstacles ? in particular financial ones ? prevail over the subjective ones: among the types of obstructions, the "insufficient support of mobility in home country" and the "financial insecurities" are the most frequently named. Among the subjective obstacles, the "lack of language competency" is perceived as a stronger difficulty than the "scarce individual motivation".

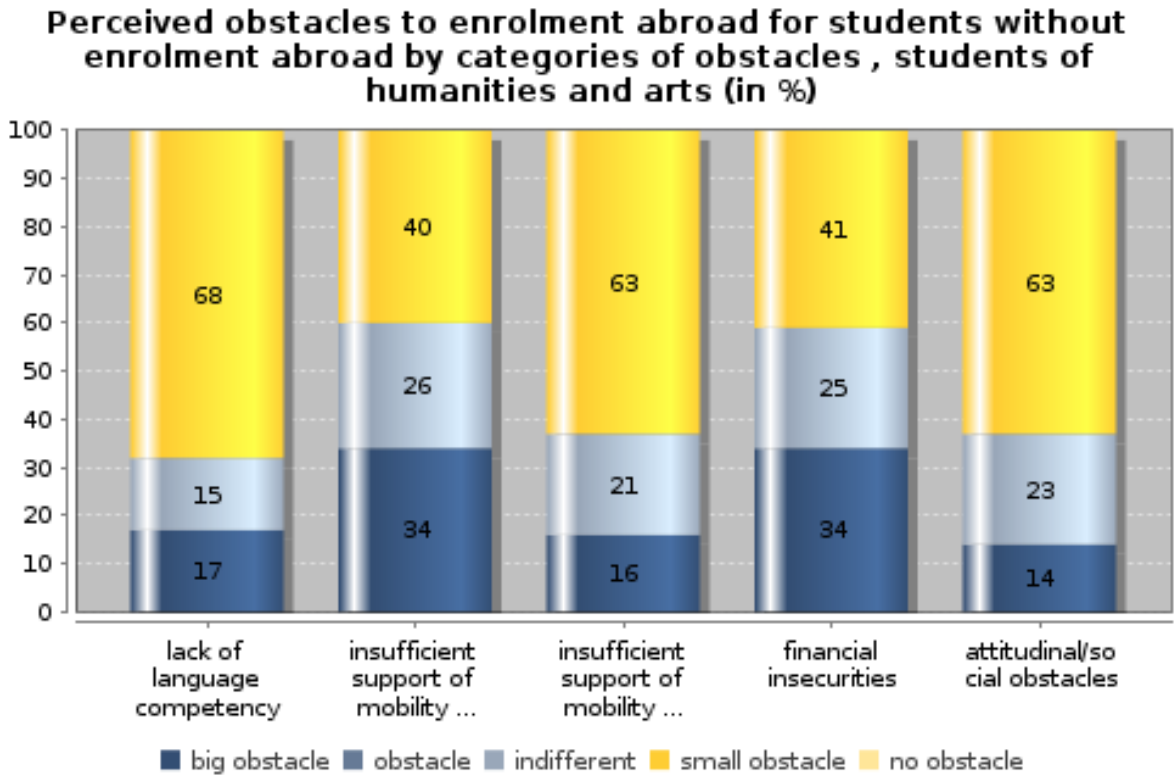
The scenario emerged from the present survey confirms the results of the previous editions, both with regard to the scale of importance attributed to each obstacle and to the frequency of occurrence of each one of them.

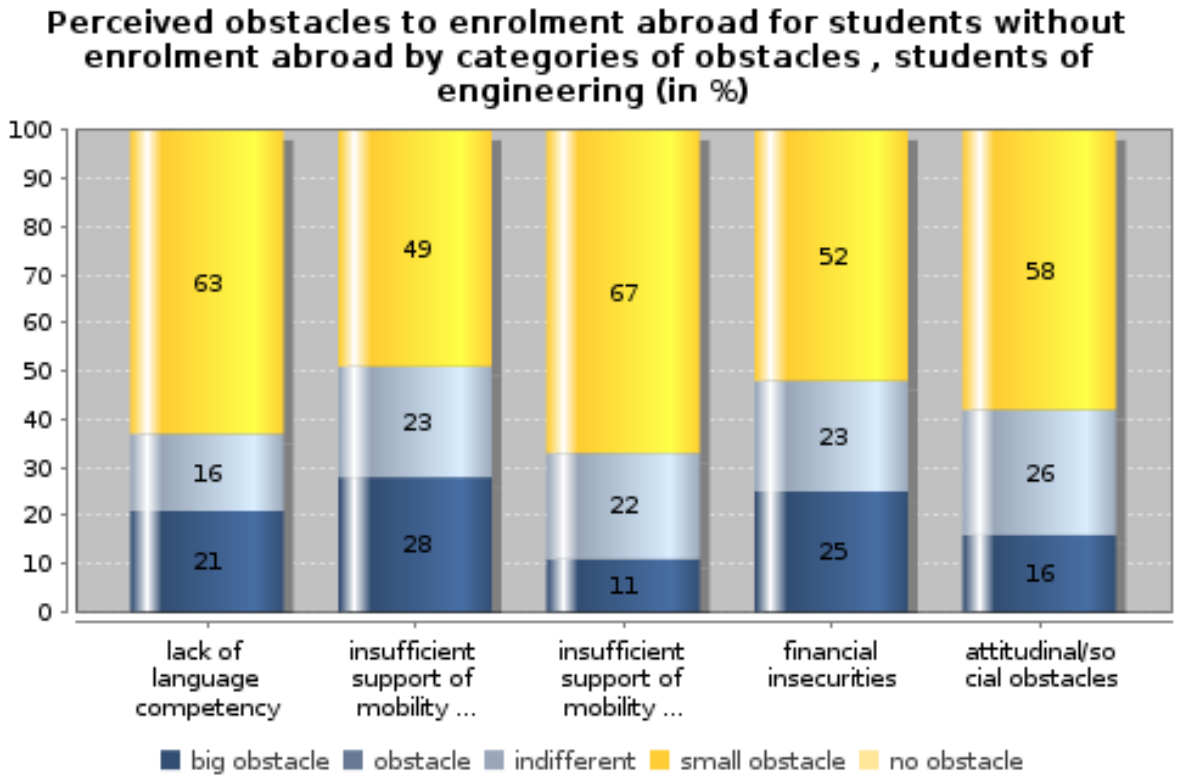
Topic: I. Internationalisation and mobility

Subtopic 9: Perceived obstacles to enrolment abroad by field of study

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:	
humanities and arts - lack of language competency, in %	17.3
engineering disciplines - lack of language competency, in %	21.0
humanities and arts - insufficient support in the home country, in %	34.4
engineering disciplines - insufficient support in the home country, in %	28.3
humanities and arts - financial insecurities, in %	34.2
engineering disciplines - financial insecurities, in %	25.2





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methodical issues or considerations for data interpretation:

See I.08.

national interpretation of the results of the data analysis:

Students of both subgroups indicated that objective obstacles prevail over subjective ones.

In some cases figures show some mild differences between the two groups. For instance, the "lack of language competency" seems to be more relevant among engineering students, while the "insufficient support of mobility in home country" and the "financial insecurities" are perceived as more important by humanities students. The above differences do not depend on the organisation of the curriculum of studies but on the social composition of the subgroups.

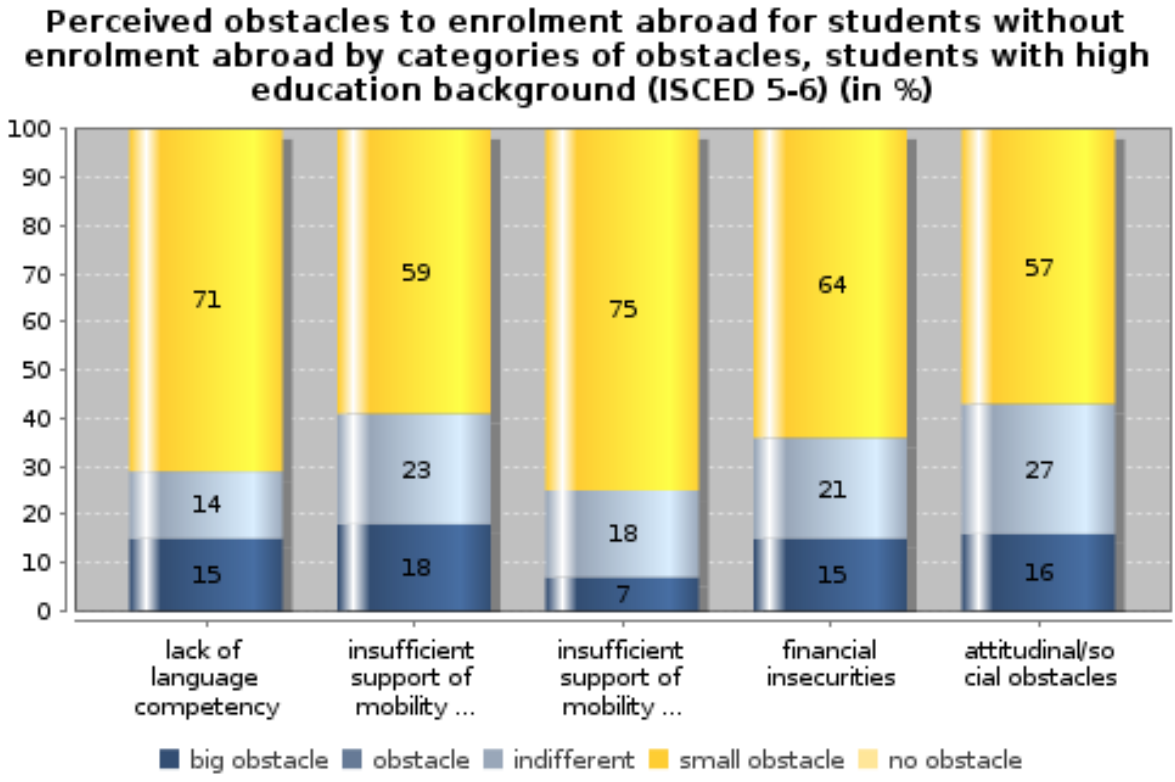
Again, also for this topic the present survey confirms the results emerged from the previous editions.

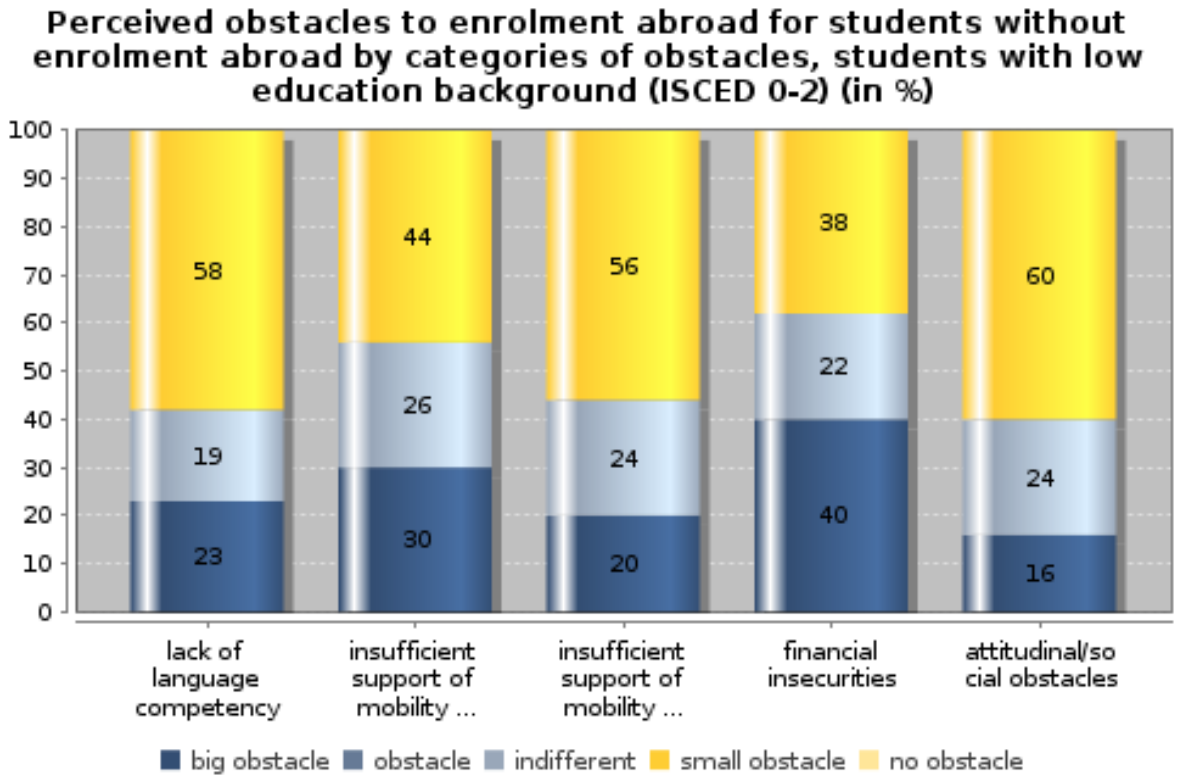
Topic: I. Internationalisation and mobility

Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:	
low education background (ISCED 0-2) - lack of language competency, in %	23.3
high education background (ISCED 5-6) - lack of language competency, in %	14.9
low education background (ISCED 0-2) - insufficient support in the home country, in %	29.8
high education background (ISCED 5-6) - insufficient support in the home country, in %	17.9
low education background (ISCED 0-2) - financial insecurities, in %	39.9
high education background (ISCED 5-6) - financial insecurities, in %	15.1





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See I.08.

national interpretation of the results of the data analysis:

The composition of the two subgroups is quite different in terms of type of students, both as far as the scale of importance attributed to each obstacle is concerned and the different issues encountered.

Students with high educational background judge the issues named in the survey as obstacles in a lower than average number of cases. Furthermore, objective obstacles appear less relevant, while the "attitudinal/social obstacles" emerge as the second biggest problem.

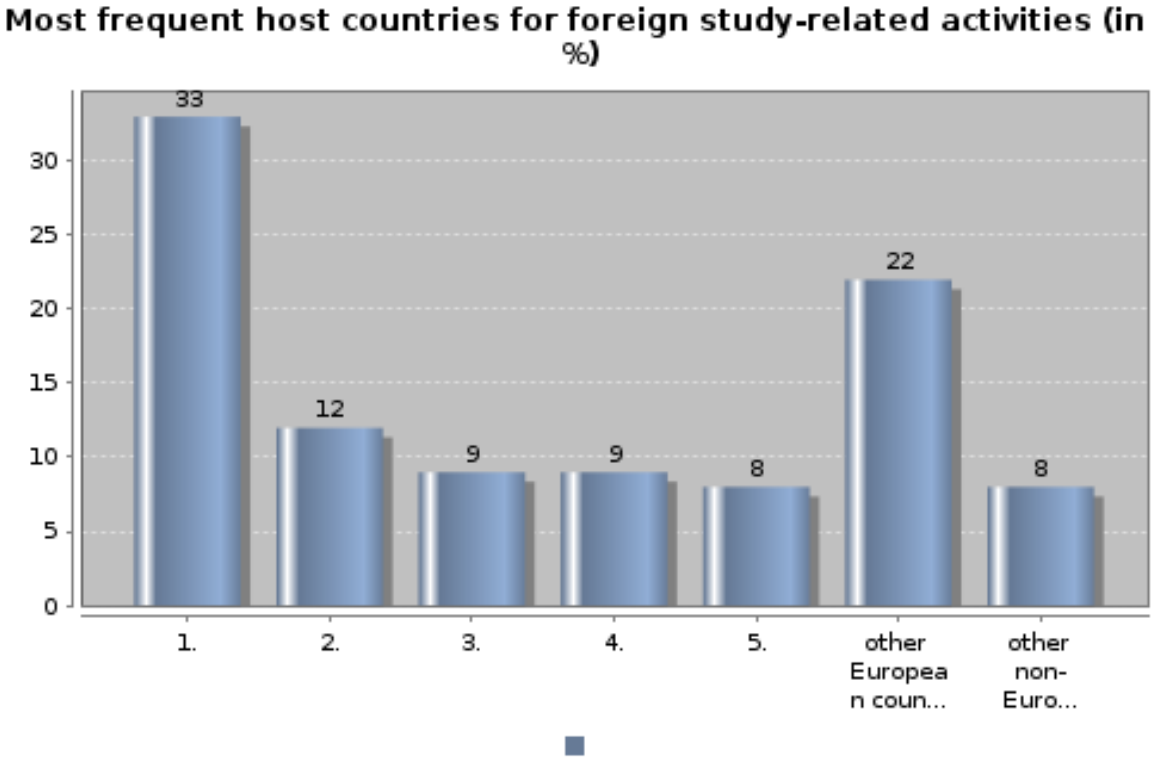
Students with low educational background name the objective obstacles in a higher than average number of cases. The most important difficulties are due to "financial insecurities" ? an item that low educational background students indicated as relevant more than twice as often as the other subgroup.

Topic: I. Internationalisation and mobility

Subtopic 11: Choice of country for foreign study-related activities

Key Indicators

Students with study-related activities in most frequent host country, in %	45.0
32.6	Students with study-related activities in second most frequent host country, in %
48.0	11.5
Students with study-related activities in third most frequent host country, in %	32.0



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national interpretation of the results of the data analysis:

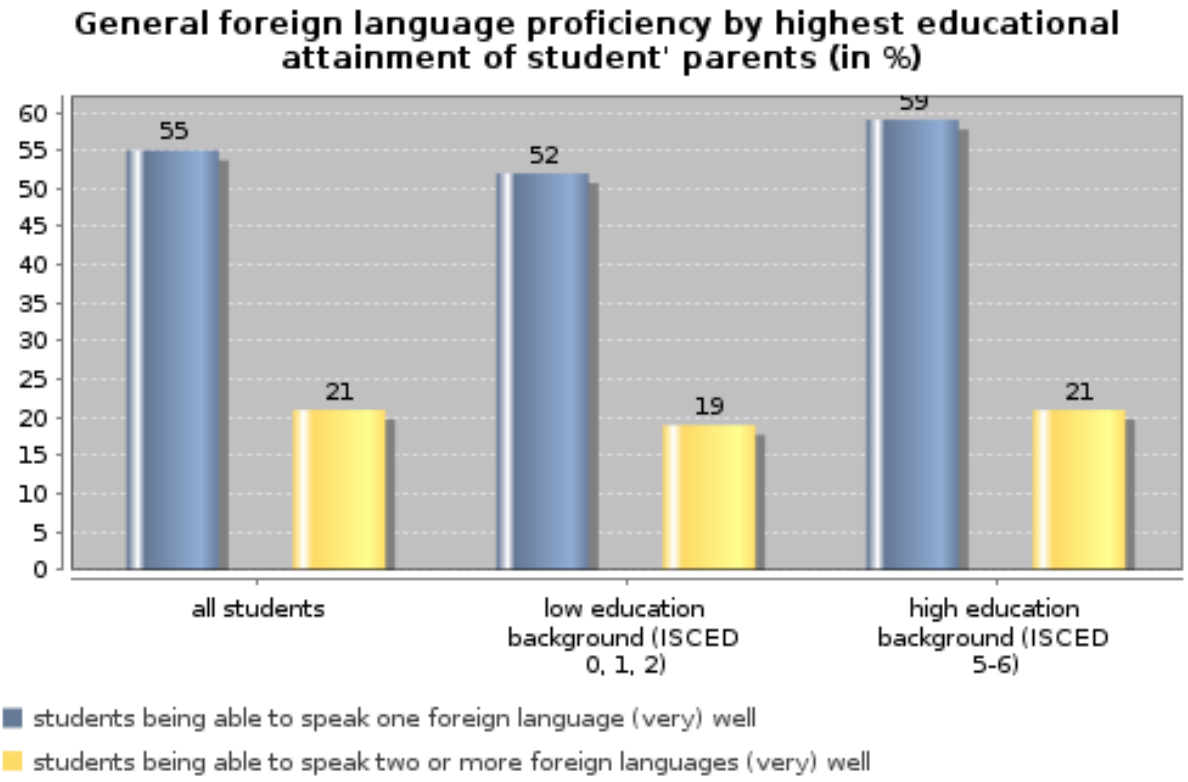
English-speaking countries are indicated as the most frequent host countries: among them the United Kingdom is mentioned in one case out of three. Germany and Spain are the other two most frequent European destinations. This edition of the survey confirms the leadership of these EU countries, which was already highlighted in the previous editions. Also the declining role of France is confirmed, while the USA seem to be gaining importance. In the 1990s the USA enjoyed a leading role as a destination of mobility, but in the last ten years, it lost importance due to a strong growth of the European mobility.

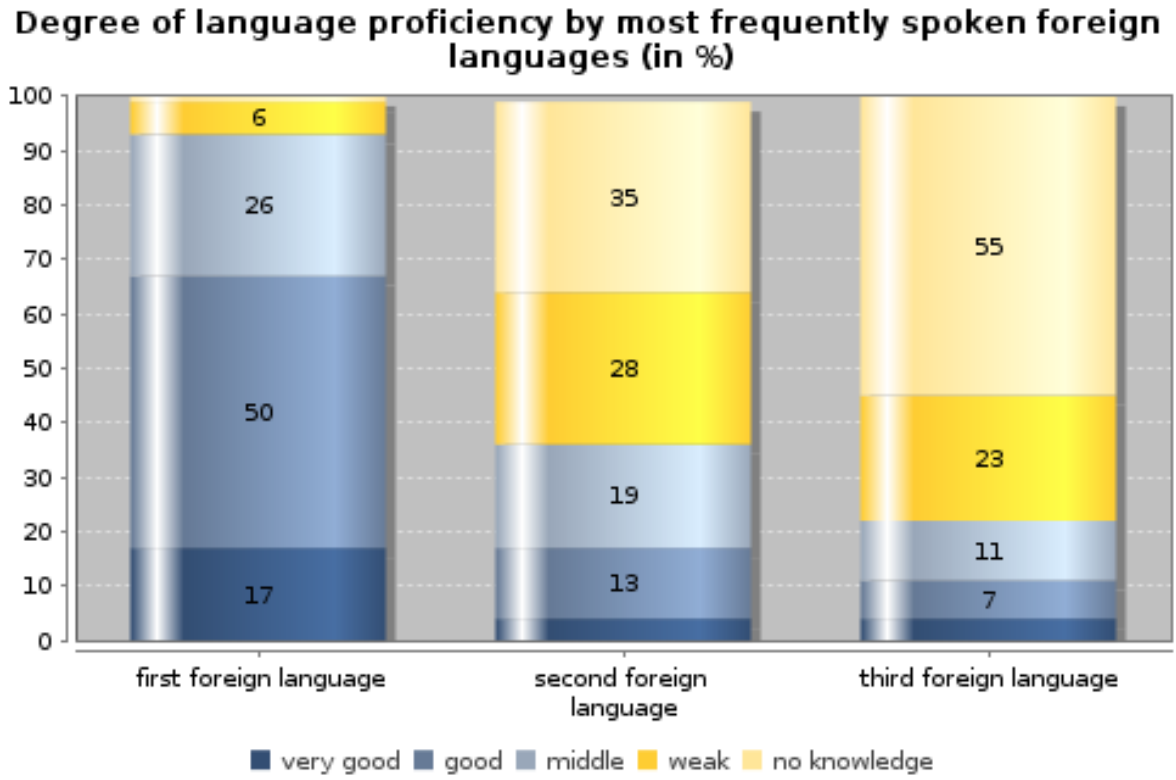
Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

Share of students with (very) good proficiency in most frequently spoken foreign language, in %	1.0
67.0	Share of students with (very) good proficiency in second most frequently spoken foreign language, in %
2.0	17.4
Share of students with (very) good proficiency in third most frequently spoken foreign language, in %	5.0
10.9	Share of all students being able to speak two or more foreign languages (very) well, in %
	20.6





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

English, French and Spanish are the most commonly spoken foreign languages. Nonetheless, only the English language knowledge can be defined as actually ?widespread?: two thirds of students declare a good proficiency, while for French and Spanish the percentage decreases, respectively to 20% and 10%.

The figures above show that ? with exception of the English language ? foreign language knowledge is still very limited: for instance, more than 60% of students declare no or basic knowledge of the French language and for Spanish that percentage grows up to 75%.

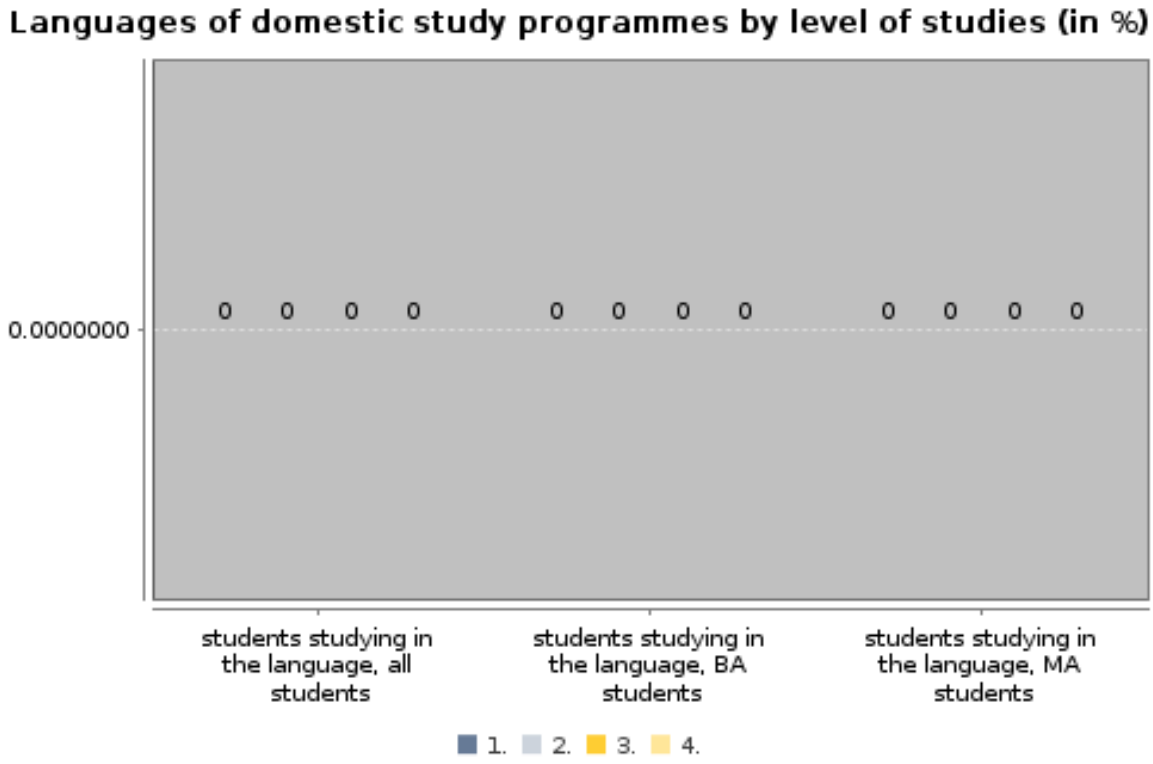
Despite the above-mentioned limitations, from a comparison with the previous surveys the situation seems to be improving: for the three most spoken languages an increase in the good proficiency has been registered accompanied by a decrease in the poor/no proficiency.

Also the percentage of students, who declared a good proficiency in at least two foreign languages, has increased (from 13% in 2006 to about 21%).

Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators	
Most frequent language of domestic study programmes of all students, in %	0.0
2nd most frequent language of domestic study programmes, all students, in %	0.0
3rd most frequent language of domestic study programmes, all students, in %	0.0



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

This sub-topic has not been covered in the survey. No other data from different sources are available.