Immigration of international students to Italy

EMN National Contact Point for Italy within the European Migration Network (EMN)

Edited by IDOS Study and Research Centre (M. Carolina Brandi, Marta Giuliani, Zsuzsanna Pásztor, Franco Pittau, Olena Ponomareva, Antonio Ricci) with the support of the Ministry of Interior

Translated by Florence Crovato, Claudia Di Sciullo, Alessandro Fuligni, Marie Madelene Negulici

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1
1. Introduction: methodology and definitions 3
2. The national education system and international students 9
3. Legal and practical conditions at national level that apply to international students 22
4. Trans-national cooperation in the area of international students in Italy 68
5. Impacts of international students in Italy 83
6. Conclusions 98
1. Introduction: methodology and definitions

The aim of this study regarding international students in the Italian universities was to provide an overview of the national policies already implemented in this regard. This was set on a comparativistic frame of reference with the other Member States, in order to produce a synthesis paper at EU level with a view to assisting policymakers and practitioners and also civil society as a whole in the ongoing debate on migration in general and, in particular, with regard to the revision of the European Directive 2004/114/EC on the conditions of admission of third-country nationals for the purposes of studies.

The analysis of the national context has been addressed on three instruments that can be used as a basis: the collection and processing of statistical data; a desk analysis of existing literature, corroborated by interviews to ministry officers and executives of Italian universities and the official presentation of a real online survey to investigate the direct point of view of those involved.

With regard to statistical sources, there should be made distinction between those at international level and those at national level. Among the sources of international statistics, UNESCO and OECD archives are worth mentioning for their definition of an international student as a person who is studying outside his/her own country. UNESCO and OECD not only enable access to the data directly through their corporate website, but also publish regular analysis with large impact such as the OECD’s *Education at a Glance* (edition 2012). On the other hand, the archives of Eurostat in addition to collecting data on the number of international students present in the EU countries - according to the definition used by OECD and UNESCO - give the opportunity to have knowledge about the data on residence permits for study reasons, this latter aspect mainly featuring the phenomenon of migration.

With regard to the national context, the ministerial sources considered were first of all those regarding the issuance of a residence permit for study purposes from the Ministry of Interior and then those for the issuance of the student visa from the Ministry of Foreign Affairs. These two essential sources have been reflected in the analysis of statistical data from the Ministry of Education, University and Research, figures that come from observations of the Statistics Office and direct access to the so-called “Anagrafe Nazionale degli Studenti” (National Register of Students). While the archives of the Ministry of Interior and the Ministry of Foreign Affairs concerning residence permits and entry visas only refer to migration for study reasons, the statistical data of the Ministry of Education contain important information on all students, including those who are in Italy for reasons other than study.
With regard to desk-based literature review, if the period of time referred by the analysis is limited to the last decade, the first element appeared is the highly sporadic nature of in-depth publications. Apart from the concise socio-statistical updates provided on an annual basis by the Caritas and Migrantes Statistical Dossier on Immigration edited by the IDOS Study and Research Centre, still today the reference point remains the publication entitled “Studiare nelle università italiane: la partecipazione, le scelte e i risultati degli studenti stranieri. Breve analisi di un decennio di trasformazioni” (Learning in Italian universities: participation, choices and the results of foreign students. Brief analysis of a decade of transformations) promoted by Central Office for Foreign Students in Italy - UCSEI and conducted by ISTAT and the Office of Statistics of the Ministry of Higher Education - MIUR in 2005.

Some quite valuable in-depth analysis have had a more definitive target and have used a more complex method of investigation, which led to associate the statistical analysis with the results of surveys and focus groups specifically conceived. This is the case of 4 investigations that are worthy of mention here:

- the Inter-University Consortium “Alma Laurea” for the ninth edition has completed the annual survey on graduates in Italy providing a questionnaire online, between 11th April and 2nd May 2007, addressed to foreign graduates. They were foreign nationals that, based on the definition, were awarded a secondary school diploma in another State. Analysing data from 1,242 respondents showed that the majority are women (68.0%), with an average age of 28 years, from rather educated families (in 52.9% of cases at least one parent holds a degree). When compared to the overall sample, foreign graduates have had greater number of previous university experiences (32.8%), they graduate on time (39.4% is in progress), they receive more scholarships (55.3%), they have experienced more often periods of study abroad (17.4%), and a work experience during their studies (80.5%), mostly part-time, but basically consistent with their educational profile. Finally, the majority intend to continue their studies (77.7% to 66.4% of the total number of graduates). The decision to come and study in Italy has been mainly led by the cultural interests and the educational standards regardless of the circumstances of life whereas the issue of costs plays a residual role;
- the Survey of the doctoral students in Italy, led by the “Fondazione Rodolfo De

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Benediti” between April and May 2009 by collecting 451 questionnaires in electronic format (the majority of the sample was non-EU PhD Students - 77%, with an average age of 29 years, women accounted for about 44% and only 5% had Italian relatives) and other 69 paper questionnaires from students in the first year of the BIEM Bocconi (50% non-EU, 68% women). The research has tended to focus on the immigration procedures in terms of cost, time invested, and bureaucratic problems and therefore students’ interactions with the Italian university system. There came out a framework according to which the quality of teaching was considered very good (63%), despite the difficulties suffered because of huge delays in the issuance/renewal of residence permits (63%) and scepticism about the possibilities of a career in Italy (39%). In conclusions, prof. Tito Boeri from Milan Bocconi University, the survey editor, first proposed procedural simplifications regarding the duration of the residence permit - which should have the same duration of their course of study - and then the selection criteria, which should instead fall under the responsibility of the universities as allegedly they are more expert than the consulates to evaluate curriculum and qualifications of foreign students to be admitted to their courses;

• the “Milan International Student Survey” 3, edited by Cimea, has seen the creation, between May and June 2009 in the course of two weeks, of 10 focus groups attended by 86 international students, and 10 in-depth interviews. The case of Milan, already the subject of attention on several occasions by the Chamber of Commerce of Milan as part of the internationalisation policies, is analysed from the point of view of the international student. The research offers several suggestions: Milan comes out, described by international students in clichés and practical knowledge, as a gateway to Europe; however there is room for improvement, especially with regard to critical factors such as lack of information, difficulties linked to residence permit and accommodation capacity;

• Barbara Staniscia 4, within the Project “Territorial Impact of Globalisation for Europe and its Regions”, identified, on the basis of data on university enrolments, the course in Tourism Sciences at La Sapienza University worthy of study for the high incidence of international students (at least 15%). The researcher then arranged for the administration of 100 questionnaires between spring and summer 2011. From its analysis she concluded that, although Rome was chosen as a location to study for high educational level and the individual’s ability to qualify for financial support and smaller expenses, it is clear that


international students are not treated as beneficial human resource but rather with indifference or as a problem to be solved.

Finally, it is worth mentioning the special issue of the “Libertà Civili” (No. 4/2012 - Civil Liberties) journal of the Ministry of the Interior, where the Italian National Contact Point of the EMN network stated about international students “one should be less suspicious about them and make leverage with proactive policies”.

In the course of 2012, during a series of meetings and international conferences promoted by the European Migration Network, it repeatedly emerged the importance of integrating the analysis of statistics and literature with the point of view of international students, while they are “part of the problem, start being part of the solution” (citing Mohammed Yassine En Naem, representative of the International Students’ Community in Cyprus at the conference dedicated to them by the Cypriot Presidency of the Council of the European Union on 29th October 2012).

**Definitions**

In order to facilitate understanding of the text, as well as to ease the subsequent comparative work of synthesis at EU-level taken care of by the European Commission, there has been enclosed the definition of terms most frequently used throughout this study. In this regard the Asylum and Migration Glossary prepared by the European Migration Network, in the second edition published in January 2012, is used as a point of reference. In fact, this tool is intended to improve comparability of the terminology in use among the Member States in the field of migration and asylum, through the development of common definitions deriving mainly from the EU acquis.

For the purposes of this study, in the context of migration of foreign nationals who want to study, there has been used as a source for definitions the Council Directive 2004/114/EC of 13th December 2004 on the conditions of admission of Third-Country

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6 These initiatives have taken place between April and December 2012 in Stockholm, Rome, Venice, London, Tallinn, Warsaw, etc.. In particular, one should mention the conference “Immigration of International Students to the EU” organized in Paralimni (29-30 October 2012) in the context of the Cyprus Presidency of the Council of the European Union. For more information on initiatives which have involved the Italian Contact Point EMN it is possible to consult the “Events” section at www.emnitaly.it.

nationals for the purposes of studies, pupil exchange, unremunerated training or voluntary service that was transposed into Italian law by Legislative Decree no. 154 of 10th August 2007 (published in the Official Journal no. 216 of 17th September 2007). To be precise, international student refers to a Third-Country national arriving in the European Union from a Third Country for the purpose of study. The term does not include the nationals of Norway, Iceland, Liechtenstein and Switzerland under the right to freedom of movement and consistent with Article 2(5) of the Schengen Borders Code that takes as reference a broader meaning for Third-Country nationals.

The EMN Asylum and Migration Glossary 2.0 defines “foreign student of higher education” as “a Third-Country national accepted by an establishment of higher education and admitted to the territory of a Member State to pursue as his/her main activity a full-time course of study leading to a higher education qualification recognised by the Member State, including diplomas, certificates or doctoral degrees in an establishment of higher education, which may cover a preparatory course prior to such education according to its national legislation.”

To classify the courses and their qualifications in higher education, there has been used the International Standard Classification of Education (ISCED) designed by UNESCO and divided into 6 levels. The object of study of this Report consists of levels 5 and 6, corresponding to the higher education system adopted in Italy at national level:

**Level 5 - First stage of tertiary education.** This level consists of tertiary programmes having an advanced educational content and, in the Italian educational system it is defined as Bachelor and Master Degree level. It includes: theoretically based/research preparatory programmes (history, philosophy, mathematics, etc.); programmes giving access to professions with high skills requirements (such as medicine, dentistry and architecture); practical/technical/occupationally specific programmes.

**Level 6 - Second stage of tertiary education.** This level is reserved for tertiary programmes that lead to the award of an advanced research qualification that, in the Italian educational system, correspond to the PhD.

The study did not cover in particular ISCED level 4, which includes post-secondary education.

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non-tertiary education i.e. pre-degree foundation courses that prepare for entry to level 5 and more specific programmes primarily designed for direct labour market entry.

There are also excluded from this Report the scientific researchers whose admission is governed by art. 27-ter of Legislative Decree 286/1998 as amended by Legislative Decree 17/2008 (implementation of Directive 2005/71/EC on a specific procedure for admitting Third-Country nationals for the purposes of carrying out scientific research)\(^\text{13}\). The rule provides that the foreign citizen in possession of a higher degree (which would allow for a doctoral program in Italy) is granted entry and residence for more than three months outside the quotas annually set by flow decree. Therefore, the researchers for which there was signed a hosting agreement with an officially recognised University or Research Institute and who carry out their activities in the form of self-employment, subordinate employment or research training grant (including grantee and postdoctoral fellows), may apply for a visa for scientific research within the meaning of this provision. In other cases (for foreign students wishing to enter Italy to obtain the Specialisation degree - Diploma di specializzazione, Research Doctorate - PhD, Master’s Degree - Master Universitario, Specialisation Course) it is not necessary to apply for a visa for study, as expressly stated in the Circular of MIUR of 7\(^\text{th}\) July 2010\(^\text{14}\) concerning clarification on the correct interpretation of the rule and released by the Ministry of the Interior.


2. The national education system and international students

Structure of national higher education system

The evolution of the Italian university system is exemplifying the development experienced by Italy in the last 150 years. In 1861, year of the Country’s unification, only the privileged few undertook studies in higher education and the situation remained unchanged until the end of the First World War. The evolution of the education system has given rise not only to the proliferation of public universities, but also to the emergence of private universities and universities related to the catholic church. Several legislative initiatives have regulated the education sector and contributed to its growth, first of all the introduction of compulsory school attendance which has affected the secondary education in the immediate future and, ultimately, the higher education too, involving women who were until then a rather marginal component of school attendees.

Italy is among the four Countries that, first of all, have promoted the creation of the “European Higher Education Area”, by initiating a reform of its system based on the principles of the Bologna Declaration, signed in June 1999, through the so-called Berlinguer Reform (Ministerial Decree no. 509/1999). Since so far, the training course was unified and lasted four or five years; this measure introduced the two-tier university model that is the classes of degree courses are divided in a three-year cycle and a two-year cycle, each ending with the achievement of a title. Further changes were subsequently introduced by the Moratti Reform (Ministerial Decree no. 270/2004), which defined the limit of university credits (crediti formativi)\(^{15}\) required for the achievement of academic qualifications. This law has given greater autonomy to the universities for the articulation of curricula, to define the methods of undertaking the thesis dissertation, the evaluation procedures of the initial preparation of the student, and the guidance services for students. Finally, the recent Gelmini Reform consists of a set of legislative measures (Law 133/2008, Law 240/2010 on the reform of the university system), which will be necessarily followed by the implementation of a number of decrees. Universities, subject to the system of public financing and under the supervision of the MIUR, have the right to transform into private foundations, as provided for by the Gelmini reform, also with the entry of third party from public or private sectors. Moreover, Law 240/2010 has also introduced major changes to the internal organisation of universities, in addition to providing the transition to economic and financial accounts, the federation and the merger of universities and reduction in training courses (thereby reducing the number of faculties).

\(^{15}\) University credit corresponds to 25 hours of work per student, including individual study. The average annual workload of a full-time student is conventionally fixed at 60 credits.
In Italy, public universities are managed primarily by the Ministry of Education, University and Research (MIUR) that collaborates with various structures, such as CIMEA - Information Centre on Academic Mobility and Equivalence, and the Interuniversity Consortium CINECA. The CIMEA is the national information centre on mobility and recognition of diplomas and qualifications obtained abroad, part of several European networks active in the field of academic recognition\textsuperscript{16}, while the CINECA acts as the “technical and operational arm” of MIUR, engaged with the creation of management systems and services to provide support for universities and the Ministry and thus contributing to the modernisation of the university system in the light of internationalisation of the sector.

Also, it should be noted the key role played by The Conference of Italian University Rectors (CRUI) that is the association of Rectors of Italian State and private universities that affects the academic system as a whole, through intensive study and experimentation. The Board of Delegates [a panel of academics from the university] for the internationalisation of the university intends inter alia to contribute to improving the mobility of researchers, students and teachers, in order to make the Italian universities more competitive at international level. This process of internationalisation of the university is seen as an essential tool to underpin broader values, such as the maintenance of peace and international security, the protection of human rights and international solidarity and the global responsibility.

It should be noted, finally, the establishment of National Agency for the Evaluation of Universities and Research Institutes (ANVUR) constituted with the Presidential Decree no. 76 of 1\textsuperscript{st} February 2010\textsuperscript{17} and settled at the MIUR on 2\textsuperscript{nd} May 2011 in order to carry out its evaluation activities in line with the founding principles articulated in the institutional mission: independence, impartiality, professionalism and transparency.

The Italian National University Council - CUN (established by Law no. 18 of 16\textsuperscript{th} January 2006) is an elected body representing the Italian university system and it is of fundamental importance. It carries out advisory functions and it makes proposals to the Ministry of Education, University and Research on university development planning, rules for the implementation of additional balancing share according to the standard funding allocation for the universities and academic regulations of the university.

Currently, higher education in Italy involves both the university and the non-university sector. The university sector is divided into four different areas: science and technology, health, humanistic, and social. It involves almost 100 institutions, including State universities (60) and non-State universities legally recognised by the Italian State

\textsuperscript{16} National Academic Recognition Information Centres (NARIC), European Network of national Information Centres on academic recognition and mobility (ENIC), Mediterranean Recognition Information Centres (MERIC).

\textsuperscript{17} Cf. www.anvur.org/sites/anvur-miur/files/gazzetta-anvur.pdf.
(17), on-line universities (11) and institution of higher learning (6). As part of this research the public University for Foreigners of Perugia and that of Siena deserve special attention. The two universities are specialised in teaching and diffusion of the Italian language and culture for the non-national students enrolled.

The non-university sector does include, however, many institutions that specialised in different disciplines, among which it is worth mentioning the institutions of AFAM\(^{18}\) system “Alta formazione artistica e musicale e coreutica” - “Higher Education in Fine Arts, Music and Dance”, higher schools for language mediators and higher institutes/schools for conservation and restoration of cultural heritage\(^{19}\). In particular, the Law no. 508 of 21st December 1999 has reformed the entire field of art education, describing it on a permanent basis as higher advanced education and of specialised nature.

In addition to the Italian universities there are also several branch campuses of North-American universities nationwide (about 200) and some of the major pontifical universities or theological faculties (over 20 in the city of Rome), which attract a large number of foreign students, though the figure for this particular type of enrolments, as it is going to be shown in the next chapter, does not emerge in the statistics of the MIUR but only in those databases on visas (Ministry of Foreign Affairs) and residence permits (Ministry of Interior).

In Italy, universities have considerable autonomy. They usually have exclusive jurisdiction not only in the field of entrance examinations, but also have effective internationalisation strategies drawing up bilateral agreements of cooperation. Moreover, individual universities have the right to indicate the annual quota of places reserved for foreign students. The Ministry of Foreign Affairs fixed the national quota for entry and residence permits for foreign students in consultation with the Ministers of the Interior and of Education, University and Research, on the basis of the public availability expressed by universities. The law does not provide for reserved quotas for specific nationalities. For the academic year 2011-2012 this number corresponded to a total of 48,806 units, of which 41,930 for access to university courses at Italian State universities and 6,876 for Higher Education in Fine Arts.

International mobility programs and scholarships are managed by the regional bodies for the Right to University Education (EDISU), which also provide various services such as, for example, access to canteen and accommodation in student halls of residences. The

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\(^{18}\) State Academy of Fine Arts (20), Legally recognised non-State Academy of Fine Arts (23), Higher Institutes for applied arts (4), The “Silvio D’Amico” National Academy of Dramatic Art, National Academy of Dance, Conservatories of Music (58) recognised Music Institutes (20), higher education institutions authorised to award qualifications for “Alta Formazione Artistica Musicale e Coreutica” - Fine Arts, Music and Dance (3) (art. 11 DPR no. 212 of 08/07/2005). For a full list of Afam please visit the MIUR website: www.afam.miur.it.

\(^{19}\) For a full list of facilities of the non-university sector, please visit: www.studiare-in-italia.it.
legally recognised Colleges associated with the Conference of the University Colleges (CCU) in addition to providing board and lodging in 45 residences located in 14 cities (which in turn are managed by 14 bodies recognised by MIUR), carry out educational and scientific activities, orientation and tutoring services; on the basis of a special agreement with the Standing Conference of Rectors (CRUI), they enter into agreements with the Universities for the recognition of certain educational activities, which are assigned academic credits.

ITALY. Scheme of the National University System (D.M. 270/04)

<table>
<thead>
<tr>
<th>Degree courses</th>
<th>Academic qualifications</th>
<th>Credit earned</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1° cycle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st degree course-CL</td>
<td>First Degree (Laurea Degree) First level Academic Diploma-DA1 (Afam)</td>
<td>180</td>
<td>3</td>
</tr>
<tr>
<td>2° cycle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd degree course-CLM</td>
<td>2nd Degree (2nd Laurea) Second level Academic Diploma-DA2 (Afam)</td>
<td>120</td>
<td>2</td>
</tr>
<tr>
<td>1st (level) Specialisation Degree course-CS1</td>
<td>1st (level) Specialisation Degree-DS1</td>
<td>120-180</td>
<td>2-3</td>
</tr>
<tr>
<td>1st (level) University Master degree course-CMU1</td>
<td>1st (level) University Master degree-MU1</td>
<td>60+</td>
<td>1+</td>
</tr>
<tr>
<td>3° cycle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Doctorate programme-CDR</td>
<td>Research Doctorate degree-DR</td>
<td>3+</td>
<td></td>
</tr>
<tr>
<td>2nd (level) Specialisation Degree course-CS2</td>
<td>2nd (level) Specialisation Degree-DS2</td>
<td>60-300</td>
<td>1-5</td>
</tr>
</tbody>
</table>
With regard to the cycle of university studies in Italy, this is divided into three levels:
1. Bachelor’s Degree (Laurea Degree) (3 years);
2. Master’s Degree (2nd Laurea Degree) (2 years);
3. Research Doctorate Degree/PhD (3 years) or Specialisation Degree (2-5 years).

A bachelor’s degree, a first-cycle academic qualification, gives access to the 2nd cycle while the Master’s Degree (usually a second-cycle qualification) is essential to access the 3rd cycle doctorate programmes resulting in the degree called Research Doctorate degree (Dottorato di Ricerca).

In addition, the system offers other degree programs and related qualifications both within the 2nd and 3rd cycle. There are, for example, higher advanced education and professionalisation courses for first and second level called Master and, although there is used the credit system, nevertheless they are not really academic cycles.

In general, the undergraduate courses (CL) of first cycle are intended to provide students with adequate knowledge of general scientific principles and mastery of methods as well as the acquisition of specific professional skills. The minimum requirement for access to a higher education institution is the upper secondary school diploma, or a comparable foreign degree. Applicants may be required to meet additional subject-specific requirements for admission.

As part of the second cycle, the aim of Master’s Degree courses (CLM) is to provide postgraduates with an advanced education and training for highly qualified activity in specific areas. Access to CLM is subject to possession of the Italian 1st degree (Laurea) or a comparable foreign degree. A limited number of 2nd cycle long degree programmes “Corsi di Laurea Magistrale a ciclo unico – CLMu” (Medicine, Veterinary Medicine, Dentistry and Dental Implants, Pharmacy, Architecture and Law), have a duration of 5 years (6 for Medicine). Usual minimum educational prerequisite is the upper secondary school diploma and passing an admission test.

The Specialisation Courses Level 1 (CS1) are designed to provide postgraduates with knowledge and skills needed for the practice of highly qualifying professions; possession of a 1st degree (Laurea) or a comparable foreign degree is required to access the CS1 and it is subject to the passing of a public competition.

On the other hand, the Master’s Degree Courses of 1st level (CMU1) are advanced scientific courses or continuing higher education studies open to the holders of a degree
(Laurea) or a comparable foreign degree. In some cases, admission may be subject to additional requirements.

With regard to the 3rd cycle studies, the PhD Courses (Corsi di Dottorato di Ricerca - CDR) are intended for the acquisition of a correct methodology of scientific research or high level of professionalism and they may include study periods abroad or internship in research laboratories. Admission is subject to the passing of a competition and it is accessed with a Master’s Degree (Laurea Specialistica) or a comparable foreign degree.

Within the same typology of degree courses there are the 2nd (level) Specialisation Courses (CS2) and the 2nd (level) Master Courses (CMU2); both are designed to provide knowledge and skills for the exercise of professional activities of high qualification.

**Legislation and national policies**

Article 34 of the Italian Constitution declares that “the able and deserving, even if lacking financial resources, shall have the right to attain the highest grades of learning”, and it excludes any discrimination in access to knowledge and the right to education.

The right to higher education is regulated by the Law 390/1991 establishing that the Italian State has the broad guideline with regard to the right to education, and it is responsible for its coordination and planning, while the regions and universities have the role to enable interventions for the concrete implementation of this right.

The general criteria concerning interventions for the right to education are established by a Decree of the President of the Council of Ministers generally issued every three years (although the last of which dates back to 2001)\(^{20}\). Article 13 of the Decree provides that international students outside the European Union have equal treatment with Italian students and, based on the same merit and economic requirements, they access to services and interventions for the right to study such as scholarships, easy terms loans, housing services, and exemptions from payment of tuition fees.

It was the Immigration Act of 1998 (“Turco-Napolitano” Law no. 40/1998) that, for the first time, explicitly stated the principle of equal treatment between Italian students and foreign students, eliminating the former principle of reciprocity between States.

Subsequently, the non-EU students’ presence at universities was regulated by Presidential Decree no. 394/1999 (Decree issued to implement the Consolidated Act on Immigration of 1998), the amendments introduced by Law no. 189/2002 and, currently, by its Implementing Regulation (Decree of the President of the Republic no. 394 of 31\(^{st}\) August 1999, coordinated with the changes of Presidential Decree no. 334/2004). The Regulation governs the terms and conditions of entry in Italy of a non-EU national who wants to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to enrol to university, as well as his/her permanence in the State, and the ability to

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remain even after completing his/her studies. It takes into account several aspects: the issuance and refusal of entry visas for study and research purposes; access to universities; the recognition of qualifications obtained abroad; acquisition of a residence permit and if necessary its conversion. A detailed analysis of the rules governing the entry and residence of non-EU students in Italy will be provided in the appropriate sections of the next chapter.

Moreover, it should be noted the implementation of Directive 2004/114/EC, which regulates the conditions of admission of Third-Country nationals for the purposes of studies, pupil exchange, unremunerated training or voluntary service by Legislative Decree no. 154\textsuperscript{21} of 10\textsuperscript{th} August 2007, and the transposition of Directive 2005/771/EC for the admission of Third-Country nationals for the purpose of scientific research, through Legislative Decree no. 17 of 9\textsuperscript{th} January 2008\textsuperscript{22}.

At the institutional level the competence of migration policies regarding entry for study purposes is divided among different ministries. As previously mentioned, higher education is the responsibility of the Ministry of Education, University and Research (MIUR), albeit in a context of autonomy granted to individual universities in terms of availability of places, admission procedures and ways to deliver the academic degree.

However, it is the Ministry of Foreign Affairs, in consultation with the MIUR and the Ministries of Interior and Labour and Social Policies that every year, after consultation with the Permanent Conference State-Regions, issues a decree establishing the annual number of places available for non-EU students. The Directorate General for Italians Abroad and Migration Policies within the Ministry of Foreign Affairs has the task of providing consular affairs and handle issues regarding foreign citizens in Italy. There are two offices within the Directorate General competent to deal with the matter: the Office V (Immigration and Asylum Policies), that collaborates for the planning of migration flows and the promotion of bilateral agreements on migration, and Office VI (Visa Centre), dedicated to take care of visas for foreign nationals and the entry procedure.

However, the organisation of the Ministry of the Interior at the central level as to migration policies is grounded on the Department for Civil Liberties and Immigration, which enforces civil rights protection, including those relating to immigration, and the Department of Public Safety, in particular the Central Directorate of Immigration and Border Police. It must be stressed that it is precisely the Ministry of the Interior to hold the main responsibilities of migration and asylum in the national institutional framework.


Finally, also the Directorate General of Immigration in the Ministry of Labour and Social Affairs is dealing with this matter, especially as regards the workers from abroad flow programming. In the event of non-publication of the annual decree on the quota of foreign students, it is precisely this Department that establishes by decree the maximum number of visas for study purposes on a transitional basis and within the limits of quotas established for the previous year. There is also an extensive network of associations of non-EU students who deal with the phenomenon, especially as regards socio-cultural integration activities of their nationals. Moreover, it should be noted the contribution made by the Patronati (Italian welfare agencies), bodies that the Ministry of the Interior has sought to engage in assisting practices for the grant or renewal of residence permit.

**National strategy**

In recent years, in Italy there is an increasing focus on the internationalisation of the university system. Among the government actions taken there are primarily the increase in number of courses taught in English, the modernisation and simplification of procedures for admission, fostering cooperation with strategic Third Countries and support of talented people already connected to Italy through ad hoc strategies.

Since 1998, MIUR allocates specific funds in support of international university cooperation on the basis of the financial resources available according to a baseline share. A complementary tool, which demonstrates the political will of internationalisation already present at the time, is the three-year plan for the development of the university system, which had envisaged the allocation of 20 billion lire (equal to 10 million euro) for the period 1998/2000 and an equivalent sum for the period 2001/2003, an increase of 50% compared to previous years for the period 2004/2006.

In 2004, the General Confederation of Italian Industry (Confindustria) and the Conference of Italian University Rectors (CRUI), united in their common belief that university, research and innovation are a priority for the future of the Country, have set up a strategic program for one year, thanks to which, drawing on the successful experience of Erasmus (European Region Action Scheme for the Mobility of University students), it was possible to start several initiatives to facilitate the mobility of researchers and students from China. The program Confindustria-CRUI has also favoured the strengthening of cooperation between universities and companies through the creation of mixed public-private laboratories and support for young researchers through scholarships, PhD, training in business and funding of research projects, in order to share various experiences within the university system and business.

In 2008, the words expressed in the preface to a book on the accreditation of university courses by the former Director General of the Ministry of Education,

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23 Confindustria – Crui, *Otto azioni misurabili per l’Università, la ricerca e l’innovazione*, 2004 (*Eight strategies for University, Research and Innovation*).
University and Research, Antonello Masia, summarise the strong desire at ministerial level to internationalise the system: “It is important that Italy recover the noble traditions of the past and be once again considered as the selected venue for students and scholars from all over the world, which today, despite the efforts spent in the requalification of the system, still does not attract sufficient numbers. In recent years, the university system has experienced an intense period of reform, which has affected various aspects of university life: didactics organisation, a higher level of specialisation, the doctoral research, the recruitment of professors and researchers, the structural configuration of the faculties, the system programming. The intent was to counter the many problems that emerged after the start of the Bologna Process and were only partly resolved with the enactment of Ministerial Decree 270/2004. During the last two legislatures it has been addressed the purpose of making the university governance system more efficient; university is called to face the difficult challenge of internationalisation, with the full knowledge that it must keep pace with the rapid changes taking place in the society of knowledge, towards an increasingly global context”24.

An important milestone was reached in 2009, when the conference “Strategies in support of the internationalisation of the Italian university system” for the definition of measures in favour of the internationalisation process of the university system was held at the Ministry of Foreign Affairs. The inter-institutional conference had its objective to establish a joint MAE-MIUR-CRUI working group dedicated to the internationalisation of the university system, with the goal of monitoring the international activities of Italian universities, with the involvement of the National University Council (CUN), the Ministry of Economic Development, the Italian Institute for Foreign Trade, the National Agency of Tourism-ENIT, parliamentary associations, and the regions and municipalities where universities are located. In this context, it has been expressed the need to enhance the role of the academic world as an instrument of foreign policy, through the involvement of the private sector and in collaboration with local authorities, aimed at increasing the presence of foreign talent in Italy for the benefit of local realities of the Country, and also in terms of network of suppliers for the tourism industry.

Moreover, different tools aimed at enhancing the visibility of information on study opportunities in Italy have been made operational, first of all the website www.studiare-in-italia.it, a MIUR project, jointly implemented by CIMEA and CINECA and easily accessible by students who wish to attend university courses at first, second and third cycle in Italy.

Furthermore, in October 2011, in a hearing before the Senate25, former

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24 www.cimea.it/files/fileusers/resources.pdf.

Undersecretary of State at the Ministry of Foreign Affairs, Vincenzo Scotti, stressed the importance of an overall process of internationalisation of the “Italian System” which should invest in the Country’s economic, social, scientific and cultural system starting with the university education. In fact, the Undersecretary defined the presence of foreign students a key litmus test for the economic relations between Countries, with a focus on emerging Countries. During the hearing there came up some critical issues of the university system: still insufficient recognition of qualifications issued by Third Countries, the difficulties in issuing visas and residence permits, the lack of English language courses. The current strategy of the MAE-MIUR-CRUI working group in charge of setting the guidelines for internationalisation focuses precisely on improving these three aspects. Moreover, the national strategy pursued is publishing online the numerous cooperation agreements signed so far by the various universities, with an indication of their progress reports to ensure that, without prejudice to the autonomy of the universities in concluding these agreements, one can benefit from the vast inter-university cooperation experience accumulated over the years.

Also in 2011 it started a restructuring process within the MIUR Department for University, Higher education in Fine Arts, Music and Dance and for Research that provided for the establishment of the Directorate General for the internationalisation of research\(^{26}\), specialised in developing integrated policies on the subject.

More recently, in early 2012, the Minister of Education, University and Research Francesco Profumo expressed the need to start a real “Country Project” aimed at increasing student mobility and leading a drive for the modernisation of the Italian university system\(^{27}\). The interventions envisaged, which are not only in the regulatory domain, intend not only to attract foreign talent but also to retain a close relationship with Italy, allowing companies to work with qualified personnel identified in a selective way. Students raised in international contexts are important in two respects for the companies: there are foreign graduates trained in the Italian system and the Italian graduates, both benefiting from the internationalisation of universities, that immediately enter in contact with a multicultural environment.

During a hearing at the Senate in January 2012, the Minister Profumo explained in detail the four measures provided by his Ministry to promote greater internationalisation: “a single portal with all the educational proposals from the universities of the Country, to ensure that users have accurate information with regard to services, workspaces, international relations, performance indicators, as well as the educational activities, and


different locations; the simultaneous involvement of diplomatic facilities, the researchers system and students abroad and information about companies in an integrated perspective aimed at attracting talent and maintain close relations with our Country; the recognition of the entrance test conducted by the University of Cambridge (Cambridge Assessment) as valid certificates in all universities; support for the completion of paperwork by the international students directly at the universities”.

The articulated strategic framework developed at ministerial level denotes the desire to connect the modernisation of the university system to the competitiveness of Italian companies and foreign policy objectives.

**Ongoing debates**

Under the new university reform prepared in 2012 by the Minister Profumo, in continuity with the direction pursued by the previous Gelmini Reform, there was a reduction of 200 million euro to the standard funding allocation for the universities. This reduction has given rise to a heated debate on the university system in general; this happened especially because the reform package introduced the so-called “merit–based system” which provides prizes for the best graduates and for the best PhD graduates and tax breaks for companies that hire them. This should make universities more meritocratic and efficient but according to many it is arbitrary. Criticisms, levelled both within the institutional political debate and civil society, concern the fact that the right to education cannot be considered as such if only linked to academic success, especially in a time of crisis, because such a meritocratic formula would ultimately achieve only a selective function in clear contradiction with the inherent purpose of public education.

In the specific context of the internationalisation of universities, criticisms have been levelled against the decision by the Polytechnic University of Milan to run all Masters and PhD courses in English (2nd Laurea degree course-CLS and research doctorate programme-CDR) from the academic year 2014-2015. Meanwhile, in Milan there are going to be invested 3.2 million euro to attract foreign lecturers (15 professors, 35 post doc, 120 visiting professor), based on a strategy of internationalisation that has led in recent years to a sharp increase in the overall number of international students enrolled (from 1.9% in 2004 to 17.8% in 2011). In June 2012 a demonstration took place in front of the Polytechnic University of Milan in support of the use of Italian language and a

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A legal claim was presented to the Regional Administrative Court of Lombardy by about a hundred academics (Tribunale Amministrativo Regionale della Lombardia). According to the applicants, the imposition of a foreign language would violate the centrality of the Italian language, which is protected by the Constitution, and reduce rather than extend the educational offerings, and would infringe upon the right to study and cause a linguistic rift between the élites and common people who cannot for financial reasons have an adequate knowledge of English so as to take a college course.

The Undersecretary of Ministry for Education Elena Ugolini, in response to a parliamentary question, confirmed the fact that the choices of the Polytechnic University are consistent with legislation\(^ {29} \), but many scholars, including the well-known linguist Tullio De Mauro, have suggested instead that only certain subjects in certain courses be taught in English\(^ {30} \).

In recent years the number of courses taught in this foreign language increased significantly, and now there are over one hundred units. In May 2012, CRUI conducted a survey on courses taught in English in the academic year 2011-2012\(^ {31} \) as part of studies on the national academic system and in particular on the internationalisation of didactics activities. According to the survey, over 70% of the universities (57) had educational activities taught in English, for a total of 671 courses, in 60% of cases of upper level courses (Doctorate 34%, Master’s Degree 25%, 1st (level) University Master degree 20%, Winter/Summer school 18%, First (Laurea) Degree 3%). These courses were more numerous in large urban centres (Milan, Turin, Bologna, Rome), with a higher concentration in the North, and mainly focused on the areas of engineering (more than 25% of cases) and the economics and statistics (20%).

Another debate focuses on the level of difficulty related to the admission tests since often tests are considered prohibitive for foreign students, as is clear from the complaint of AMSI (Association of foreign Physicians in Italy) subsequent to the last admission tests at the Faculty of Medicine in September 2012\(^ {32} \), which were attended by 77 thousand candidates for 10,173 places available. Despite the satisfaction expressed by Minister Profumo\(^ {33} \) for the growing number of aspiring foreign doctors, strengthened by


\(^ {31} \) Cf. www.crui.it/HomePage.aspx?ref=2094#.

\(^ {32} \) Cf. www.immigrazioneoggi.it/daily_news/notizia.php?id=004507.

\(^ {33} \) Il Messaggero, 3 September 2012.
the possibility to take the admission test in Germany, UK, Poland, India and the United States, AMSI reports that a significant proportion of foreigners undertaking admission exams could not exceed the minimum threshold of 20 correct answers out of 80, a requirement introduced last year, because of the particular difficulties associated with general knowledge questions that presupposed a level of excessively detailed knowledge of Italy. The AMSI, recognising the importance that international students have a deep understanding of Italian culture, stressed the urgent need to place instead teaching of Italian history and culture within the degree courses that would allow a better understanding of the host Country and facilitate the integration process.

Finally, a study promoted by the “G2 Second Generations Network” in Italy, with a contribution of Italian National Office Against Racial Discrimination (UNAR), on ”The second generation between school and labour market” (July 2012) reported that, all qualifications being equal, Italian students enrol in high school with the prospect of going to university and become part of the ruling class of the country, while many young people in the second generation enrol in vocational schools and do not access to higher education. The research shows that, very often, middle school teachers have a crucial role in this decision as they guide the parents’ choice.
3. Legal and practical conditions at national level that apply to international students

A) ADMISSION

Specific measures to attract international student

In the past years many programs have been launched at ministerial level, aiming towards the recruitment of foreign students.

The “Invest Your Talent in Italy” Program, sponsored by the Ministry of Foreign Affairs and by the Ministry of Economic Development, with the aim of attracting young students coming from Countries of primary interest for the internationalisation of the Italian companies, offers scholarships to attend 2nd (Laurea) Degree or 1st (level) University master’s degree in English in the following subject areas: engineering and high technology; economics, management and social sciences; architecture and design. In addition to the participation of 19 prestigious Italian universities, a basic element of the program is the involvement of private companies, as each course is complemented by a business internship lasting at least 3 months. The program is intended for citizens of Colombia, South Africa, India, Turkey and Brazil, where in 2010 a number of roadshows aimed at student recruitment were launched. There are also courses in Italian language and culture to promote greater integration of students. The initiative is a huge success not only among students but also among companies; for example, Microsoft has chosen to establish its main research unit at the University of Trento, Department of Informatics and Telecommunications, working with many foreign universities and where half of the students are from abroad.

The “Marco Polo” and “Turandot” programs aim to attract Chinese students through the reservation of seats at the universities and the opportunity of learning the Italian language after arriving in Italy, including among the various measures the streamlining of practices for granting visas. In particular, the Marco Polo program offers a semester of study of the Italian language in the universities for foreigners or in language schools and subsequently gives access to various university courses after certification of linguistic knowledge, while the program Turandot is for students who want to access schools of higher education in art and music (AFAM) and contains the same type of access. Thanks to these programs, the number of Chinese students enrolled in Italian universities, over the range of a few years, has passed from a little more than 50 to nearly 8 thousands units in the course of the academic year (6,161 registered in Italian universities undergraduate courses; 354 enrolled in graduate courses; and 1,394 in AFAM). The high presence of Chinese students in Italy demonstrates the success and importance of these programs, capable of increasing student attendance despite language barriers.

Every year the Ministry of Foreign Affairs awards scholarships, sponsored by the
Italian Government, to foreign citizens (EU and Third Countries) and Italians living abroad. The initiative aims to promote international cultural cooperation and the proliferation of knowledge of the Italian language, Italian culture and Italian science, as well as promoting a projection of the Italian economical and technological sectors in the rest of the world. As a priority, the scholarships are awarded to students who demonstrate, through the excellence of their study curriculum, their capability of completing studies with profit in the Italian public institutions. In 2012 only, citizens of 128 Countries had the opportunity of being admitted to various university courses lasting three, six or nine months, based on selection and admission procedures often arranged in close collaboration with the authorities of the Countries of origin.

In addition, the Ministry of Foreign Affairs makes available its institutional web page to advertise further scholarship opportunities offered to foreign students by the municipalities, associations and Universities.

At municipal level, a noteworthy project is the “One Dream One City” project. This strategic project aims to propose Milan as a centre of excellence in the field of design, fashion, tourism, film, economics and engineering, giving the opportunity to new international talents (academics, researchers and managers that could then act as spokespersons in their Country of origin for the “made in Italy”) to conduct master, PhD and business internships that involve the City of Milan, local territorial institutions, universities, and local businesses.\(^\text{34}\)

With regard to university programs funded by the Countries of origin and carried forward in the Italian territory, those involving American students attending North American universities deserve particular attention. These do not involve only students of US or canadian citizenship but also young people coming from other Countries, previously enrolled to colleges or universities in America. Those who attend master courses or PhD, on average, remain in Italy for a period longer than five months, thus giving rise to a long-stay mobility producing important interactions with the economic and social areas where their programs of study are located. Moreover, there are programs that offer students the opportunity to enrol in an Italian institution and, if so, tuition fees are paid directly by the North American college or university. Many of these students are entitled to loans from private or government, and of scholarships awarded by the same institutions and by other private and public institutions of various kinds.

The strong presence of US students has led to the creation of the Association of American College and University Programs in Italy (AACUPI) in 1978, a foundation recognised by the Italian Government as well as by US and Canadian authorities that today has 135 member institutions on behalf of which it manages programs of study. This Association collaborates with the Visa Office of the Ministry of Foreign Affairs in order to

\(^{34}\) Cf. www.cimea.it/files/fileusers/IL%20PROGETTO%20ONE%20DREAM%20CITY.pdf.
simplify immigration procedures for students interested in attending programs of study in Italy\textsuperscript{35}. In addition to the students there is also a large number of academic and non-academic staff working with these institutions that, according to an investigation carried out in 2008 to celebrate the thirtieth anniversary of AACUPI’s birth\textsuperscript{36}, is 50% Italian and 50% from the United States and Canada. More than a quarter of these foreign employees live permanently in Italy where, together with their families, have now become a tangible cultural bridge between the two shores of the Atlantic.

Recognition of qualifications

Italy has ratified the “Convention on the Recognition of Qualifications concerning Higher Education in the European Region” five years after its approval in 1997 in Lisbon, through the Law no. 148 of 2002, which has updated and streamlined the internal regulatory framework regarding the recognition of foreign qualifications.

This legislative measure, in line with the new framework of university autonomy, provides that universities are responsible for recognising courses and study periods spent abroad and foreign qualifications, for the purposes of access to higher education, continuing university studies and the award of Italian university qualifications lies within “the universities and institutions of higher education, that exercise such competencies autonomously and in compliance with the respective degree programme systems, without prejudice to any bilateral agreements in force”\textsuperscript{37}.

The implementation of Law no. 148/2002 took place in 2004 with the Ministerial Decree no. 214 of 26\textsuperscript{th} April 2004 - Regulation regarding recognition criteria and procedures for qualifications issued by foreign higher education institutions operating in Italy - and it was then completed in 2009 by Presidential Decree no. 189 of 30\textsuperscript{th} July 2009 - Regulations concerning the recognition of foreign qualifications to access to public competitions.

In sum, the Italian legislation on the recognition of qualifications is linked to three main factors that have influenced its development\textsuperscript{38}:

1) the return emigration, which has experienced its greatest development in the first half of the seventies and continued in the following years;

2) non-EU immigration, of which Italy has become an important host Country;

3) the intra-EU academic and professional mobility promoted in a progressive approach with the Bologna Process.


\textsuperscript{37} Cf. www.parlamento.it/parlam/leggi/02148l.htm.

\textsuperscript{38} Cf. www.cimea.it/files/210_113.pdf.
On this last point, Italy actively participates in the Erasmus Mundus program and it has long since the ECTS (European Credit Transfer Scheme) were applied as well as having adopted several general and sectoral directives aimed at increasing academic mobility.

As regards, in particular, the recognition of non-EU qualifications, the matter is governed by the Consolidated Act enacting provisions governing immigration and alien status (Legislative Decree no. 286 of 25th July 1998 and subsequent amendments).

Currently the CIMEA (Information Centre on Academic Mobility and Equivalences) is the organisation that is responsible for the recognition of qualifications. On its institutional website information is available in English and Italian. The same organisation, in agreement with the Ministry of Education, University and Research, serves as the national contact point of the Erasmus Mundus and NARIC Networks - National Academic Recognition Information Centres, ENIC - European Network of national Information Centres on academic recognition and mobility, and MERIC - Mediterranean Recognition Information Centres 39.

Information campaigns

The Bologna Process has brought significant changes in the education system, allowing greater student mobility and expanding the provision of education and training. Students are becoming more informed about the different possibilities and, therefore, the development of strategies for effective and immediate visibility has become a national priority.

Every year thousands of students choose to study in Italy and, to this end, they turn to the Italian diplomatic representatives present in their Country of origin. This expression is used for Embassies, Consulates, as well as the Permanent Representatives to the International Organisations, the Italian Cultural Institute and the Office of Science and Technology that the Italian Ministry of Foreign Affairs has officially established on the territories of individual foreign Countries. Italy can benefit from a highly branched (319 seats) diplomatic-consular network, developed over more than 150 years of history in support of the country’s multiple relationships with foreign countries, but also in support of the demands linked to Italian emigration, which now has 4 million residents abroad and more than 70 million descendants, and that since the Unification of Italy until today saw nearly 30 million people emigrate 40. In particular, the embassies and consulates assist resident students with the pre-registration application at Italian universities and the granting of the necessary visa for study purposes, providing all the necessary information through their institutional website or through paper printed information. In addition, these facilities provide specific information regarding the recognition of foreign qualifications, also

39 For more information on this topic, see the institutional website www.erasmusmundus.it.

releasing the necessary declaration of value for degrees granted by foreign schools and universities, so that the interested parties can get recognition with similar Italian titles. Finally the diplomatic representatives provide information and service in the allocation of scholarships.

The diplomatic representatives are supported in their work by the Dante Alighieri Society in different locations, committed to the promotion and diffusion of the Italian language and culture: in Italy there are 95 committees distributed in almost all the provinces; abroad there are 423 seats, spread over 60 States, that take care of approximately 5,900 courses of Italian language and culture attended by more than 200,000 fellow students enrolled. As for the definition of didactics activities, the Dante Alighieri Society operates on the basis of an agreement with the Ministry of Foreign Affairs, for the certification of Italian language with its own certificate called PLIDA (Progetto Lingua Italiana Dante Alighieri - Dante Alighieri Project for Italian Language), also recognised by the Ministry of Labour and Social Policies and the Ministry of Education, University and Research. It certifies the competence of Italian as a foreign language on a scale of six levels, which correspond to the phases of the learning set by the Council of Europe. In the foreign offices of the Dante Alighieri Society there can be found useful information on access to higher education in Italy.

General information is also available on the websites of the Ministry of Foreign Affairs and the institutional web page of the MIUR.

However, it should be noted in particular the portal “Study in Italy” which has been carried out by the Ministry of Education, University and Research (MIUR), in collaboration with the CIMEA and CINECA, and is available in five languages: Italian, Spanish, English, German and French.

The site contains a wealth of information for those who intend to pursue graduate studies in the first, second and third cycle in Italy: structure of the higher education system, procedures for admission to university courses, health services, housing, issuance of visas and residence permits, and practical information about living in Italy. Moreover, thanks to a search engine, one can find all the courses offered to international students in the Country according to the study area, the type of degree (first and second level), the city or university that has been chosen.

The CIMEA site also provides information on university education in English and Italian and is connected via a link to the website “Study in Italy”.

A recent innovation is the new portal “UniversItaly”, produced by MIUR in collaboration with CRUI, CINECA and all Italian universities, aimed at Italian and foreign students and to those interested in the national academic system. The portal has been

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41 www.ladante.it.
42 www.study-in-italy.it.
provided for in the Decree Law of 9 February 2012, n. 5: “Urgent provisions of simplification and development”, converted into Law of 4 April 2012, n. 35 (article 48, paragraph 1). It was created with the idea to simplify and support the choice of students and their families, and to promote the demand by foreign students, helping them through special instruments, in comparing universities educational offer thanks to a modern navigation system and interaction with the social networks. Content is available both in Italian and in English and through the website it is possible to obtain information on registration fees and duration of the courses run by universities, academies and conservatories in the different locations.

Sure enough that individual universities provide information on their web pages or operating information centers for foreign students, among them, it is worth mentioning especially the site of the Polytechnic University of Milan\(^{43}\) (which in addition to the site in English, it also runs a site entirely in Chinese\(^{44}\)) and the Polytechnic University of Turin\(^{45}\), where many international student enrol and there is therefore a greater interest in better orientation of students from other Countries.

Among the promotional channels chosen by the Italian universities, there is also participation in trade fairs and international events, publication of brochures and information materials and the use of real advertising campaigns.

\textit{Entry visa}

The procedure by which each year is determined the maximum number of new non-EU foreign students admitted to the Italian university system is governed by art. 39 of the Consolidated text of provisions governing immigration and the status of aliens (Legislative Decree 286/1998) and art. 44-bis of the Implementing Regulations (Presidential Decree no. 394/1999, as amended by Presidential Decree no. 334/2004). It provides that each university establishes, by the end of the calendar year, the maximum number of seats to be allocated to foreign students to register for the next academic year. Therefore, the entry procedure to training courses is made under the annual quota setting the maximum number of visas for study that may be issued by the Italian Consular authorities abroad. The abovementioned art. 44-bis envisages also the admission to courses out of the reserved quotas set by the Italian institutions for certain categories, such as those coming from Countries that have signed protocols executing cultural agreements, or of development cooperation programmes, for students who benefit of a scholarship including those granted

\(^{43}\) \url{www.polinternational.polimi.it}.

\(^{44}\) \url{http://zh.polinternational.polimi.it}.

\(^{45}\) \url{https://didattica.polito.it/index_en.html}.
under agreements between Italian universities and Universities in the Countries of origin. Based on the public availability presented by each university to the Ministry of Education, University and Research, the Minister of Labour and Social Policies, in consultation with the Minister of the Interior and the Ministry of Foreign Affairs, and after consultation with the Permanent Conference State-Regions, issues the decree establishing the annual number of places available for new students by 30th June of each year. The draft decree is submitted to Parliament for the acquisition of the opinion of the relevant Commissions that pronounce within the next thirty days. In the event of non-publication of the annual quota decree, the Minister of Labour and Social Policies can provide, in the second half of the year, a decree on a transitional basis and within the limits of quotas established for the previous year, to decide the maximum number of visas.

Following the issue of the decree, prospective students interested in studying in Italy will be able to submit a formal application at the Italian diplomatic representatives in the Countries of origin. Both the Universities and the Italian diplomatic and consular missions abroad advertise the list of all degree courses and of the quotas reserved for foreign students, in order to enable the interested parties to timely submit the pre-enrolment form. In addition, the list of courses and of the quotas reserved by each university is available online on the website of the Ministry of Education, University and Research, at www.miur.it, and on the official page of the Ministry of Foreign Affairs www.esteri.it.

Foreign nationals from a Country outside the EU and EEA can come to Italy for study purposes on condition of possessing a valid visa permitting entrance, unless they come from Countries that are not subject to the visa requirement. From 1st September 2010, the citizens of the following Countries are not required to apply for an entry visa for study, tourism, mission, business, invitation and sporting competitions, provided that they stay no more than 90 days: Albania, Andorra, Antigua and Barbuda, Argentina, Australia, Bahamas, Barbados, Bosnia and Herzegovina, Brazil, Brunei, Canada, Chile, South Korea, Costa Rica, Croatia, El Salvador, Former Yugoslav Republic of Macedonia (FYROM), Japan, Guatemala, Honduras, Hong Kong, Israel, Malaysia, Macao, Northern Mariana Islands, Mauritius, Mexico, Monaco, Montenegro, Nicaragua, New Zealand, Panama, Paraguay, Saint Kitts and Nevis, Serbia, Seychelles, Singapore, United States, Taiwan (territorial entity not recognised as a State), Uruguay, Venezuela. The citizens of Norway, San Marino, Vatican City and Switzerland are exempt from the visa requirement in any case.

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46 Non-EU students residing abroad can apply for two different types of scholarships, which correspond to special rules to enrol in a chosen study course. These are:

Scholarship allocated by the Italian Government on the basis of protocols executing cultural agreements or development cooperation programs; students who win these scholarships have to follow specific enrolment instructions in accordance with the specific provisions issued by Directorate General for Cultural Promotion and Cultural Cooperation (DGPC) – Office VI and by Directorate General for Development Cooperation (DGDC) – Office IX of the Ministry of Foreign Affairs (MFA);

Scholarships awarded to students by the governments of Countries of origin to cover the whole period of their study to be performed in Italy, under agreements between Italian universities and those of their own Countries, these students have to meet the admission conditions under the framework of inter-university agreements.

The non-EU candidates that fit into these two categories have access to the Italian programs concerned in addition to the quotas reserved by individual institutions.

47 The citizens of the following Countries are not required to apply for an entry visa for study, tourism, mission, business, invitation and sporting competitions, provided that they stay no more than 90 days: Albania, Andorra, Antigua and Barbuda, Argentina, Australia, Bahamas, Barbados, Bosnia and Herzegovina, Brazil, Brunei, Canada, Chile, South Korea, Costa Rica, Croatia, El Salvador, Former Yugoslav Republic of Macedonia (FYROM), Japan, Guatemala, Honduras, Hong Kong, Israel, Malaysia, Macao, Northern Mariana Islands, Mauritius, Mexico, Monaco, Montenegro, Nicaragua, New Zealand, Panama, Paraguay, Saint Kitts and Nevis, Serbia, Seychelles, Singapore, United States, Taiwan (territorial entity not recognised as a State), Uruguay, Venezuela. The citizens of Norway, San Marino, Vatican City and Switzerland are exempt from the visa requirement in any case.
the citizens of Countries exempt from short-stay visa requirements are allowed to enter Italy for stays of up to ninety days for reasons of study, in contrast to the previous provisions, without the need to request an entry visa\(^{48}\).

According to the national legislation, the visa is an alien’s authorisation to enter the territory of the Italian Republic, issued by the Italian diplomatic-consular missions located in the State of origin or habitual residence of the applicant. Under the Visa Code (Regulation EC No. 810/2009 of 13\(^{th}\) July 2009\(^{49}\), entered into force by 5\(^{th}\) April 2010), the foreigner who wishes to study in Italy must apply for stays up to 90 days (unless exempt) for a Uniform Schengen visa (VSU) type C, for single or multiple entry short stay visa. For long stays (over three months) the foreign student will require a National Visa (VN or Visa D), issued pursuant to the Italian law.

The type of visa, the conditions and specific requirements for the issuance of visa are provided for in the Consolidated Law on immigration (Legislative Decree 286/1998) and its Implementing Rules (Presidential Decree no. 334/2004), as well as the recent Ministerial Decree of 11\(^{th}\) May 2011 on “Definition of the types of visas and the requirements for obtaining them”\(^{50}\), where for the first time the student visa is differentiated from the visa for research.

In compliance with the EU directives, it should be noted the Legislative Decree of 10\(^{th}\) August 2007, no. 154\(^{51}\), implementing Directive 2004/114/EC on the conditions of admission of Third-Country nationals for the purposes of studies, pupil exchange, unremunerated training or voluntary service (published in the Official Journal no. 216 of 17\(^{th}\) September 2007) – in Article 4-bis, it is reiterated that, in compliance with international and European agreements that Italy joins, a foreigner already admitted as a student by an institution of higher education and holding a residence permit for study issued by another Member State, may enter Italy for stays longer than three months without a visa in order to continue studies already begun in the other State, or to integrate with a program of studies related to it, provided that he/she has the requirements for residence under national law.

The visa application can be submitted, as a rule, no sooner than three months from the


\(^{49}\) Cf. www.esteri.it/MAE/normative/Normativa_Consolare/Visti/codice_visti.pdf.


start of the intended visit. The applicant shall allow the collection of his/her fingerprint and the visa fee is waived in case of long stay visa for studies. The responsibility for issuing visas lies with the Italian Diplomatic and Consular Representations with territorial jurisdiction over the place of residence of the foreigner that is the sole authority responsible for ascertaining that applicants are in possession of the requisites entitling them to obtain a visa in accordance with the applicable rules. Visa application must be submitted in writing giving all the details required on the special visa application form which must be signed by the applicant and accompanied by one passport-size photo. As a rule, aliens applying for the visa must visit the diplomatic or consular offices in person to be interviewed on the reasons and circumstances of the visit. Applications must be accompanied by a valid travel document, on which it is materially possible to affix the visa in the form of an adhesive sticker.

The student visa allows entry for short or long-term stay to foreigners intending to enrol in academic courses or courses of study or vocational training at institutions recognised by competent authorities. Matriculation of foreigners is possible only on condition that candidates have the visa issued for study/university. Its emission is only intended for students that will be matriculated in a university course of study and, under no circumstance, it is expected to be issued such a visa for foreigners enrolled in academic years following the first year of matriculation. Under current rules, depending on the course start dates, the students require to the Consular Representation the issuance of an entry visa for study/University which should have its validity related to the length of a course of study. Where a candidate must personally participate in the admission tests well before the beginning of the course, the Consular Representation will issue a short stay visa for study for the exam. The candidate returned to his/her Country after having passed the test, if admitted, he/she will be delivered a new visa in accordance with the beginning of the course from the Representation (on a prior request).

In order to obtain an entry visa for study/University (and later the residence permit required to stay in the Country) the foreign student must provide evidence that during his/her stay he/she will have sufficient resources to cover his/her subsistence in Italy, proof of personal financial resources or provided by the Italian institutions regarded as reliable, including universities, local governments, and foreign bodies and institutions regarded as reliable by the Italian diplomatic authority. The amount should be of not less than €417.30 for each month of the academic year. Sustenance capability cannot be

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53 Circular no. 149 released by INPS - National Institute of Social Security, 28th December 2012, with which it was disclosed the percentage increase in the cost of living planned for the year 2013.
proved, however, through the presentation of a bank guarantee or a surety policy or solely submitting an application to a scholarship awarded by the Italian Government.

The student must also demonstrate the existence of a suitable lodging in Italy, and the availability of funds for repatriation or, alternatively, he/she must be in the possession of a return ticket.

Pursuant to art. 39, paragraph 3, of Legislative Decree 286/1998 and the Ministry of Interior’s Directive of 1st March 2000, health insurance for students’ expenses of medical and hospital admissions are subject to the following formulas:

a) consular declaration certifying the right to health care resulting from agreements between Italy and the Country of origin;

b) private health insurance policy subscribed in the Country of origin, accompanied by a consular declaration attesting to its validity in Italy; the consular declaration must also describe the length and types of services covered; besides it must confirm that the contract does not imply any limitations of or exceptions to the tariffs fixed for urgent hospitalisation during the whole time period it may be necessary;

c) subscribe a health insurance policy with an Italian institution or insurance company, such as the INA - National Insurance Institute, which offers a special policy in agreement with the Ministry of Health; in case of an insurance policy stipulated with other Italian bodies or companies, the policy must be accompanied by a statement from the insurer that specifies the absence of limitations or exceptions to the tariffs for emergency hospitalisation for its entire duration.

Possession of insurance coverage for medical care and hospitalisation shall be demonstrated when applying for a residence permit.

Students interested to apply to Corsi di Laurea-CL (1st degree courses) or to Corsi di Laurea Magistrale a ciclo unico – CLSu/CLMu (2nd cycle long degree courses) must submit to the Italian Consular Representation in the Country of origin, the original pre-enrolment form, plus two copies, enclosing:

a) the original school leaving qualification that was conferred after at least 12 years of school completed, or substitute certificate for all legal purposes;

b) proof of academic eligibility for students from Countries of origin where university admission is subject to special exams.

If the school leaving qualifications was achieved after a school period shorter than 12 years, students must submit a certificate proving partial academic studies already made. If an abbreviated course is called for, the certificate will have to specify the exams sat and passed as well as official documentation regarding the programmes on which the exams were based. Alternatively, if applicable, the student can submit the final certificate of

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54 At the time of publication of the places that each university reserves for individual degree courses, the student can determine whether and to what foreign languages is or is not exempt from the translation of the certificate.
post secondary school obtained in a non-university Higher Education institute.

Students interested in Corsi di laurea magistrale CLM (2-year Master’s degree courses) are required to attach to the application the following certificates:

a) a higher education qualification (bachelor-level);

b) a post-Secondary School degree received from a non-university Higher Education institute which nonetheless allows the student to continue his or her studies at the university in place at a next level (if the certificate of post secondary school has been achieved at the end of a period of at least 12 years of schooling);

c) a certificate issued by the relevant University - duly confirmed by the Consular Authority - specifying the exams passed, and for each subject, the detailed course programme to obtain the qualifications referred to in letters a) and b). Alternatively, the “diploma supplement” can be produced if adopted.

For enrolments in doctoral courses and master’s degrees, the provisions for the enrolment do not apply to undergraduate students and graduate students, provided that the admission procedures do not follow a timetable set out in the general provisions. Application to enrol to postgraduate courses may be submitted by foreign candidates holding a degree comparable in duration and content to Italian academic qualification required for admission to the course chosen. Applicants shall submit the enrolment with a copy of this qualification directly to the University following the procedures and within the time specified in the invitation, and only following the confirmation of acceptance by the University, they present the qualification to the Italian Diplomatic and Consular Representations for consular acts. In order to participate in master’s degrees, the assessment of the applicant’s qualifications lies within the exclusive competence of the academic bodies.

In any case, candidates must present to the Italian Diplomatic and Consular Representations the educational qualifications already authenticated by the competent authorities in the Country that issued them, where required by local regulations. The documents issued in Countries that have ratified the Hague Convention of 5th October 1961, must be provided with the legalisation or “apostille” stamp issued by the competent local authorities, exempt by this act for the Countries adhering to the European Convention in Brussels on 25th May 1987, ratified in Italy by Law no. 106 of 24th April 1990.

For the purposes of enrolment, students must have an adequate knowledge of the Italian language that can be proved or that has to be confirmed by the Representation. For this purpose, the foreigner can produce certificates issued by the Universities for Foreigners of Siena and Perugia, by Roma Tre University and by the legally recognised non-State “Dante Alighieri” University for Foreigners at Reggio Calabria and the “Dante Alighieri” Society, for the issuance of an entry visa. If this is not possible such certifications may be substituted by comparable documentation granted by bodies operating in place and may be required by the Italian representations. Alternatively, the
knowledge of the Italian language can be verified by these representations in collaboration with the Italian Cultural Institutes, if any, in the manner deemed most appropriate (for example, through an interview).

The Italian Diplomatic and Consular Representations shall have exclusive jurisdiction on the investigation phase and the signing of the declaration of value (which can not be delegated to the Italian Cultural Institutes). Later, they will provide to the interested universities the necessary information about the certifications or the checks carried out so that the institutions concerned can assess independently if candidates may be exempt from the scheduled language test.

Candidates are exempted from the preliminary examination of the Italian language and pre-enrolment takes place out of the reserved quotas in the case of:

a) students in possession of a four- or five-year second level secondary education diploma achieved at Italian schools abroad;

b) holders of the corresponding final academic qualification of Secondary School awarded in Argentina, confirming attendance of a course of studies including at least 5 years’ Italian language tuition in accordance with Law 210/1999 (which ratified the agreement signed with Argentina on 3rd December 1997);

c) holders of a diploma in Italian language and culture awarded by the Universities for Foreigners of Perugia and Siena;

d) those who have been awarded the certificates of competence in the Italian language, at an equivalent standard to the C1 and C2 levels of the Council of Europe’s Framework, issued by Roma Tre University, by the Universities for Foreigners of Perugia and Siena, and by the legally recognised non-State “Dante Alighieri” University for Foreigners at Reggio Calabria and the “Dante Alighieri” Society, also in agreement with the Italian Cultural Institutes abroad or other bodies, or declarations of attendance issued by universities that established Italian language courses, including those involving other educational institutions or local and regional government bodies.

The Representations send an email, a certified email when possible, to the university chosen by the students with a Word Excel attachment that has all the necessary information to pre-enrol and the candidates’ names listed by degree. Hence the universities send to the Representations the address, date and time for the Italian language test and all the information about the entrance examinations to individual courses. This information is fostered on the same date on the register of each university. The universities accept the candidates to the tests “with conditional entry”.

For notification of the final outcome of the application process, the Universities: send back to the Representations the email with the excel file indicating the students who were actually enrolled, who were absent to the admission tests, or unqualified, or who were eligible and reassigned to another location and/or to another course, or not admitted;
send the same information to the competent Questure (National Police offices at
update the National Student Registry set up on the website of the Italian Ministry of
Education, at www.miur.it (page “Università”, under “Anagrafe degli studenti”) with
data on students actually enrolled.

Meanwhile, once the eligibility of the visa application was assessed on the basis of the
documentation submitted by the applicant and information learned during the interview,
the representations will check the alien shall not be person for whom an alert has been
entered in the SIS (Schengen Information System) for the purposes of refusing entry and
that he/she shall not be considered to be a threat to public policy, national security or
the international relations of any of the Schengen States. Once there have been carried out
the necessary checks, the Italian Diplomatic and Consular Representations issue the visa,
normally within 90 days of the date of application, as envisaged by art. 5, c. 8 of
Presidential Decree no. 394 of 31st August 1999, then amended by Presidential Decree
334/2004. As previously mentioned, the candidate that is included in the list of those
individuals admitted to the tests (even if “with conditional entry”) may be issued an entry
visa for study/University in order to allow the student to sit the entrance examinations.
The visa, issued in accordance with the procedures set out by the Ministry of Foreign
Affairs through the Directorate General for Italians Abroad and Migration Policies, will be
possibly of type “D” (National) that is with multiple entries and valid for visits longer than
90 days (to allow possible extension of the relative residence permit in the event of
subsequent enrolment) and, where possible, it shall be valid until 31st January of the year
following the reference year. The visa can be granted to those individuals who have been
admitted “with conditional entry” to the degree courses only after the exhibition of upper
secondary school leaving qualification diploma and/or a comparable qualification and, if
necessary, the academic qualification. In any case, the Italian Consular Representation
issues to the candidates its own statement. This is to certify on the basis of which of the
requirements and of the relevant supporting documents there has been issued an entry
visa.

Even for non-EU foreign nationals residing abroad, with enrolment in Italian language
and culture, issued by the Universities for Foreigners of Perugia and Siena, and by “Dante
Alighieri” at Reggio Calabria and by Roma Tre University, the duration of validity of
student visa will be proportional to the conclusion of the course. The issuance of entry
visas for the courses mentioned above is subject to the general provisions of the Schengen
rules and national legislation on immigration, particularly for proper assessment of
tacivilimmigrazione.interno.it/dipim/site/it/documentazione/pubblicazioni/Asilo/4_2012_IV_Rapporto_\nEMN_Visti_e_flussi_immigrati.html. The report provides interesting information about the assessment procedures
of migratory risk (\textit{risk assessment}) adopted by the Italian diplomatic-consular Missions.}
With reference to the denials, there must be reported changes introduced by the Schengen Code on Visas (EC Regulation no. 810/2009) in 2010, according to which there is now an obligation for the Consular Representations to indicate the grounds for refusal of the visa, thus recognising the citizen the right to appeal against negative decisions.

In addition, by 31\textsuperscript{st} December of the reference year, Representations return the applications that do not meet the relevant regulations and the attached documents to the interested parties with registered letter motivating refusal or by any other means that provides similar guarantees, unless applicants demand for the return in person or commissioning it to third parties.

From a quantitative point of view there are no specific statistics on the reasons that have led to the refusal of a visa for study purposes, since the phenomenon is registered only as a whole or in reference to the total visas (USV + LTV + NV). However, the data available for the years 2010-2011 show that the incidence of refusals of total applications submitted stands at around 3.9% for both years (62,401 applications denied out of a total of 1,605,809 in 2010; 70,506 denials of 1,785,167 applications in 2011). Therefore it is a small percentage and a phenomenon of little importance in the national context.

The overall extent of national visas has grown slightly, from 217,875 in 2006 to 231,750 in 2011 (+13,875 visas, representing an increase of 0.2%). However, in examining the period between these two annuities, it may be observed that the trend is not always constant since it is closely connected to the various flow decrees that have occurred over time. After a peak recorded in 2007 (363,277), in the following three years there is in fact a progressive decline, so that the number of visas issued in 2010 is almost equal to the figures registered in 2006. However, in 2011, there was a slight increase of 6.2 percentage points over the previous annuity.

**ITALY. National Visas issued by reasons of education and total (2006-2011)**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>VN education</td>
<td>32,928</td>
<td>34,933</td>
<td>37,236</td>
<td>34,434</td>
<td>36,792</td>
<td>40,087</td>
</tr>
<tr>
<td>VN total</td>
<td>217,875</td>
<td>363,277</td>
<td>318,872</td>
<td>301,265</td>
<td>218,308</td>
<td>231,750</td>
</tr>
</tbody>
</table>

**SOURCE:** EMN Italy. Elaboration on data from the Ministry of Foreign Affairs

**ITALY. National Visas issued for education reasons: main 10 Countries of citizenship (2006-2011)**

<table>
<thead>
<tr>
<th>Position</th>
<th>Country</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>USA</td>
<td>14,623</td>
<td>USA</td>
<td>15,038</td>
</tr>
<tr>
<td>2</td>
<td>Albania</td>
<td>1,674</td>
<td>China</td>
<td>2,682</td>
</tr>
<tr>
<td>3</td>
<td>China</td>
<td>1,666</td>
<td>Japan</td>
<td>1,355</td>
</tr>
<tr>
<td>4</td>
<td>Japan</td>
<td>1,621</td>
<td>Turkey</td>
<td>1,093</td>
</tr>
<tr>
<td>5</td>
<td>Romania</td>
<td>1,066</td>
<td>South</td>
<td>1,071</td>
</tr>
<tr>
<td>----------</td>
<td>---------------</td>
<td>------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>USA</td>
<td>13,855</td>
<td>USA</td>
<td>14,710</td>
</tr>
<tr>
<td>2</td>
<td>China</td>
<td>2,735</td>
<td>China</td>
<td>3,378</td>
</tr>
<tr>
<td>3</td>
<td>Turkey</td>
<td>1,575</td>
<td>Turkey</td>
<td>1,668</td>
</tr>
<tr>
<td>4</td>
<td>Brazil</td>
<td>1,089</td>
<td>Brazil</td>
<td>1,130</td>
</tr>
<tr>
<td>5</td>
<td>Japan</td>
<td>1,043</td>
<td>Japan</td>
<td>1,011</td>
</tr>
<tr>
<td>6</td>
<td>Albania</td>
<td>991</td>
<td>Iran</td>
<td>991</td>
</tr>
<tr>
<td>7</td>
<td>South Korea</td>
<td>848</td>
<td>Russia</td>
<td>873</td>
</tr>
<tr>
<td>8</td>
<td>India</td>
<td>822</td>
<td>South</td>
<td>834</td>
</tr>
<tr>
<td>9</td>
<td>Iran</td>
<td>762</td>
<td>Mexico</td>
<td>778</td>
</tr>
<tr>
<td>10</td>
<td>Russia</td>
<td>757</td>
<td>India</td>
<td>718</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34,434</strong></td>
<td><strong>Total</strong></td>
<td><strong>36,792</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*SOURCE: EMN Italy. Elaboration on data from the Ministry of Foreign Affairs*

The trend of visas for study is different since it stood steadily between 2006 and 2010, albeit with slight fluctuations, between 32,928 and 37,236 units (maximum figure recorded in 2008). So far, 2011 is the year with the greater incidence of visas for study (17.3%) on the total national visas issued while this type of visa is less than 10% of the total only in 2007. Generally the percentage of study visas issued in the context of national visas seems to have gained greater importance and particularly in the last two years.

With regard to the ranking of the first 10 Countries with highest number of student visa recipients, in the last 6 years, a clear majority come from the United States and China (now stable in the first two positions since 2007) that on the whole accounted for half of all visas issued during the period under review. The impact of other Countries such as Turkey, Japan and Brazil is also significant. Turkey has also the third largest number of study visas for the last three years, a 128 percentage points increase over 2006. Between 2006 and 2011 the increase in numbers of Brazilian students beneficiaries of an entry visa is also substantial (44.2%), as well as is significant the decrease in numbers of students from Japan and South Korea (respectively 35.9% and 20.7 %). Among the new Countries that have appeared on the list in the last two years, there is Russia and Mexico, both with an increasingly important number of students although with relatively low incidence compared with other areas of origin.
With regard to 2011, Americans\textsuperscript{56} make up 37.8\% of study visa holders, followed by Chinese students (10.5\%) and a large group of communities with a margin that stood between 4\% and 2\%, among which Turkey.

\textit{Admission to courses of study, registration and tuition fees}

All international students, regardless of their nationality, may be admitted to the courses of the 1st, 2nd or 3rd cycle set up by Italian higher education institutions if they are in possession of the minimum training requirements for admission to the course and have an appropriate knowledge of the Italian language. The Office VIII of the Department for Universities, Higher Education institutions for fine arts, music, dance and for research, operating at the Directorate General for the University, for the student and the right to higher education, with Protocol no. 602 of 18\textsuperscript{th} May 2011, issued the rules for the access of foreign students to degree courses for the period 2011/2014, agreed with the Italian Ministries of Foreign Affairs and Interior\textsuperscript{57}. These rules apply to all Italian universities, public and private, that confer officially recognised degrees, as well as the institutions authorised to award recognised qualifications of Higher Education in art, music and dance.

Registration procedures relating to degree courses may be done within the timescale established by MIUR and published in an annual calendar. The start of the academic year is set out by the universities in the second half of the year. Procedures relating to enrolments for master and doctoral degree programmes are set in the timescale established independently by each university. Although there have been preliminary contacts between the student and the university chosen, the pre-registration application may be submitted only upon completion of the prescribed procedures by the competent diplomatic and consular offices.

Admission tests must always be provided in the case of: First degree course and Second Level degree course in Architecture; CLMu in Medicine and Surgery, CLMu in Dentistry and orthodontics, CLMu in Veterinary Medicine; First degree course and Second level degree course in Health professions for technical assistance; CLMu in Sciences of Primary Education. There are also compulsory admission exams to degree programmes planned by the University in accordance with the current regulations, the dates of which are set out in the intended competition announcements and in the notices board by each university.

Within fifteen days from the examinations for admission to undergraduate courses within the reserved quotas (both at national and universities level) in accordance with art. 4, paragraph 1, of the Law no. 264 of 2\textsuperscript{nd} August 1999, on the basis of students’

\textsuperscript{56} The case of the United States testifies how statistics on visas, valid stay permits and enrollments at university registered by MIUR do not necessarily match for several reasons: eventual visa exemptions; expiration of issued stay permits before the end of the year; enrollments at Pontifical and foreign universities; etc.

outcomes of the tests and/or evaluation of any certificates of competence in Italian language, each university prepares and presents for each course two distinct grading lists of candidates who have passed the examination (one of which includes the names of the winners of the available places within the reserved quotas). Students who have not been ranked on the eligible list for the places earmarked for them may submit just one 2nd placement application. For this purpose the Universities have to publicise details of still available places so that students may:

a) be admitted to another degree programme at the same university (provided that their declaration of value on the educational qualification grants access also to such a course);

b) apply for a new placement at another university, either in the same type of degree course or in a different one (provided that their declaration of value on secondary qualification grants access also to new degree course, and that they submit a statement from their first choice institution confirming that they have already passed the indispensable admission exams). Candidates must address and submit the applications of withdrawal to the Rector of the university of their second choice as well as to the Rector of the university where they passed the admission exams. Communications relating to the allocation of students to another location and/or other course and transmission of relevant documents should be sent for information to the Italian representatives as well as to the competent Questure (National Police offices at provincial level), indicating the citizenship of each candidate.

Candidates who do not pass the tests, or do not obtain admission to another course or reassignment to another location, must leave Italy no later than the expiring date of their visa/stay permit for study purposes. For those who have passed the tests, the information relating to registrations must be obtained from the relevant university.

If the time taken to process the residence permit becomes longer than expected due to the activities related to the collection of fingerprint data, enrolment at the University is carried out conditionally until the exhibition of a copy of the stay permit. When even during matriculation the foreign student does still not have a residence permit for various reasons, the matriculation will be made conditionally until the month of June of the year following the submission of the application. In this case, upon request of the relevant University, no later than the month of June, the police will notify the issuance of a residence permit, or the adoption of a rejection decision of the application in the event that there have emerged conditions, not recognised at that time, preventing the granting of an entry visa.

With regard to the payment of tuition fees, art. 39 paragraph 1 of the Consolidated Act enacting Provisions governing immigration and alien status (Legislative Decree no. 286/98), entitled “Access to University courses,” provides with regard to access to higher education and normative action for realising the right to education that foreigners are guaranteed equal treatment with Italian citizen. This principle has been introduced, not least, in order to avoid differential treatment in the same scheme to the second generation
of immigrants who do not automatically join Italian citizenship because of restrictive conditions since the acquisition of citizenship is based on the principle of ius sanguinis.

To enrol at Italian Universities it is mandatory for Italian and foreign students to pay the enrolment fees and university tuition fees. Under the Presidential Decree of 9th April 200158, the University exempts from paying the fees foreign students receiving scholarship from the Italian Government enrolled in bachelor, Second level degree course, postgraduate schools (excluding those in the medical area) and in Research doctorate degree. In the academic years following the first year, exemption is subject to renewal of the study grant by the Ministry of Foreign Affairs. Students enrolled in corsi singoli (single classes), corsi di perfezionamento (advanced courses), and 1st and 2nd level master degrees are required to pay the fees for their courses chosen. Each university enjoys a certain degree of autonomy and may grant total or partial exemption from the fees payable for their single or post-graduate courses.

The OECD data for 2011 show that Italy is the third European Country in the list of Countries with highest tuition fees charged, preceded only by the United Kingdom and the Netherlands and on a par with Portugal, with an annual average of more than €1,10059. According to Unione degli Universitari (UDU), the highest fees are charged, in descending order, by the Ca’ Foscar University of Venice, the University of Milan and the University of Insubria in Como and Varese60.

On 11th July 2012, the Italian National University Council (CUN) passed a motion on the Spending Review measures (Legislative Decree no. 95 of 6th July 2012, “Urgent provisions for the review of public spending with the invariance of services to citizens”), called for monitoring the effects of deregulation addressing to the student contribution, arguing that such rules “will lead to a sustained rise in the general level of fees that, in the absence of adequate policies relating to the right to education, have a negative effect on the human and cultural heritage represented by the students, with decrease number of students enrolled and the number of graduates thus failing to meet the commitments made at EU level”61.

Tuition fees are different whether enrolment is on public or private university. In June 2012, Leone Moressa Foundation presented in Venice the research “Study and Money: international students and the economic impact” 62 as part of the Seminar on

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international students$^{63}$ organised by EMN Italy. According to this study in the academic year 2010-2011 the average tuition fee for public universities was €993.00 per capita, compared to €3,323.00 recorded in private universities. In consideration of the fact that 94.3% of foreign students enrolled in public universities and only the remaining 5.7% at private institutions, the Foundation Moressa has calculated that the amount of contributions and tuition fees paid by students enrolled are of almost 71 million euro.

ITALY. University enrolment by areas of citizenship (from 2004/2005 to 2011/2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-EU</th>
<th>EU</th>
<th>Italians</th>
<th>% Non-nationals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/2005</td>
<td>22,951</td>
<td>9,521</td>
<td>1,285,931</td>
<td>2.5</td>
</tr>
<tr>
<td>2005/2006</td>
<td>27,660</td>
<td>10,824</td>
<td>1,447,825</td>
<td>2.6</td>
</tr>
<tr>
<td>2006/2007</td>
<td>32,434</td>
<td>11,836</td>
<td>1,544,465</td>
<td>2.8</td>
</tr>
<tr>
<td>2007/2008</td>
<td>37,498</td>
<td>12,731</td>
<td>1,609,846</td>
<td>3.0</td>
</tr>
<tr>
<td>2008/2009</td>
<td>42,145</td>
<td>13,259</td>
<td>1,637,580</td>
<td>3.3</td>
</tr>
<tr>
<td>2009/2010</td>
<td>46,386</td>
<td>13,742</td>
<td>1,660,327</td>
<td>3.5</td>
</tr>
<tr>
<td>2010/2011</td>
<td>49,494</td>
<td>14,079</td>
<td>1,648,949</td>
<td>3.7</td>
</tr>
<tr>
<td>2011/2012*</td>
<td>51,947</td>
<td>14,451</td>
<td>1,677,299</td>
<td>3.8</td>
</tr>
</tbody>
</table>

*Data updated on 29/12/2012
SOURCE: EMN Italy. Elaboration on data from the Ministry of Education, University and Research National Student Registry. The National Student Registry does not contain data on enrollments prior to the academic year 2003-2004.

With regard to statistics on university enrolment, there is an increase in the number of students due both to a diversification of training courses at national level and to a growing immigrant presence. In Italy, in the period 2004-2012, following the introduction of the Bachelor’s degree in the academic year 2001-2002, international students have more than doubled, from 22,951 to 51,947 (+126.3%). However considerable difficulty stays with regard to postgraduate studies, such as the medical schools, since there is required the possession of Italian citizenship for admission, which hinders young second-generation immigrants residing in Italy. The overall framework can be easily outlined as per the following proportions: one foreigner for every 22 matriculated students, one foreigner every 26 enrolled in total, one every 37 graduates (more than 7 thousand).

The internationalisation of education is becoming increasingly visible but, despite real progress, the incidence of foreigners in the total student population is rather limited compared to other European Countries. In this regard, there may be included that several factors militate against this: the difficulties relating to the programming of flows and the variability of the release (and subsequent renewal) of residence permits for study purposes;

the complex mechanism for the recognition of qualifications obtained abroad; the small number of scholarships awarded, and the lack of university residences (the total number of beds available is equal to 2.8% of the university population). It should also be noted the limited spread within the national territory of courses in English, a language usually spoken by students, albeit as previously mentioned there is the will to overcome this limit: syllabuses or courses taught in the English language are already active in over 100 universities. As stated, the Polytechnic University of Milan scheduled the educational training courses for second level degrees, to be more precise the courses for Italian Laurea Specialistica and doctoral degrees, to be done in English starting with the academic year 2014-2015 and perhaps this decision, also challenged, may lead other universities to follow this example. With regard to the other impeding factors the Consolidated Law on Immigration establishes equal rights in access to scholarships and to residences for students, and any reduction of tuition fees and other support. Therefore, it is desirable that in the future more and more foreign students will be ensured effective enjoyment of these rights.

ITALY. Foreign students registered and enrolled in Italian universities: top 10 countries and ratio in comparison to the total number of enrollments (academic year 2011/2012)

<table>
<thead>
<tr>
<th>Freshmen (a.y. 2011/2012)</th>
<th>Enrolled (a.y. 2011/2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>1,719</td>
</tr>
<tr>
<td>China</td>
<td>1,303</td>
</tr>
<tr>
<td>Moldova</td>
<td>519</td>
</tr>
<tr>
<td>Cameroon</td>
<td>460</td>
</tr>
<tr>
<td>Morocco</td>
<td>458</td>
</tr>
<tr>
<td>Ukraine</td>
<td>448</td>
</tr>
<tr>
<td>Peru</td>
<td>397</td>
</tr>
<tr>
<td>Iran</td>
<td>381</td>
</tr>
<tr>
<td>Russian Fed.</td>
<td>287</td>
</tr>
<tr>
<td>Ecuador</td>
<td>240</td>
</tr>
<tr>
<td>Total EU</td>
<td>2,994</td>
</tr>
<tr>
<td>Total Non-EU</td>
<td>9,937</td>
</tr>
<tr>
<td><strong>Total foreign</strong></td>
<td><strong>12,931</strong></td>
</tr>
</tbody>
</table>

% Foreign/Total

<table>
<thead>
<tr>
<th>% Foreign/Total</th>
<th>% non-UE/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6</td>
<td>3.5</td>
</tr>
<tr>
<td>3.8</td>
<td>3.0</td>
</tr>
</tbody>
</table>

SOURCE: EMN ITALY. Elaboration based on data from Ministry of Education, University and Research

By analysing the historical evolution of the presence of non-Italian students in Italian universities (including EU citizens), it is interesting to note that in the mid-'60s they were just 10,000. In the early ‘70s the figures increase significantly and the total reached 30,000 students; the numbers declined again to 20,000 in the early ‘90s. This was a period in which there were considerable fluctuations, high increase in numbers of
European students, and a decrease in numbers of students from other continental areas. Over time, the leadership of the various communities has changed considerably. While in the first phase the leading role was taken by German, Swiss and especially the Greeks, who chose Italy because access to some faculties of their universities was regulated by numerus clausus restrictions, there came the turn of the Albanians, leading not only for the new flows but also due to enrolment in University migrants’ children or of the second generations in Italy. Finally, in recent years, the most significant dynamism has focused on Romania and China as well as on the United States that have in Italy several branch campuses of their universities.

In this regard, the MIUR archive maintaining vital records gives rise to interesting insights. Disaggregated data available for academic year 2011-2012 refer only to non-EU students, amounting to 51,947 (data updated on 29/12/2012), show that foreign students are mainly from Europe and Asia, with a prevalence of the following communities: Albania 11,802, China 6,161, Cameroon 2,612, Iran 2,271, Peru 1,929, Morocco 1,831, Moldova 1,794, Ukraine 1,559, Israel 1,586 and Russia 1,404. Therefore, in Italy the main protagonists of university education, albeit with some exceptions, are not those who belong to the larger migrant communities. The most significant exception is Albania that, despite being a small Country, continues to remain at the top of the list. Cameroon is a Country that encourages study abroad and Italy is considered an interesting opening. Within the African Countries, Cameroon is the one that has the largest number of students in Italy. Currently the Cameroonian students enrolled have almost tripled over the last decade. Also it is remarkable that a thousand citizens of this Country have got a degree in Italy. These immigrants are a resource not only from the economic point of view, but also, above all, for the cultural richness they bring promoting multilingualism and fostering the spirit of internationalisation in Italy.

<table>
<thead>
<tr>
<th>University</th>
<th>Non-EU Enrolled students (a.v.)</th>
<th>Incidence on total enrolled students at the same university (%)</th>
<th>Incidence on total non-EU enrolled students in Italy (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Università degli Studi di Bologna</td>
<td>4,065</td>
<td>5.2</td>
<td>7.8</td>
</tr>
<tr>
<td>Università degli Studi di Roma</td>
<td>3,977</td>
<td>3.5</td>
<td>7.7</td>
</tr>
<tr>
<td>Politecnico di Torino</td>
<td>3,674</td>
<td>12.7</td>
<td>7.1</td>
</tr>
<tr>
<td>Politecnico di Milano</td>
<td>3,173</td>
<td>8.2</td>
<td>6.1</td>
</tr>
<tr>
<td>Università degli Studi di Firenze</td>
<td>2,602</td>
<td>5.1</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Data on enrolments also show that student mobility does not accurately reflect the 
labour mobility as one third of international students is concentrated in Central Italy, 
where the University of Rome, University of Florence, University of Pisa, as well as the 
universities for Foreigners of Perugia and Siena exert a powerful draw on students. Other 
major university centers are in the other cities of the Country like Milan, Turin, Bologna, 
Padua, and Trieste while in the South there are Bari, Cosenza and Naples. Studies 
conducted in recent years have highlighted that the Greek students attend mainly the 
universities of Rome, Urbino and Bologna\textsuperscript{65}, the Romanians those of Turin, Germans 
those of Palermo and Bolzano, Cameroonians those of Modena-Reggio Emilia, Parma 
and Padua, while the Chinese prefer the Polytechnic University of Milan. The University 
of Bologna is the one that currently has the highest number of international students, but 
the Polytechnic of Turin records the highest incidence of non-EU members (12.7%) of 
the total student population, together with the Polytechnic of Milan (8.2%) and the 
University of Genoa (6.2%). The University “Sapienza” of Rome and the Polytechnic of 
Turin and Milan host a fifth of foreign students in Italy, but also the University of 
Florence, with more than 2,600 enrollments, exerts a strong attraction on the non-EU 
quota.

\textbf{ITALY. Main 10 Faculties for number of non-EU enrolled students (a.y. 2011/2012)}

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Non-EU Enrolled students (a.v.)</th>
<th>Incidence on total enrolled students at the same Faculty (%)</th>
<th>Incidence on total non-EU enrolled students in Italy (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>9,824</td>
<td>4.2</td>
<td>18.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>9,313</td>
<td>4.1</td>
<td>17.9</td>
</tr>
<tr>
<td>Medicine and Surgery</td>
<td>5,916</td>
<td>3.3</td>
<td>11.4</td>
</tr>
</tbody>
</table>

Analysing the impact of international students by type of Faculty attended, it is clear that non-EU students represent more than 5% of the enrollments in Architecture and Foreign Languages and Literatures, and more than 4% even in the Faculties of Political Sciences, Economics and Engineering.

Economics, Engineering and Medicine are the faculties that foreigners find most interesting, and that, therefore, accounted for almost half of the total students enrolled. The Faculty of Literature and Philosophy is in the fourth place with a value of around 8% (and, in the past, with an even higher ratio), while a degree in nursing is more and more sought-after although this is not included in the ranking of the main 10 Faculties for number of non-EU enrolled students during the a.y. 2011/2012.

High level art, music and dance specialist training (AFAM)

High level art, music and dance specialist training courses (Alta Formazione Artistica, Musicale e Coreutica - AFAM) are amongst the most significant consequences of the presence of international students in Italy. As mentioned previously, with reference to the 2011/2012 academic year, the Ministry of Foreign Affairs Decree set entry quotas for 48,806 visas to access university education, 6,876 of which were to enter institutions offering high level art, music and dance specialist training.

Data from the Statistics Office of the Ministry of Education, University and Research (Ministero dell’Istruzione dell’Università e della Ricerca – MIUR), gathered separately in relation to the enrollment of international students via the so-called “High level art and music specialist training Survey”, indicate that 5,263 international students were enrolled during the 2011/2012 academic year, 4,380 of which were from outside the EU. These students are enrolled in university degree courses, both old and new systems (vecchio/nuovo ordinamento), as well as in postgraduate courses (PhDs, Master degrees and specialisation courses).

With reference to the number of enrollments in AFAM courses (79,382), foreign
students represent 6.6% of the total, whilst non-EU students are 5.5%. This latter group comes mainly from Asia and non-EU countries. One in every three students comes from China, thanks to the many post-graduate scholarships and to the quota of Chinese students set under the “Turandot” programme for the arts, music and design. Chinese students, amounting to 1,394, are followed by 572 South Koreans, 405 Iranians and 241 Albanians. There are 211 Russian students, 199 Japanese, and 113 are from former Yugoslavia, 101 from Ukraine, 89 from Brazil and 72 from Moldova.

The situation amongst graduates is quite similar, with 680 foreign students graduated in AFAM courses in 2011, 548 of which were non-EU. In both cases, the percentage of foreign students amongst the total number of Italian and foreign graduates (11,010) is just a few points lower than that assessed at the enrollment stage. With regards to their nationality, Asian countries once again rank top of the list, although approximately a quarter of graduates come from South Korea, while China drops to less than one-tenth.

AFAM training is divided into five areas, based on different artistic disciplines, each with its own didactic system:
1. Conservatories of Music (58 throughout Italy, distributed as follows: 28 in the North, 7 in the Centre, 23 in the South) and the High level Music Schools (20 officially recognised institutes, distributed as follows: 9 in the North, 5 in the Centre, 6 in the South);
2. legally recognised Academies of Fine Arts, both public (a total of 20, distributed as follows: 4 in the North, 6 in the Centre, 10 in the South) and private (a total of 23, including 12 in the North, 3 in the Centre and 8 in the South);
3. the National Dance Academy, established in Rome on the Aventine Hill (Largo Arrigo VII) in 1940 by Eugenia Borissenko, is today the only institution for the higher education of dancers, teachers and choreographers;
4. the National Academy of Dramatic Arts, represented by the “Silvio d’Amico National Academy of Dramatic Arts”, established in Rome in 1936 (current headquarters are in Via Bellini 16);
5. Higher Institutes for Artistic Industries also known as ISIA (a total of 4 based in Faenza, Florence, Rome and Urbino).

ITALY. Foreign students enrolled and graduated in AFAM courses: top 10 countries and ratio in comparison to the total number of enrollments (academic year 2011/2012)

<table>
<thead>
<tr>
<th>Enrolled (academic year 2011/2012)</th>
<th>Graduates (2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China</td>
<td>1,394</td>
</tr>
<tr>
<td>2. South Korea</td>
<td>572</td>
</tr>
<tr>
<td>3. Iran</td>
<td>405</td>
</tr>
<tr>
<td>4. Albania</td>
<td>241</td>
</tr>
<tr>
<td>5. Russian Federation</td>
<td>211</td>
</tr>
</tbody>
</table>
### ITALY. Foreign students enrolled in AFAM courses, divided by training institution/school (2011/2012 academic year)

<table>
<thead>
<tr>
<th>Conservatories of music</th>
<th>Schools of Music Studies, officially recognised</th>
<th>Academies of Fine Arts</th>
<th>Academies of Fine Arts, legally recognised</th>
<th>National Academies of Dramatic Arts</th>
<th>National Academies of Dance</th>
<th>Higher Institutes for Artistic Industries</th>
<th>Other institutions authorized to issue AFAM certificates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total EU</td>
<td>354</td>
<td>20</td>
<td>372</td>
<td>86</td>
<td>2</td>
<td>n.d.</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

**SOURCE:** EMN ITALY. Based on data from MIUR/Statistics Office. High level art and music specialist training Survey.

In addition to the above, there are five cross-cutting institutions authorised to issue legally recognised academic qualifications of high level art, music and dance specialist training (former article 11 of Presidential Decree n. 212/2005); these are the Siena Jazz Foundation, the Saint Louis Music Center/College of Music in Rome, the Academy of Costume and Fashion (based in Rome), the Italian Academy of Art, Fashion and Design (with offices in Florence and Rome), and the European Institute of Design IED (with offices in Milan, Rome and Turin).
The largest number of non-EU students is found in Academies of Fine Arts, both public (2,123) and private (461), where their presence (10.0% and 7.4% respectively) is well above the average incidence of foreign students enrolled in AFAM courses (5.5%). The number of students enrolled in music colleges (1,577) and officially recognised music institutes (istituzioni musicali pareggiate) (103) rank second, with a much lower ratio of students compared to the average (3.5% and 1.7% respectively). With reference to nationalities, Chinese students rank at the top of the list of those enrolled in Academies of Fine Arts while South Korean and Japanese students are the majority of those enrolled in music training courses.

Non-EU graduates numbered 548 in 2011, half of which graduated from Conservatories of Music (271 in total, the majority being South Korean [108]) and one in three from Academies of Fine Arts (surprisingly, of the total number of graduates [188] the largest group were Albanian [28]).

### ITALY. Foreign students graduated in AFAM courses, divided by training institution/school (2011)

<table>
<thead>
<tr>
<th>Total Non-EU</th>
<th>1,577</th>
<th>103</th>
<th>2,123</th>
<th>461</th>
<th>1</th>
<th>n.d.</th>
<th>39</th>
<th>76</th>
<th>4,380</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not allocated</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total Foreign</strong></td>
<td>1,933</td>
<td>123</td>
<td>2,504</td>
<td>547</td>
<td>3</td>
<td>12</td>
<td>39</td>
<td>102</td>
<td>5,263</td>
</tr>
<tr>
<td>Of which Fem.</td>
<td>1,130</td>
<td>78</td>
<td>1,647</td>
<td>379</td>
<td>2</td>
<td>6</td>
<td>28</td>
<td>67</td>
<td>3,337</td>
</tr>
<tr>
<td><strong>Total Italian + Foreign</strong></td>
<td>42,815</td>
<td>6,759</td>
<td>21,336</td>
<td>6,233</td>
<td>109</td>
<td>426</td>
<td>759</td>
<td>945</td>
<td>79,382</td>
</tr>
<tr>
<td>% Foreign/Total</td>
<td>4.5</td>
<td>1.8</td>
<td>11.7</td>
<td>8.8</td>
<td>2.8</td>
<td>2.8</td>
<td>5.1</td>
<td>10.8</td>
<td>6.6</td>
</tr>
<tr>
<td>% non-UE/Total</td>
<td>3.7</td>
<td>1.5</td>
<td>10.0</td>
<td>7.4</td>
<td>0.9</td>
<td>-</td>
<td>5.1</td>
<td>8.0</td>
<td>5.5</td>
</tr>
</tbody>
</table>

*SOURCE: EMN ITALY. Based on data from MIUR/Statistics Office. High level art and music specialist training Survey*
<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Total EU</th>
<th>Total Non-EU</th>
<th>Not allocated</th>
<th>Total Foreign</th>
<th>Of which Fem.</th>
<th>Total Italian + Foreign</th>
<th>% Foreign/Total</th>
<th>% non-UE/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservatories of music</td>
<td>53</td>
<td>271</td>
<td>0</td>
<td>324</td>
<td>210</td>
<td>4,826</td>
<td>6.7</td>
<td>5.6</td>
</tr>
<tr>
<td>Schools of Music Studies, officially recognised</td>
<td>3</td>
<td>18</td>
<td>0</td>
<td>21</td>
<td>15</td>
<td>813</td>
<td>2.6</td>
<td>2.2</td>
</tr>
<tr>
<td>Academies of Fine Arts</td>
<td>63</td>
<td>188</td>
<td>0</td>
<td>252</td>
<td>159</td>
<td>3,855</td>
<td>6.5</td>
<td>4.9</td>
</tr>
<tr>
<td>Academies of Fine Arts, legally recognised</td>
<td>10</td>
<td>68</td>
<td>0</td>
<td>78</td>
<td>62</td>
<td>1,231</td>
<td>6.3</td>
<td>5.5</td>
</tr>
<tr>
<td>National Academies of Dramatic Arts</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
<td>2.6</td>
<td>1.6</td>
</tr>
<tr>
<td>National Academies of Dance</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>193</td>
<td>2.6</td>
<td>-</td>
</tr>
<tr>
<td>Higher Institutes for Artistic Industries</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other institutions authorized to issue AFAM certificates</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td>548</td>
<td>1</td>
<td>680</td>
<td>448</td>
<td>11,010</td>
<td>6.2</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**Source:** EMN ITALY. Based on data from MIUR/Statistics Office. High level art and music specialist training Survey

**PhD and Master Degrees**

The postgraduate training courses in the Italian universities (public or private) is worth a brief introduction. There is dynamism and a varied range of training courses due to university autonomy, and the pursuit of economic interests that is the basis for the national economic system and last but not least, the competition to ensure an adequate number of students admissions. There are, in fact, not only postgraduate courses of specialisation Schools, courses of 1st and 2nd level of University Master degree and PhD (the latter, less changing the provision of training courses over time), but also an important range of courses of specialisation degrees equal to nearly a thousand a year.  

In the a.y. 2011/2012, the number of foreign students (including EU students) enrolled in a postgraduate course is 8,083, or 7.6% of total registered: a proportion nearly twice the quota share of foreign students enrolled in a first or second level degree (3.8%, ISCED level 5), analysed in the previous chapter. In addition, the vast majority (almost

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66 According to International Standard Classification of Education ISCED, doctorates correspond to ISCED level 6, while the 1st and 2nd level master courses and specialization courses are at level 5. In the Italian system that is the second and the third cycle, as explained in the introduction to this text.
92% of foreign students enrolled in postgraduate courses attend a PhD program (3,954) or a Master’s course (3,454).

ITALY. Students enrolled in post-graduate courses (a.y. 2011/12)

<table>
<thead>
<tr>
<th></th>
<th>Non EU</th>
<th>EU</th>
<th>Total</th>
<th>% non Italians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools of Specialisation</td>
<td>461</td>
<td>214</td>
<td>34,344</td>
<td>2.0</td>
</tr>
<tr>
<td>PhD</td>
<td>3,215</td>
<td>739</td>
<td>34,629</td>
<td>11.4</td>
</tr>
<tr>
<td>Masters and Postgraduate</td>
<td>2,294</td>
<td>1,160</td>
<td>37,281</td>
<td>9.3</td>
</tr>
<tr>
<td>Total</td>
<td>5,970</td>
<td>2,114</td>
<td>106,254</td>
<td>7.6</td>
</tr>
</tbody>
</table>

SOURCE: EMN Italy. Based on data from MIUR - Statistics Office

To be precise, the non-EU students, 5,970 equal to three-quarter of foreign students enrolled in post-graduate level courses (73.9%), accounts for 5.6% of the total Italians and foreigners. There are 461 students enrolled in the specialisation Schools, 3,215 to the Doctorate courses and 2,294 enrolled in Master’s courses. The first country with the highest number of students is Albania (600 registrations), followed by several Asian countries: Iran (395), India (358) and China (354). It must not be forgotten that foreign students can apply for a Doctorate position as supernumery students even if already residing in Italy and possibly having an Italian degree (this may be quite often the Albanian students case). Despite the number of admissions as supernumeraries of those that can be identified as the “second generation” the percentage share of foreign doctoral students (including EU) on the total number of doctoral students enrolled remains very low by European standards.

ITALY. Non-EU students enrolled in post-graduate courses and graduation: Top 10 countries (a.y. 2011/12)

<table>
<thead>
<tr>
<th></th>
<th>Registration (a.y. 2011/12)</th>
</tr>
</thead>
</table>

67 According to the latest Eurostat figures, which refer to 2009, Italy, with a percentage of 8.25% on the total number of foreign students, stand within the group of “new” Member States, with a percentage share between 3% and 10% (Romania 3.1%; Estonia 5.3%; Bulgaria 5.7%; Hungary 7.1%; Italy 8.25%; Slovenia 8.5%; Finland 9.3%; Malta 9.5%, Cyprus 9.5%, Czech Republic 10.2%), far away from the group of “old” member countries where the percentage share is much higher (Spain 22.0%, Austria 27.5%; Belgium 31.7%, France 40.9%, UK 47.5%). Only Poland, Latvia and Lithuania are well below 3%, while there are no updated data available for Germany, Ireland, Greece, the Netherlands, and Luxembourg. At the same time, Eurostat data of 2009 show a very high percentage share of Italians Ph.D. Candidate students abroad. In the ranking of European countries, Italy take seventh place with 11.98%, preceded by Bulgaria 13.8%, Ireland 19.3%, Portugal 17.9%, Slovakia 14.9%, Malta 282.4 and Cyprus% 141.8.
<table>
<thead>
<tr>
<th>Countries</th>
<th>of which Specialisation Schools</th>
<th>of which Doctorate Programs</th>
<th>of which 2nd Master and Specialisation courses</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>176</td>
<td>236</td>
<td>188</td>
<td>600</td>
</tr>
<tr>
<td>Iran</td>
<td>8</td>
<td>337</td>
<td>50</td>
<td>395</td>
</tr>
<tr>
<td>India</td>
<td>3</td>
<td>255</td>
<td>100</td>
<td>358</td>
</tr>
<tr>
<td>China</td>
<td>1</td>
<td>278</td>
<td>75</td>
<td>354</td>
</tr>
<tr>
<td>Brazil</td>
<td>6</td>
<td>123</td>
<td>121</td>
<td>250</td>
</tr>
<tr>
<td>Russia</td>
<td>19</td>
<td>128</td>
<td>97</td>
<td>244</td>
</tr>
<tr>
<td>Colombia</td>
<td>3</td>
<td>70</td>
<td>134</td>
<td>207</td>
</tr>
<tr>
<td>United States</td>
<td>7</td>
<td>47</td>
<td>127</td>
<td>181</td>
</tr>
<tr>
<td>Serbia-M.</td>
<td>9</td>
<td>89</td>
<td>81</td>
<td>179</td>
</tr>
<tr>
<td>Pakistan</td>
<td>0</td>
<td>158</td>
<td>14</td>
<td>172</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>461</strong></td>
<td><strong>3,215</strong></td>
<td><strong>2,294</strong></td>
<td><strong>5,970</strong></td>
</tr>
</tbody>
</table>

**Graduation (2011)***

<table>
<thead>
<tr>
<th>Countries</th>
<th>of which Specialisation Schools</th>
<th>of which Doctorate Programs</th>
<th>of which 2nd Master and Specialisation courses</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>27</td>
<td>33</td>
<td>157</td>
<td>217</td>
</tr>
<tr>
<td>China</td>
<td>0</td>
<td>58</td>
<td>71</td>
<td>129</td>
</tr>
<tr>
<td>India</td>
<td>1</td>
<td>57</td>
<td>59</td>
<td>117</td>
</tr>
<tr>
<td>Brazil</td>
<td>2</td>
<td>31</td>
<td>77</td>
<td>110</td>
</tr>
<tr>
<td>United States</td>
<td>1</td>
<td>6</td>
<td>76</td>
<td>83</td>
</tr>
<tr>
<td>Russia</td>
<td>1</td>
<td>17</td>
<td>59</td>
<td>77</td>
</tr>
<tr>
<td>Colombia</td>
<td>2</td>
<td>18</td>
<td>56</td>
<td>76</td>
</tr>
<tr>
<td>Serbia-M.</td>
<td>2</td>
<td>17</td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>Turkey</td>
<td>0</td>
<td>20</td>
<td>52</td>
<td>72</td>
</tr>
<tr>
<td>Cameroon</td>
<td>11</td>
<td>10</td>
<td>43</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>603</strong></td>
<td><strong>1,646</strong></td>
<td><strong>2,337</strong></td>
</tr>
</tbody>
</table>

Regarding supernumeraries it must also be taken into account that, in the Italian context, the students enrolled in the PhD do not have a well defined status. On one hand they are engaged in professional research, and receiving a scholarship that is a concrete salary the doctoral students have to pay retirement contribution to INPS calculated on their scholarships; on the other hand they are students who must meet the requirements of training. This condition is also reflected in admissions as supernumeraries without scholarship, option introduced in 1998. Since 2010 there is no longer a limited number
for applications. This option is subject to a considerable variation at national level, due to the autonomy of Italian universities, but also within the same university between different research area and faculties. In the case of international students, this practice entails that those who do not receive a scholarship, in addition to complete their research, have to find a job outside the university so as to be able to meet the tuition obligation since the university fees can be of several thousand euro a year.

The value of the scholarships and tuition fees, according to the third survey of the Association of PhD students and post-docs applicants in Italy (ADI, February 2013), could be used as indicators to show an overview of the level of investment in the training of graduate students at national level. Based on an analysis sample of 21 Italian State universities including at least one hundred scholarships published for each cycle, between 2008 and 2013, the amount of the grants has experienced a net decrease, while almost all universities, on average, have increased their tuition fees.

Moreover, from the data provided by the Ministry of Education it can be found out the number of students awarded a post-graduate qualification in 2011. Therefore, there are 3,363 foreign students who have completed a post-graduate programme in 2011 in Italy, with a percentage share on total Italian and foreigners of 6.6%. These data show that there are 2,337 non-EU students. There are more than one hundred cases of Albanians (217), Chinese (129), Indians (117) and Brazilians (110). It should be noted the large number of non-EU students (1,646) who have acquired a Master’s degree, clear evidence that Italian training provision is highly appreciated.

Finally, as regards the training of researchers, it is worth mentioning the European University Institute (EUI), set up in 1972 in Florence by the six founding Member States of the European Communities so as to play a key role in shaping global research agendas. The EUI offers postgraduate master programmes, doctoral and post-doctoral programmes to students from over 60 countries around the world. Since it is formally a foreign university, it is not subject to ministerial data collection. However in order to have an idea of the quantitative dimension of the EUI educational provision, it should be considered that there were over a hundred students (including those of Italian citizenship) who have successfully defended their thesis in 2011.

**Overall estimate**

The statistics so far point to a very rich and complex presence of international students enrolled in Italian universities. So as to evaluate in an overall framework the numerical presence of non-EU students in Italy, all the elements included herein have to be taken into account.

As for the academic year 2011/2012, to the figure of 51,947 non-EU students enrolled in Italian universities to first and second cycle degree programmes, will therefore be added the 5,980 students enrolled in post-graduate courses and 4,380 students enrolled in Higher Education in Art and Music programmes (AFAM) for a total
of 62,307 non-EU students. However, if considering the entire spectrum of foreign students, there should be added a figure of 17,424 EU students for a total of 79,745 students.

Nevertheless, the presence of international students in Italy, as is going to be shown in the following pages, is not limited to the sphere of the national system of higher education. There are in fact a large number of non-Italian students enrolled in foreign universities operating in Italy. These are mainly North American colleges (about 200) and pontifical universities (about 20), for which, however, there are no official figures. Yet, recent studies have estimated to 20 thousand the total number of north-American students involved at least for a short period of study in Italy this year. Similarly, it is estimated that about 10 thousand university students, mostly priests and nuns, are registered in the Papal structures. Therefore, in light of these additional 30 thousand foreign students, it can be reasonably estimated that the Italian society has to manage the reception of about 110 thousand foreign students each year.

ITALY. Actual presence of foreign students enrolled in the national system of higher education and in the foreign universities operating in Italy (a.y. 2011/2012)

<table>
<thead>
<tr>
<th>Non EU</th>
<th>EU</th>
<th>Tot. Foreigners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled at University</td>
<td>51,947</td>
<td>14,451</td>
</tr>
<tr>
<td>AFAM</td>
<td>4,380</td>
<td>859</td>
</tr>
<tr>
<td>Post-graduate</td>
<td>5,980</td>
<td>2,114</td>
</tr>
<tr>
<td>Total Italian Universities*</td>
<td>62,307</td>
<td>17,424</td>
</tr>
<tr>
<td>Estimated American Universities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Estimated Pontifical Universities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Overall estimate Italian foreign Universities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* The children of immigrants living in Italy are also included

SOURCE: EMN Italy. Elaboration on data from MIUR and other sources

B) STAY

Stay of international students

Pursuant to Circular of the Ministry of Foreign Affairs of 23rd August 2010, if one comes to Italy to attend a course of study for less than 90 days and comes from a Country

whose nationals are exempt from the visa requirement for short stays, the residence permit for study is replaced by the declaration of presence. In all other cases, if the foreigner intends to stay for more than three months, he/she must apply for a residence permit, within eight working days from the date he/she entered Italy regularly. The residence permit will be issued for the same reason and for the same duration as indicated in the visa.

The residence permit for study is governed by the following rules: Legislative Decree 286/1998, Art. 4 and 4-bis of Presidential Decree 394/1999, Legislative Decree 154/2007 and Inter-ministerial Decree of 9th July 2008 on the number of available places for internship training, Circular of the Ministry of Health on 19th July 2006 for registration with the Italian National Health Service (Servizio Sanitario Nazionale-SSN). The residence permit is issued to non-EU citizens who wish to attend a course of study - university or training - in Italy since the Italian Embassy in the Country of origin or residence issued them an appropriate visa for entry to study.

Foreigners who apply for the issuance of a residence permit for study must go to the post offices where it is operating the Sportello Amico (Friendly Desk), where one can acquire all the necessary documents and fill out the application form which will be transmitted to the competent Questura (National Police office at provincial level). The foreigner in filling in the stay permit application form may be freely assisted by qualified personnel from some offices (City Halls and Patronati-Italian welfare agency) where there is active service. The foreigner will have to pay €27.50 for the permit of stay subsequently issued in the electronic format (payment on the post office checking account with a postal payment slip), and €30.00 for the cost of the service (to be paid directly to the operator of the post office). If the application has to be complemented with additional documentation, the student will be informed via sms or registered letter. The applicant will be called in by the Immigration Office of the Questura for the photo and fingerprints registration procedure and the subsequent issuance of the residence permit.

The validity of the residence permit is given by the visa itself (usually corresponding to the duration of the course one intends to follow) and it can be converted into work purposes only at the end of the training course and exclusively within the flow decree.

For detailed information on the procedure and on application’s progress, the student may consult: www.portaleimmigrazione.it website, where there will be found general information on the procedures, the addresses of City Halls and Patronati (Italian welfare agency) qualified to assist the student in the preparation of the application for a residence permit.

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69 While waiting for appropriate action within specific agreements between Italy and Croatia, Croatian students studying in Italy as commuters and foreign nationals legally resident in the Republic of San Marino shall be exempt from requiring a residence permit because the registration is done through the presentation of the single-entry visa (possibly, a visa with multiple entries).
permit, the addresses of authorised post offices where the abovementioned applications are accepted as well as information on the progress of the application accessing a reserved area (“userID” and “password” are shown on the receipt of the application for the permit of stay);

www.poliziadistato.it website where one can check on the status of their application with the competent Questure (National Police offices at provincial level);

call the toll-free number 800 309 309, which provides general information and addresses of City Halls and Patronati (Italian welfare agency) by sending sms;

call the toll-free number 803 160, to know the addresses of authorised Post offices.

If the student has to sit an entrance examination for admission to the university faculty, the first residence permit for study for university students who entered Italy on a visa has a limited duration, usually of three-month. The application must be made by sending the postal kit for the residence permit and if the student is accepted he/she shall apply, again via postal kit, for the issuance of the residence permit. The student is required to attach the following documents: application filled in and signed by the interested party, photocopy of the entire passport or other equivalent document, a photocopy of the certificate attesting the admission to the course of study certified by the Italian diplomatic or consular representative when issuing the entry visa, a photocopy of the insurance policy valid throughout Italy for the duration of the residence permit, covering the insured against the risk of illness and/or injury. Later the foreign citizen will be called in by the Immigration Office of the Questura for the photo and fingerprints registration procedure and the subsequent issuance of the permit of stay, which will be valid for one year.

All non-EU students from abroad, after matriculation at the chosen institution of higher education, must apply for renewal of their residence permits, which shall be for not less than one year. The residence permit for study may be renewed only if the visa has been issued to attend a multi-year course of study. The receipt of the application for issuance and renewal of the permit entitles the student to enjoy all the rights related to it. The application for renewal of the residence permit must be submitted 30 days before expiration date and no later than 60 days after that date, sending the postal kit and a photocopy of the passport attached in addition to: a photocopy of the documentation certifying that during his/her stay he/she have sufficient resources to cover his/her subsistence (having appropriate economic resources, the same required for entry, no less than 417.30 monthly for each month of the academic year and equal to 5,424.90 per year under INPS Circular - National Institute of Social Security, no. 149 of 28th December 2012) and a photocopy of the insurance policy (or voluntary registration in the National Health Service). There is also necessary a copy of records with proof of one exam successfully passed if this is the student’s first renewal and two exams successfully passed for each following renewal. The residence permit can be renewed even to a student who has passed only one exam, provided that he/she is able to provide evidence
of serious health reasons or other serious reasons. All that without prejudice of the dispositions concerning the total number of possible renewals (residence permit cannot be issued for more than three years beyond the legal duration of the courses of study - art. 46, paragraph 4, of Presidential Decree no. 394/1999).

A foreign student applying for the renewal of the residence permit for study purposes for the continuation of the course other than the one for which the student has entered Italy, will have the permit renewal as provided under art, 1, paragraph 1, let. b) of the Legislative Decree n. 154 of 10th August 200770.

A residence permit for study/University may be renewed for admission to postgraduate training courses (graduate schools, research doctorates, master courses) in the light of the provision contained in the Presidential Decree no. 394/1999, paragraph 4 of Article 46, for the purpose of single courses attendance, provided it is necessary for the frequency of postgraduate courses and it has to be certified by the chosen University.

The holder of a residence permit for study/University can:
- travel to Countries of the Schengen area, for stays less than three months with no formal obligation and exempt from entry visa;
- apply for the Nihil Ostat (entry clearance) application for family reunification
- voluntarily register in the National Health Service - NHS with participatory payment of a flat rate or having private sickness insurance coverage71;
- undertake salaried employment on par with Italian citizens, for a period of time of not more than 20 hours per week, and a yearly limit of 1,040 hours (no need to sign a residence contract);
- be eligible for social welfare benefits related to the establishment of a regular employment.

Following the judgment of the Constitutional Court 306/2009, which declared the illegitimacy of art. 80 of the Finance Act 2001 (no. 388 of 23rd December 2000) limiting social benefits only to foreign nationals who hold a residence permit, the holder of a residence permit for study/University can now also take full advantage of the social security (undestood as the provision of various kinds of support addressed to every person who is in a state of need, implemented directly by organs of public administration through public funding).

In the event that the foreign student already enrolled in an Italian university should...

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70 In this respect, please bear in mind that students planning to shift to a course of study other than that for which the visa was issued, are allowed to do it only for university courses, so with the exception of the transition to private courses, there have been found the implementing rules in Circular no. 400/C/2008/899/P/12.214.27BI of the Ministry of the Interior dated 21st February 2008.

71 Except for those who have converted the residence permit on family reasons into a permit of stay for study purposes at the coming of age for which, according to the Circular of the Ministry of Health on 19th July 2006, enrollment in the NHS continues to be mandatory, and in this case is free.
decide to abandon studies and he/she should require a new registration at the same or another university, he/she cannot use the specific residence permit for study released during the previous registration. Once the student decides to formalise the abandonment of studies, this will lead to the failure to comply with the requirements for residence in the territory of the State and, consequently, to the withdrawal of the residence permit (see Article 5, paragraph 3, 4 and 5 of Legislative Decree No. 286/1998, “Consolidated Act enacting provisions governing immigration and alien status” and subsequent amendments).

ITALY. All valid permits: reasons and duration (2008-2011)

<table>
<thead>
<tr>
<th>Education</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration: 3-5 months</td>
<td>6,710</td>
<td>1,459</td>
<td>412</td>
<td>571</td>
</tr>
<tr>
<td>Duration: 6-11 months</td>
<td>78,796</td>
<td>63,123</td>
<td>38,092</td>
<td>47,290</td>
</tr>
<tr>
<td>Duration: +12 months</td>
<td>1,754</td>
<td>16,804</td>
<td>1,299</td>
<td>1,153</td>
</tr>
<tr>
<td>Total</td>
<td>3,035,573</td>
<td>3,587,653</td>
<td>3,525,586</td>
<td>3,638,301</td>
</tr>
</tbody>
</table>

 SOURCE: EMN Italy. Elaboration on data from Eurostat

ITALY. All valid permits for education reasons: main 10 Countries of citizenship (2008-2011)

<table>
<thead>
<tr>
<th>Pos.</th>
<th>Country</th>
<th>Total</th>
<th>Country</th>
<th>Total</th>
<th>Country</th>
<th>Total</th>
<th>Country</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Albania</td>
<td>15,005</td>
<td>Albania</td>
<td>12,044</td>
<td>Albania</td>
<td>5,293</td>
<td>China</td>
<td>7,590</td>
</tr>
<tr>
<td>2</td>
<td>USA</td>
<td>11,150</td>
<td>China</td>
<td>9,544</td>
<td>China</td>
<td>4,802</td>
<td>Albania</td>
<td>5,877</td>
</tr>
<tr>
<td>3</td>
<td>China</td>
<td>9,027</td>
<td>USA</td>
<td>9,004</td>
<td>USA</td>
<td>4,498</td>
<td>USA</td>
<td>2,843</td>
</tr>
<tr>
<td>4</td>
<td>Morocco</td>
<td>2,777</td>
<td>Cameroon</td>
<td>2,646</td>
<td>Iran</td>
<td>1,584</td>
<td>Iran</td>
<td>2,523</td>
</tr>
<tr>
<td>5</td>
<td>India</td>
<td>2,451</td>
<td>Turkey</td>
<td>2,415</td>
<td>Cameroon</td>
<td>1,407</td>
<td>Cameroon</td>
<td>2,086</td>
</tr>
<tr>
<td>6</td>
<td>Serbia</td>
<td>2,234</td>
<td>Iran</td>
<td>2,386</td>
<td>Turkey</td>
<td>1,094</td>
<td>Turkey</td>
<td>1,501</td>
</tr>
<tr>
<td>7</td>
<td>Cameroon</td>
<td>2,139</td>
<td>Japan</td>
<td>2,368</td>
<td>Japan</td>
<td>1,085</td>
<td>Russia</td>
<td>1,487</td>
</tr>
<tr>
<td>8</td>
<td>Japan</td>
<td>2,108</td>
<td>Brazil</td>
<td>2,177</td>
<td>India</td>
<td>1,054</td>
<td>Israel</td>
<td>1,309</td>
</tr>
<tr>
<td>Rank</td>
<td>Country</td>
<td>Education 2008</td>
<td>Education 2009</td>
<td>Education 2010</td>
<td>Education 2011</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------</td>
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<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Brazil</td>
<td>2,007</td>
<td>2,175</td>
<td>1,004</td>
<td>1,290</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Croatia</td>
<td>1,925</td>
<td>2,090</td>
<td>994</td>
<td>1,247</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>87,260</td>
<td>81,386</td>
<td>39,803</td>
<td>49,014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: EMN Italy. Elaboration on data from Eurostat

The historical time series of data on valid stay permits entered for the past four years (2008-2011) shows an increase in the total number of residence permits currently valid at 19.9%. This general trend is offset by the decrease in numbers of permits for study reasons that, in just four years have fallen from 87,260 to 49,014, a decrease of 43.8%. Despite this trend, in 2011 there was an increase of about 10 thousand units over the previous annuity, registering an incidence on the total valid stay permits of 1.3%. This incidence, although in line with findings in 2010 (1.1%), downs sharply compared to the incidence observed in the previous two years (2.9% in 2008 and 2.3% in 2009).

With regard to the duration of residence permits, stock data show that the stay of foreign students in Italy is mostly between 6 and 11 months.

The historical time series of valid stay permits shows a clear predominance of Albanian students, Chinese and Americans who, since 2008, have been consistently ranked among the top three positions on the list. As regards disaggregation by Country of origin in 2011, according to the archives of the Ministry of the Interior, China has the largest number of residence permits for study purposes (7,590 - 15.5%), followed by Albania (5,877 - 12.0%), the USA (2,843 - 5.8%), Iran (2,523 - 5.1%) and Cameroon (2,086 - 4.3%). There follows a large group of Countries with more than 1,000 permits granted for study: Turkey, Russia, Israel, South Korea and Japan. However, unlike what happened in the previous three years, India, Brazil, Morocco, Serbia and Croatia are not on the list of top ten Countries of stay permit holders for reasons of study.

ITALY. First permits issued: reasons and duration (2008-2011)

<table>
<thead>
<tr>
<th>Reason</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of which for Study</td>
<td>25,098</td>
<td>24,219</td>
<td>17,559</td>
<td>24,066</td>
</tr>
<tr>
<td>Of which for other educational reasons</td>
<td>3,511</td>
<td>8,415</td>
<td>8,117</td>
<td>6,194</td>
</tr>
<tr>
<td>Duration: 3-5 months</td>
<td>962</td>
<td>4,866</td>
<td>5,075</td>
<td>3,309</td>
</tr>
<tr>
<td>Duration: 6-11 months</td>
<td>27,395</td>
<td>27,399</td>
<td>20,433</td>
<td>26,777</td>
</tr>
<tr>
<td>Duration: +12 months</td>
<td>252</td>
<td>369</td>
<td>168</td>
<td>174</td>
</tr>
<tr>
<td><strong>Primi rilasci totali</strong></td>
<td>550,226</td>
<td>506,833</td>
<td>589,988</td>
<td>331,083</td>
</tr>
<tr>
<td>Duration: 3-5 months</td>
<td>23,260</td>
<td>22,358</td>
<td>21,063</td>
<td>17,701</td>
</tr>
<tr>
<td>Duration: 6-11 months</td>
<td>120,341</td>
<td>212,800</td>
<td>254,815</td>
<td>150,395</td>
</tr>
</tbody>
</table>

57
## ITALY. First permits issued for education reasons: main 10 Countries of citizenship (2008-2011)

<table>
<thead>
<tr>
<th>P. os.</th>
<th>Country</th>
<th>Total</th>
<th>Country</th>
<th>Total</th>
<th>Country</th>
<th>Total</th>
<th>Country</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>China</td>
<td>5,145</td>
<td>USA</td>
<td>6,302</td>
<td>USA</td>
<td>5,684</td>
<td>USA</td>
<td>6,279</td>
</tr>
<tr>
<td>2</td>
<td>USA</td>
<td>2,267</td>
<td>China</td>
<td>3,684</td>
<td>China</td>
<td>3,243</td>
<td>China</td>
<td>4,214</td>
</tr>
<tr>
<td>3</td>
<td>Albania</td>
<td>1,729</td>
<td>Albania</td>
<td>1,692</td>
<td>Albania</td>
<td>1,029</td>
<td>Turkey</td>
<td>1,632</td>
</tr>
<tr>
<td>4</td>
<td>India</td>
<td>1,192</td>
<td>Turkey</td>
<td>1,669</td>
<td>Japan</td>
<td>953</td>
<td>Iran</td>
<td>1,260</td>
</tr>
<tr>
<td>5</td>
<td>Japan</td>
<td>1,065</td>
<td>Japan</td>
<td>1,395</td>
<td>Brazil</td>
<td>952</td>
<td>Brazil</td>
<td>1,183</td>
</tr>
<tr>
<td>6</td>
<td>Cameroon</td>
<td>1,057</td>
<td>Brazil</td>
<td>1,343</td>
<td>Iran</td>
<td>939</td>
<td>Russia</td>
<td>1,109</td>
</tr>
<tr>
<td>7</td>
<td>Brazil</td>
<td>999</td>
<td>India</td>
<td>1,093</td>
<td>Russia</td>
<td>764</td>
<td>Japan</td>
<td>1,054</td>
</tr>
<tr>
<td>8</td>
<td>Turkey</td>
<td>961</td>
<td>Iran</td>
<td>1,012</td>
<td>India</td>
<td>740</td>
<td>South</td>
<td>961</td>
</tr>
<tr>
<td>9</td>
<td>South</td>
<td>808</td>
<td>South</td>
<td>980</td>
<td>South</td>
<td>736</td>
<td>Mexico</td>
<td>767</td>
</tr>
<tr>
<td>10</td>
<td>Iran</td>
<td>774</td>
<td>Russia</td>
<td>896</td>
<td>Cameroon</td>
<td>615</td>
<td>Albania</td>
<td>702</td>
</tr>
</tbody>
</table>

**SOURCE:** EMN Italy. Elaboration on data from Eurostat

The historical time series related to the first releases of residence permits for study purposes deserves a special analysis. From 2008 to 2011 an overall increase of 5.8% was registered, reaching a peak of over 32,600 titles issued in 2009, then slightly decreasing in the subsequent two years. In 2011 a considerable increase was recorded with respect to the previous year equal to 17.9%. The overall increase of the residence permits released for study purposes in the last four years is even more considerable if one takes into account that the total of the first residence permits issued in the four years has almost halved (from 550,226 in 2008 to 331,083 in 2011). Consequently the incidence of the titles related to study reasons on the total of the issued permits (first release) has progressively increased, going from 5.2% registered in 2008 to 6.4% in 2010, up to the current 9.1% in 2011.

The Ministry of Interior’s archive of residence permits shows evidence that one tenth of those that entered Italy in 2011 for study reasons (3,309 on 30,260) have stopped only for a short period between 3 and 6 months, probably to follow courses in Italian language or short term refresher courses. However, just as for the stock data, the most part of the students requested authorisation for longer periods of stay between 6 and 11 months.

To complete this statistical analysis, one must be careful not to compare residence permits for study purposes to the stock of foreign university students registered in Italy, or just as new residence permits to university enrolments, since university enrolment is
also performed by immigrants’ children even if resident for family or work reasons. For a more proper interpretation of the statistical data, it is important to highlight that these youngsters cannot really be considered as international students, since Italy is their Country of residence and also because their behaviour is very similar to that of Italian students.

For what concerns the issue of residence permits for study purposes to people directly coming from abroad (altogether 30,260 based on the Eurostat data), in the course of 2011 the first to beneficiate of these permits were the USA citizens (6,279), followed by the Chinese (4,214) and by the Turks (1,632). Mexicans are also to be considered amongst the new residence permits (767). On the contrary, in 2011 there was a reduction in stay permits for study purposes issued to people coming from the main Countries of origin of the immigrants present in Italy. There were a little more than 100 permits for Argentina, Moldavia, Venezuela and Nigeria and just over 200 for Tunisia, Morocco, Serbia, Egypt, Pakistan and Croatia.

From the trend of these flows several assumptions can be made. Studying at the Italian Universities may be connected to some areas where the flows of asylum applicants have originated, as the case of Iran and the Middle East. Nevertheless, a certain impact has also been exercised by the Countries of flow of Italian emigration where there are consistent Italian communities such as Brazil and Argentina, where students of Italian origin desire studying in Italy.

A special case is that of the American students, whereby the residents for study reasons (2,866 in 2011) are a little over a third of those that enter Italy for study reasons (6,279 new issues). We recall that there are many United States Colleges operating in Italy, allowing their students to complete academic semesters in Italy, thus their expired residence permit is not recorded at the end of the year. Moreover, they do not attend Italian Universities rather their own colleges, thus not allowing recording in the statistics of university attendance previously analysed, reserved to the National public and private systems. A 2008 study commissioned by AACUPI72 on North American university programmes estimated over 20 thousand US students enrolled every year, of which over 10 thousand only in the Lazio region and 8 thousand just in Tuscany.

Something similar occurs for those international religious students sent to Italy by the diocese and by the religious institutions of foreign Countries. They are mainly priests and nuns that receive a permit for religious reasons (valid for attendance to universities), almost exclusively concentrated in Rome at the Papal Faculties and Universities. It should be considered that for the academic year 1998-99 the Unesco Yearbook counted at these universities 9,389 students of which 4,000 foreigners. Subsequently, a research conducted by the Central Office of Foreign Students in Italy (UCSEI), presented at the

Gregoriana University on 15\textsuperscript{th} April 2005 in collaboration with the team of the *Immigration Statistical Dossier Caritas/Migrantes*, recorded that on 20,000 university students enrolled to the Papal institutions, approximately half where foreigners, for the most part religious people (the laics where only 1,279).\textsuperscript{73}

*Stay of international students’ family members*

In order to favour the cohesion expectations and reunification of foreigners’ families residing in Italy, the actual system foresees that the foreign citizens having a permit of stay with a duration of not less than one year, issued for study reasons\textsuperscript{74}, may be joined by their closest family members. These are particularly: spouses, provided they are of age and not legally separated; unmarried minor children or those of age but still dependent, on condition that they are unable to provide autonomously to their vital needs due to their state of health; as well as to dependent parents, on conditions that they do not have other children in their own Country who can take care of them.

The office competent for receiving the applications and convoking the applicants in order to verify and control the documentation necessary to follow up the requests is the so-called “Sportello Unico per l’Immigrazione” (the Single Desk for Immigration). This office was set up on the basis of article 18 of Law no. 189 of 30\textsuperscript{th} July 2002, and is present in every Prefecture – Government Territorial Office (UTG).\textsuperscript{75}

In addition to the requirements described above, the foreigner’s admission conditions for family reunification are dependent on two factors: the applicant’s availability of housing and of a minimum salary. As far as the housing is concerned, a document declaring that the residence accommodating the reunified family members respects hygiene and health requirements and conforms to the minimum regional law parameters for residential constructions needs to be submitted. For what concerns the second factor, the applicant needs to demonstrate, by means of legitimate documentation, that he/she receives an annual salary, which is not less than the yearly amount of social benefits plus 50\% additional amount for every family member to be reunified. Nevertheless, in case

\textsuperscript{73} Cf. *Studying in the Italian Universities: The participation, the choices and the results of the foreign students. Short summary of a decade of transformations*. Research promoted by the Central Office for Foreign Students in Italy - UCSEI and conducted by ISTAT and by the Statistics Office of the Ministry of Universities - MIUR (Rome, 2005).

\textsuperscript{74} The same forecast is applicable also to the holders of residence permits for work reasons (self-employed or subordinate), for those who seek asylum for religious reasons, subsidiary protection and to the holders of CE residence permits for long term stays.

the applicant does not earn the mentioned amounts, the salaries of the other family members living together can be taken into consideration. Once the requested conditions have been fulfilled, within 180 days from the receipt of the application the Single Desk for Immigration will have the task of issuing the authorisation for the reunification, or in case of negative results, the rejection measure.

Once in Italy, the reunified family member, within 8 days from arrival, will have to personally present the authorisation to the Single Desk for Immigration, in order to activate the related residence permit application. Finally, the reunified family member will then have to go to a qualified Postal Office to transmit the application issued by the Single Desk for Immigration. Once the family member has obtained the residence permit, he/she may work (self employed or subordinate), enrol to a course of study and have access to the services of the National Health Service. The procedure just described is also valid for the accompanying family members entering Italy at the same time.

The Interministerial Decree of 11th May 2011, entered into force on 1st December 2011, bearing “Definition of the types of entry visas and requirements for obtaining them”, has simplified the discipline of the visas requested for family reasons, incorporating into one single visa for “family reasons” the two visas named “accompanying family member” and “family reunification”.

There are no national archives providing data on flows and stocks related to entrance and presence in Italy for family reunifications related to a family member having a residence permit for university study reasons.

C) PERSPECTIVES UPON COMPLETION OF STUDY

Conversion of study permit into work permit

First and foremost, it should be pointed out that an international student is able to mix and match tasks attending courses of study and having a job, since he/she is allowed to work for up to 20 hours a week in full respect of the law, in order to find the means to support his/her studies or to complement the subsidies received (scholarships, honour loans, etc.). A part time job is fundamentally important for students who do not receive a scholarship from either the State of origin or the Italian Government and who come from families with modest incomes because it enables them not to live a life of hardship when compared with the standard of living of the Italian and other international students. In fact, there is well founded reason to believe that the students at work are more numerous than those who are declared because it is common practice among students to access the black labour market, which results in significant savings for employers who often exploit international student by making them work longer hours, by paying different levels of
salary and setting up different contractual aspects - paid leave, suppressed holidays, vacations, Christmas bonuses, severance pay - social security contributions - payment of relevant contribution to open an individual retirement account - and tax - reimbursement of the amount of taxes withheld from paychecks, after submission of the tax return, provided that the “no tax area”, which amounted to €8,000 a year in 2012, had not been exceed. Sometimes the practice of black labour happens with the student’s consent whether he/she thinks it is easier to find work in this way or is not interested in a pension due to his/her intent to return home.

The internationalisation of the Italian economic and productive system has long been started because many manufacturing companies are producing for export, and thus, contact with all stakeholders from foreign Countries are daily handled using English and other languages: a very significant example is the tourism industry, especially in the great cities of art, where the hosts do not communicate in Italian with the visitors. However, these “internationalised” jobs are lower than the number of Italians and immigrants already residing in Italy potentially available for work. Therefore, there is a limited number of positions available to students, especially at this stage of the ongoing crisis that has seen Italy’s GDP declined by 6 percentage points in 2008-2009, while it has very partially recovered in the next two years and slumped back into recession in 2012. The problem of finding work is the same both for students and young Italians who are only partially rescued from the unemployment by their qualification.

Work integration is even more complex for international students at the end of their studies since permission to extend their stay in order to look for a job is not automatic, unless they are EU citizens or children of immigrants who have acquired the status of long-term residents. While the permit for work purposes can always be used for study reasons, the procedure in reverse is not granted and the conversion of the permit to study in permit for work purposes occurs only when envisaged in the annual flow decrees and within the scheduled quantitative limits that are usually low. It is not quite a matter of vision that limits the brain drain in the Countries of origin, but rather concern to secure the available jobs primarily to young Italians and immigrants who have completed their studies. In 2012, given the unemployment extension (310 thousand citizens of which 211 thousand non-EU nationals) and the lack of employment recovery, initially (Decree of the Presidency of the Council of Ministers of 13 march 2012) there were taken into consideration only 4,000 places for non-seasonal workers available to foreign-trained workers who have studied the Italian language and the structure of the Italian socio-legal system. At a second moment in time there have been issued 10,000 entries for vocational training in Italy (Decree of 12th July 2012 of the Minister of Labour) and, therefore, the entry of other 13,850 no-seasonal workers (Prime Ministerial Decree of 16th October 2012), including 2,000 self-employed people, 1,250 people who convert from other types of work to self-employment, 10,500 in subordinate employment and 100 employees or self-employed persons of Italian origin. In addition to the programming of these quotas,
there should be mentioned the extra quota for entries of persons with high qualifications, of professional nurses and from 8th of August 2012 of EU Blue Card holders.

**ITALY. Change of immigration status from/to education reasons (2008-2011)**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total changes</td>
<td>2,829</td>
<td>11,302</td>
<td>3,563</td>
<td>5,353</td>
</tr>
<tr>
<td>From Family to Education</td>
<td>79</td>
<td>108</td>
<td>61</td>
<td>43</td>
</tr>
<tr>
<td>From Remunerated Activities to Education</td>
<td>4</td>
<td>12</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>From Other Reasons to Education</td>
<td>55</td>
<td>51</td>
<td>51</td>
<td>36</td>
</tr>
<tr>
<td>Total changes to permits for Education from other permit types</td>
<td>138</td>
<td>171</td>
<td>137</td>
<td>94</td>
</tr>
<tr>
<td>From Education to Family</td>
<td>60</td>
<td>69</td>
<td>51</td>
<td>210</td>
</tr>
<tr>
<td>From Education to Remunerated Activities</td>
<td>27</td>
<td>44</td>
<td>46</td>
<td>825</td>
</tr>
<tr>
<td>From Education to Other Reasons</td>
<td>25</td>
<td>37</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Total permits for Education converted into another permit type</td>
<td>112</td>
<td>150</td>
<td>126</td>
<td>1,065</td>
</tr>
</tbody>
</table>

**SOURCE:** EMN Italy. Elaboration on Eurostat data

The Eurostat data on conversions of residence permits for study into other types of permits show a quantitatively limited experience, despite the increasing incidence on the total number of conversions, from 4.0% in 2008 to 19.9% in 2011. In 2011, the outcome of conversion of study permit to work permit was 825 and accounted for three-quarters (77.5%) of the international students’ conversions occurred during the year, while in previous years there were recorded just 27 cases in 2008, 44 in 2009 and 46 in 2010. It is not surprising to find this scale since the conversion of the permit’s purpose can only be made to the extent permitted by the quotas programming decrees. On the other hand, the incidence of conversion from study to family reasons is slightly higher, and in 2008-2010 it accounted for nearly half (53.6% in 2008, 46.0% in 2009, 40.5% in 2010) of conversions of residence permits for study in other types, with the exception of 2011, when there was a net decrease in numbers (19.7%).

**Matching skills and jobs**

The production system is very scarce in the match between the demand and supply of labour in terms of quantity and quality. There are many surveys (including the one conducted by EMN Italy in 2011 on the unsatisfied demand of labour force76) that

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demonstrate the substantial ineffectiveness of labour services. This is why most people are likely to find a solution either on their own, or making use of family and friendship networks or asking the help of NGOs and that of voluntary associations and religious organisations. There is greater formalisation at qualified levels that involves agencies specialised in employment; these, however, tend to deal rather with the local workforce (Italians and immigrants) than with international students who - as it was shown - are not automatically granted the conversion of a residence permit for study reasons into a residence permit for work.

High skill level is what helps to overcome these regulatory rigidities because a provision contained in the Consolidation act on immigration of 1998 (Art. 27 on entry for work in particular cases) allowed, from the outset, to employ a wide range of skilled workers notwithstanding the preferential quotas, and in 2012 this facilitated process was generalised by transposition into Italian law of the European Directive on the so-called “Blue Card” on highly qualified employment (i.e. those workers who had at least a bachelor’s degree).

The improvement of the legal basis for access does not change, however, the specific characteristics of the Italian labour market that provides mostly low-skilled jobs to immigrants.

Monitoring briefly this trend it results that in over three-quarters of cases, foreign workers are placed in unskilled positions and as labourer (76.4%), often a waste of skills and professional potential (in 42.3% of cases they have a degree of education and training beyond what is required by the task being performed). Also they have an average wage reduced by almost a quarter compared to the Italians (-24%, Istat, 2010)\textsuperscript{77}. The Polish, Romanian, Ukrainian and Filipino communities have the highest shares of overeducated employed members, because of their specialisation in low skilled jobs. Conversely, mainly due to the lower possession of academic qualifications, the incidence of overeducated employed migrants is much lower for Chinese and Moroccan workers. However, while the phenomenon of overeducation concerns employed Italians especially in the phase of entry into the labor market, in the case of foreigners this phenomenon tends to persist over time and its extent basically remains unchanged for all age classes and with the increase of the length of service\textsuperscript{78}. In this respect, as well as with regard to several others, immigration is a mirror of what is happening in Italy and it highlights the delays on the path to refine qualified work tasks, investing more on research and its

\textsuperscript{77} Cf. Ministry of Labour, Ministry of Interior, FEI, Communication on immigration. Practical guide for Media Professionals, Ed. IDOS/Lai Momo, February 2012, p. 138-139.

operational suitability that should involve a more professionalised workforce, as was the case in other large Member States with an approach that has partially mitigated the negative consequences of the current employment crisis and global competition.

**D) PROBLEMS ENCOUNTERED**

Theoretically, all permits can be used for misuse. There are not frequent cases of fraud and forgery, as has been explained in the EMN Italy Report *Migration channels. Visa and irregular flows* (Ed. IDOS, March 2012), according to which: “Forgery of documents is applied to passports, visas, residence permits, identity cards and even false employment documents or false internships, or otherwise any type of document useful to acquire the residence permit for stay [...] any case of forged entry visa or forged documents required for visa application is a criminal offense punishable with imprisonment and automatically lead to the inadmissibility of the application, but nevertheless, there are many offenders both in Italy and in other European Countries [...] Between 2002 and 2011, the State Police has carried out several operations that allowed to trace many people who were involved in falsification of visas or other papers, while facilitating irregular migration”\(^79\).

Criminal organisations, i.e. for the purpose of terrorism, have the potential to use the “student route” to Italy in a distorted way. Having recognised this hypothetical possibility, it has to be made immediately clear that it is not the easiest way possible for criminal organisations. One only needs to think that these students must conform to complex requirements and control: acquisition, legalisation and translation of documents relating to their previous studies; learning the Italian language and taking the language examination, apart from a small category of exempt; waiting the publication of the annual decree setting the number of visa for study; submitting their application to the chosen university with the chance of not being accepted; being subject to examination prior to be accepted to the university; presenting proof of having appropriate economic resources and healthcare insurance and subscription of a lease contract; passing the exams in order to renew the residence permit annually.

It is clear that choosing to use the student’s path to achieve other purposes is very complicated and it is less likely to be misused. In effect, on the basis of surveys conducted, the abuse focused more on other types of residence permit, notably those for work and business purposes where disguising is easier and where there are less stringent controls. These statements do not exclude that there could be deviations.

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An international student can be determined to the continuation of the stay, even when the residence permit is expired, when the prospect of returning home is less attractive than the work placement in Italy, even in the unregulated labour market because there are not provided or there are few possibilities that the annual flow decree would contemplate the conversion of residence permits for study into those for work purposes. This hypothesis may also occur because the foreign national may expect to be eligible for regularisation (the last one being the 2009 regularisation concerning the workers in the domestic field) or for the emergence from the underground economy (entered into force on 15th September 2012 in accordance with the European Directive which provides for sanctions against employers who employ irregular immigrant workers).

On the contrary it is more difficult to falsify residence permits for study purposes for the fact that foreign nationals have already been registered as students at the competent Questura (Police headquarters) and the police could more easily discover the forged authorisation.

Caution is required when speaking about the extent and frequency of abuse and one has to differentiate between students who come for a short period of study (possibly even without a visa) and those who have asked to follow a full course of university studies. For a number of the first category, the entry for study can be a sort of “Trojan horse” that allows entry into the Country which otherwise would be prohibited. One should bear in mind that entry in the Country as a regular student to then become an irregular immigrant is an expensive option that implies to register with the authorities, whereas those who rely on smugglers try to avoid such registration. The second category consists of the foreign students who wish to remain in the Country for several years. They show more interest to follow the rules in order to receive the conversion of the permit of stay for study purposes into one for work purposes, in accordance with the law and without exorbitant payments when allowed by the flow decree, or to get a job as skilled workers through the “Blue Card”, or to get married with an Italian woman or an Italian man: this hypothesis also entails the acquisition of the Italian citizenship (after waiting for two years) and it resolves the root of all their problems.

There is not a significant number of abuses and as well as there are individual perpetrators of misuse then inspections and enforcement actions should be commensurate to individual cases, also paying continuous attention to the overall context. If necessary, they should analyse eventual anomalies in the statistics on the issuance of permits, from one year to the other, in case there is no confirmation in well-defined objective causes.

To conclude on this point, it can be said that the flow of international students in Italy, of the order of several tens of thousands of people who stay mostly for short-term periods, needs the utmost attention so that it happens in full respect of the law. Nevertheless there is no need to incur excessive worries that have no foundation and that lead one to forget that in Italy, according to many people and also according to the result of an international comparison, there should not be pursued a policy of containment, but
rather stimulate, through appropriate aids and measures, the presence of students as a positive sign of globalisation and functional development for the Country through a more intensive brain exchange and by providing higher quality to its production system.
4. Trans-national cooperation in the area of international students in Italy

Bilateral/multilateral cooperation and mobility agreements

In Italy, the existing bilateral cooperation on academic exchanges with other Countries is part of the Italian economic system and reflects its strategies, priorities and lines of action. Objectives, scope and sources of funding for such cooperation are defined by Executive cultural protocol giving effect to the intergovernmental framework Agreements. In the current context China, India, Brazil, Turkey and Israel are considered Countries with high priority, as there is a particularly structured co-operation between these Countries and Italian higher education institutions. A large number of international students from these Countries choose to study at the national Universities.

Following the strengthening of institutional relations between Italy and China, the cultural and scientific cooperation between the two Countries was formalised through the signing of agreements with specific reference to international students mobility. In particular, the Marco Polo Program has been developed upon direct request of the Presidency of the Italian Republic, with the aim of increasing the number of Chinese students in Italian universities. As of May 2004, the China-Italy Governmental Committee is active and it has established a Memorandum of Understanding on cooperation in the field of education and training, which includes the facilitation of mobility of Chinese students in Italy. One priority objective of the Marco Polo Program is the organisation of preliminary Italian language courses for Chinese students who have pre-enrolled in Italian universities to attend a graduate program. Under the agreement jointly signed between the People’s Republic of China and the Italian Republic (in force since 2006), the pre-registration and enrolment in the preliminary course of Italian language at the Italian universities facilitate the issue of visa for Chinese students who want to study in Italy. In the academic year 2012-2013 the total number of places

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80 Special thanks for the collaboration in writing this chapter to: Dr. Marzia Foroni, Office IV (Inter-university Cooperation) of the Directorate General for the University, of Students and the Right to Study of the Ministry of Education, University and Research; Dr. Patrizia Gambarotta, Office VII (Inter-university cooperation, scholarships and academic qualifications) of the Directorate General for the Country promotion (economy, culture and science) of the Ministry of Foreign Affairs; Dr. Giovanni Finocchietti, NCP Manager Erasmus Mundus Italy and Dr. Manuela Costone; Dr. Daniela Magrini, Dr. Graziella Gaglione and Dr. Giovanni Maria Vianello, IX Division for International Relations, University of Rome “Sapienza”.

81 Cf. www.esteri.it/MAE/IT/Politica_Estera/Cultura/CooperCulturale/ProgrammiEsecutivi. The peculiarity of the inter-university exchanges is that they provide a very structured cooperation, which allows to maintain its operation even after the expiry of the executive Protocols which, sometimes, are not extended due to lack of funding.

reserved by Italian universities to Chinese students participating in the Marco Polo Program is 9,997\textsuperscript{83} units. In addition to the Marco Polo Program that involves the Italian universities, there is Turandot Program focusing on courses within the Italian AFAM Institutions - Higher Education in Fine Arts, Music and Dance (AFAM) reserved to international students from China.

Both programs are an important initiative, which involved over the years several public and private actors. Despite the rather positive balance, this type of cooperation has highlighted some critical issues that can affect the mobility of international students in Italy; hence institutions and individual universities need to take action in particular to:

- simplify procedures for issuing visas and residence permits;
- the academic availability in terms of hospitality and services;
- the courses available for the Italian language.

In terms of multilateral initiatives it should be mentioned the UNIADRION\textsuperscript{84} interuniversity Network. Established in 2000 under the patronage of the Ministry of Foreign Affairs and the Ministry of University and Research, the Network brings together the Countries of the Adriatic and Ionian basin (Italy, Albania, Bosnia, Croatia, Greece, Montenegro, Serbia, Slovenia) in order to strengthen cultural cooperation. An important volet is particularly dedicated to the process of internationalisation of the universities in the region. The priority actions are focused on academic cooperation in the field of didactical activities and also for the recognition of academic qualifications, and presently they do not cover the mobility of international students.

\textit{Issues of internationalisation}

Before addressing some issues related to the internationalisation of the university system, it is necessary to linger over the attractiveness of Italy to international students and point out its most important elements:

a) right to study in the Higher Education system ensured to students coming from Third Countries (especially to students from developing Countries);

b) tuition fees on average less expensive compared to the Anglo-Saxon world\textsuperscript{85};

c) many initiatives of individual university aimed to the reception of students (i.e. accommodation guarantee, assistance in carrying out applications to formalise the permit of stay, and the like)\textsuperscript{86} as well as appropriate offices for the reception of

\textsuperscript{83} Elaboration on data from the Ministry of Education, University and Research.

\textsuperscript{84} www.esteri.it/MAE/IT/Politica_Estera/Cultura/Universita/Collab_Interuniv/rete_uniadrion.htm.

\textsuperscript{85} It is worth mentioning Italy’s third position in the ranking of OECD Countries with the most expensive tuition fees. Cf. www.oecd.org.dataoecd/61/13/48631028.pdf. Cf. also paragraph 3.1.d. of this Study.

\textsuperscript{86} Among the best performing universities in terms of the availability of services there is the University of Bologna and Polytechnic University of Milan.
international students\textsuperscript{87};
d) joint degree programmes between Italian and foreign universities that allow international students to complete part of their university career in Italy;
e) courses in English;
f) high quality teaching.

However, there is a relatively low attractiveness of Italian university to international students: according to the data contained in the OECD’s Reports on Education (\textit{Education at a Glance}) for the last three years, the percentage of international students who have chosen Italy for their studies is around 2\% of the total\textsuperscript{88}. Usually, still small number of degree programmes offered in English is said to be the cause, despite recently there is a tendency towards a progressive increase: today, as previously mentioned, more than 100 universities have activated courses with English medium of instruction and it is very plausible that other institutions will follow this path, since the degree of internationalisation is a key parameter in allocating resources of the public funding to universities.

In addition to the introduction of English as medium of instruction in Italian universities, even a greater diffusion of the Italian language abroad could be an effective instrument of internationalisation. The promotion and strengthening of the teaching of Italian language and culture (besides international public makes enough requests in this regard) could lead to an increase in the number of international students in Italy. However, in this case it would be required the commitment and synergy of the entire national economic system that would enhance thus the economic development strategy of the Made in Italy, combining it with a comprehensive project for the promotion of the Italian language worldwide, also an unquestionable benefit in terms of economic returns.

To enhance the internationalisation of Italian universities, the operators involved in academic cooperation with foreign Countries hope for the establishment of a national agency for the promotion of higher education (comparable to the British Council or the DAAD, Deutscher Akademischer Austausch Dienst), able to manage the mobility of international students. A particularly good example for the Italian context is represented by the Campus France agency, a public body active with the promotion of French higher education, reception procedures and management of international mobility of students and researchers since 2011. In Italy, Uni-Italia\textsuperscript{89}, the centre for the academic promotion and orientation of study, has similar tasks. It recently established within the activities of

\textsuperscript{87} Like for example the Centro Informazioni, Accoglienza e Orientamento (Information, Reception and Guidance Services) Ciao/Hello at the University of Rome “Sapienza”.


\textsuperscript{89} www.uni-italia.it/it.
the Ministry of Foreign Affairs and, in addition to its headquarters in Rome, it can count on three operational centers located in China. This institution aims a number of objectives such as, for example, to create wide opportunities for international students to enrol at university courses; to organise courses abroad for the promotion of the study and spreading of the Italian language and culture; to provide scholarships and research grants to foreign students. Nevertheless, the absence of an adequate legal status, and the lack of financial resources hinder the realisation of these goals.

The process of internationalisation of higher education, which is considered a strategic priority for teaching and scientific research, is fostered by the development of international exchanges of professors and students through the conclusion of bilateral agreements and the financing of cultural and scientific cooperation between universities. At national level, there are many relations with Universities and Institutes of non-UE Countries on international cooperation in teaching and research activity.

Since 1948 there is a special Commission for Educational and Cultural Exchange between Italy and the United States (US-Italy Fulbright Commission) that run the Fulbright Program\(^\text{90}\), promoting opportunities for study, research and teaching in the two Countries granting fellowships for Italian and American citizens jointly offered by the Ministry of Foreign Affairs and the US Department of State. As of today there have been about 8,000 Italian and American fellows, who have joined the program, which aims to encourage cultural exchanges in all subject areas.

Fulbright grants to Italy are awarded to US graduate citizens enrolled in Masters and PhD programs or young professionals and artists interested in post-graduate programs of study and research at universities and research institutes (US Student Program). All Fulbright grants include a travel allowance to cover round-trip travel expenses between United States and Italy and the medical insurance coverage provided by the US government. The Fulbright Commission sets the number of grants to be awarded in several categories based on the annual review of the available financial resources ensured by the contributions of the two Governments.

According to data from the MIUR, in Italy there are now about 800 agencies operating in the field of international academic exchanges, some with very specific tasks, but with no coordination between them. Structuring and consolidating these agencies into one body of national scope would be particularly desirable in the context of critical issues linked with the process of internationalisation of the Italian university. The most critical aspects derive precisely from the lack of information and coordination between multiple agencies (mostly spread over different territories) that manage the mobility in academic cooperation with foreign Countries. The Inter-university Consortium CINECA is the largest Italian computing centre and one of the most important worldwide and it

\(^{90}\) www.fulbright.it.
overcomes these problems. It operates in the management and development of networks and telematic services in support of the national university system. The interactive platform CINECA is particularly important for the observation of agreements and projects with foreign universities\(^9\). The platform was founded in response to the need to increase the visibility of the inter-university cooperation enabling interaction of the national economic system\(^9\) in university cooperation initiatives undertaken with foreign Countries. It has been prepared a survey form of inter-university agreements, whether bilateral or multilateral, that contains information on disciplinary area, geographic location, the type of agreement (Agreement Framework; Convention; Protocol Implementation, Project) as well as its nature (Teaching/Training, Research, Mobility) and the length of agreement.

ITALY. Inter-university agreements with foreign universities (February 2013)

\[\text{SOURCE: EMN Italy. Based on data from MIUR}\]

\(^9\) http://accordi-internazionali.cineca.it

\(^9\) The national economy in this case includes public and private entities interested in collaborating with Universities, Ministry of Education, Ministry of Foreign Affairs and diplomatic-consular network, CRUI, CUN, Ministry of Economic Development, ICE, Confindustria, Parliamentary Associations, research centers, regions, provinces and municipalities.
In early February 2013 there were in force 11,608 Interuniversity Agreements of which 57.6% with European States, 24.1% with American Countries, 13.6% with partners coming from Asia and Oceania, and the remaining 4.7% with African nations.

The reliability of the database is conditioned, however, by the presence of numerous agreements that are still in the pipeline or initial implementation. Nevertheless, the database on inter-university agreements is continuously updated and integrated with various types of cooperation agreements, so that recently it has been possible to also include in the survey form the Additional Protocols adopted by some universities to formalise the mobility of students from outside EU.

Inter-university cooperation: the case of the University of Rome “Sapienza”

According to the directives and general guidelines of the relevant Ministries, the Italian Universities achieve under conditions of full autonomy their internationalisation goals. As an example, in this section, it is going to be analysed the case of the University of Rome “Sapienza”: it is precisely this university, that is considered the largest university in Europe with about 140 thousand students, to be chosen by the largest number of international students in mobility in Italy. Since the last survey of Distribution of International Relations of the University there have been stipulated 953 International Inter-university Agreements with academic institutions in other Countries. International cooperation has been particularly intensified in the last four years; in the period between 2008 and 2012 the number of new cooperation agreements with foreign universities has increased by more than 50%. The strategic line sees emerging Countries as priority partners for trade and mobility. It is symptomatic the geographical distribution of cultural and scientific collaborations of “Sapienza”, of which 35% were in the European region (including non-EU members i.e. former Soviet Union Countries), 24% the Countries of South America, 13% in Southeast Asia, 12% the Countries of North America, 8% in the Middle East and North Africa, 7% the Countries of sub-Saharan Africa and 1% in Australia. Finding Countries and areas considered strategic is a policy that gave greater relevance to “Sapienza” within the international academic environment and strengthened its collaboration with prestigious institutions: today “Sapienza” has 132 agreements with universities that fall in the standings Top 500 of the QS World University Rankings 2011.

Inter-university cultural and scientific cooperation of “Sapienza” with academic institutions from other Countries are being implemented through the signing of bilateral agreements that promote teaching and/or research activities facilitating the international exchange of professors, researchers and PhD students. Inter-university Agreements are endorsed by the Rector (the Italian side) and by the equivalent Academic Authority of

93 www.uniroma1.it/internazionale.
the partner Institution and there are different types. The Framework Agreement is a legal deed that expresses a “general interest” in promoting and developing the collaboration between “Sapienza” and the Partner Institution. It does not provide, due to its nature, any kind of limitation to any sector of research and/or teaching. The implementation of the above-mentioned “general interest” can be carried out through the signing of Specific Agreements, Executive Protocols and Additional Protocols⁹⁴: the Specific Agreement (Agreement on Cultural and Scientific cooperation in a specific field) expresses a “specific interest”, in particular it identifies the fields where the inter-university cooperation will be implemented, and it is designed to assure the mobility of professors, researchers and PhD students; the Executive Protocol ensures the mobility of professors and researchers, as part of a single or multiple area of research and/or teaching; the Additional Protocol formalises the mobility for the non-EU students. Only in 2011-2012 “Sapienza” signed and/or renewed 92 International Agreements amid Framework Agreements, Specific Agreements, Executive Protocols and Additional Protocols. The largest number of agreements was signed with the Universities of China, Argentina and Russia⁹⁵.

In this study it is necessary to focus on the requirements for signing Additional Protocols governing the non-EU students’ mobility and specify some of their salient features. An Additional Protocol can be negotiated and signed if there is a prior Framework Agreement with a foreign university⁹⁶. The Additional Protocols fall within the competence of the faculties, as they relate to students enrolled at those faculties. The procedure for the negotiation and signature of the Additional Protocol is usually activated by a professor, a full professor or an associate professor. It often happens that foreign universities set in motion the procedure, and in this case, the International Relations IX Division of “Sapienza” starts searching for representatives of the University potentially interested in the mobility agreement. The Additional Protocols, endorsed by the respective Rectors of the signatory institutions, indicate the number of students (the same number for the two faculties) that can be admitted to the mobility for each academic year, according to a principle of reciprocity. The text of the Agreement provides that the student is allowed to continue to pay taxes only at the University of origin and he/she has the right to receive services at the host university, like any other regular student enrolled. The principle of reciprocity is the main feature of the Additional Protocols: it is bound to a number of students’ exchange, which are granted exemption

⁹⁴ Not all Italian Universities adopt Executive or Additional Protocols as “Sapienza” does.


⁹⁶ It is possible to negotiate and sign an Additional Protocol also simultaneously with the negotiation and signing of the Framework Agreement.
from payment of tuition fees at the universities of destination. Today there are 99 Additional Protocols signed by the University “Sapienza”. One cannot access the texts of the agreements, but they are reproduced exactly as models readily available on the Internet\textsuperscript{97}.

The collection of statistical data on the presence of international students at “Sapienza” (as in other Italian universities) has significant methodological complexity. In the absence of a monitoring system it is not possible to quantify separately the two types of international students: those who came in Italy “for titles” and study for the first degree (or a post-graduate degree), and those who came in Italy “for credits” making only a part of their college career. In addition, data on foreign component affect all students that are not Italian citizens, including immigrant people regularly residing in Italy. The overall figures from InfoSapienza Center for the 2011-2012 academic year indicate a number of students of foreign nationality equal to 8,599, slightly less than in previous years (8,799 foreign students were enrolled at “Sapienza” in 2010 and 8,882 in 2009)\textsuperscript{98}.

Mobility within EU Programmes (Erasmus Mundus)

The Erasmus Mundus programme is an initiative that gives more encouragement to the process of internationalisation of the University, as it allows international students from Third Countries to benefit from the intra-EU mobility. The Erasmus Mundus students arrive in Italy under the conditions set by the individual joint courses that provide for a period of study at an Italian university. The duration of stays may vary from case to case, always in accordance with the rules of the Program. The mobility paths are predefined by the individual Erasmus Mundus courses. According to the provisions from “International students circular” of MIUR, standard rules provided for the registration of foreign students should not apply to foreign students who come to Italy as part of an Erasmus Mundus course\textsuperscript{99}.

The application form must be submitted to those responsible for the course for which one is interested, according to the instructions in the annual calls for proposal individually published by each of the 157 Erasmus Mundus consortia. To view the complete list of courses, foreign students can access the institutional website of the Education, Audiovisual and Culture Executive Agency (EACEA) headed by the European Commission\textsuperscript{100}. Each course has issued a call for applications indicating the admission requirements, the selection criteria, expiration dates and a range of useful

\textsuperscript{97} Cf. www.uniroma1.it/internazionale/internazionalizzazione-ricerca/accordi-internazionali/testi-texts-textes.

\textsuperscript{98} Cf. www.uniroma1.it/ateneo/amministrazione/uffici-amministrativi/centro-infosapienza.


\textsuperscript{100} http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_1_master_courses_en.php.
information such as, for example, the description of the educational activity, the composition of the consortium, the number of vacancies and scholarships available, the amount of tuition fees and the start date of the course. The calls for applications are published several months in advance, often as early as October or November of the year preceding the beginning of the course, and the due dates for the submission of the application form can vary greatly (from January-February to June-July in the calendar year of the start of classes).

To enter Italy Erasmus Mundus students, like other types of international students, must be in possession of an entry visa and subsequently a residence permit that is issued for the same period indicated in the visa.

Erasmus Mundus Students are divided into different types depending on their status resulting from participating in the Programme: EU grantee students from Third Countries, who won a scholarship by the EU Commission under Action 2 of Erasmus Mundus programme; students from Third Countries grantee of the consortium Erasmus Mundus; students of Third Countries who are not beneficiaries of a scholarship. For each type in the light of Directive 2004/114/EC it is enhanced a different entry procedure to be requested to the Italian diplomatic or consular authorities located in the EU Country where the student of Third Country participating in the Erasmus Mundus Programme has obtained an entry visa and he/she has already attended part of his/her curriculum. On the whole, the standard administrative procedure (during which there is provided a document exchange between the diplomatic or consular authorities in the EU Country where it has been granted an entry visa and the Italian counterpart in the given Country of the EU) is as follows:\textsuperscript{101}:

a) The Italian institution of higher education will send the student that applied for a study visa a letter with:

- information about the consortium and the course (Erasmus Mundus course title, list of institutions in the consortium with an indication of the coordinator and the partners, plan of student’s mobility, the medium of instruction of the class);
- general data of the student (name, surname, date and place of birth, institution of origin, qualification stated, and its assessment by the consortium, any other information deemed useful for his/her identification);
- evidence to have passed the selection set out by the Erasmus Mundus consortium and the date of communication of acceptance of the student;
- in the event that the Italian institution has Italian medium of instruction, certification proving verification of proficiency in Italian language;
- any evidence of assignment of an EU grant or any statement of the total amount of the scholarship provided by the consortium and the period of its validity;

\textsuperscript{101} Cf. www2.unifg.it/dwn/rii/network/interventi-quarto-forum/intervento-barbuto.pdf.
• confirmation of insurance coverage, in the event that the consortium guarantees an insurance policy for the student;
  • period of stay in Italy of the student;
  • signature of the representative of the course for the Italian institution.

The same Italian institution of higher education shall, therefore, send to the diplomatic or consular authorities a letter with:
  • information about the consortium and the course (Erasmus Mundus course title, list of institutions in the consortium with an indication of the coordinator and the partners, plan of student’s mobility, the medium of instruction of the class);
  • list of students from Third Countries that have passed the selection;
  • signature of the representative of the course for the Italian institution;
  • any statement of scholarship awarded to the student and the total amount.

b) The institution of higher education in the EU Country shall present the following documentation to the diplomatic or consular authorities or to the student or the Italian institution that will send them to their representative:
  • data relating to the institution of higher education in the EU Country;
  • general data of the student (name, surname, date and place of birth, home university in the Third Country, qualification previously obtained and all relevant information for identification);
  • period of study in the institution of the EU Country;
  • any communication between this institution and the diplomatic or consular authorities for the entry of the Third Country student;
  • signature of representative of the host institution’s course.

c) The student citizen of a Third Country shall submit to the diplomatic or consular authorities the following documentation:
  • documentation required to prove his/her identity;
  • letter from the Italian institution of higher education;
  • letter from the institution of higher education in the EU Country;
  • evidence of entry visa obtained in the EU Country;
  • evidence of residence permit obtained in the EU Country;
  • evidence of sufficient means of subsistence in accordance with the minimum standards required (if one is not awarded a scholarship and if beneficiary of partial tuition grant);
  • evidence of insurance coverage in the event that is not provided by the institution.

From the surveys of the Erasmus Mundus National Contact Point in Italy, coping with the passage from Italy to other EU Countries as part of a joint course of the Programme is not particularly difficult. However, students can encounter problems once the support from Erasmus Mundus has ended and they intend to continue their studies in other European Countries.

The quantification of the Erasmus students in Italy becomes quite problematic from
the methodological point of view: given the fact that students who attend the Erasmus Mundus joint courses have a compulsory mobility period in at least two different Countries other than that of departure, the statistical quantification of destinations is to be related to the characteristics of the individual mobility of students. Statistical measurements are carried out by the Executive Agency EACEA and partially published on the institutional website\(^\text{102}\). The available data concern students of joint courses (Action 1) and refer to nationality, not the destination. In addition, these data apply only to students holding scholarships of the Programme and, therefore, do not provide data on students participating in Erasmus Mundus joint courses with scholarships from other sources or at their own expense.

**Non-EU mobility programmes**

In addition to EU programmes, facilitation of mobility (i.e. access outside of the programmatic quotas set by individual Italian institutions) is provided to scholarship recipients from Countries with which Italy has signed specific cultural Agreements and development cooperation Programmes.

Two specific types of scholarships are involved:

a) **scholarships awarded by the Italian Government** following executive Protocols of cultural Agreement and/or development cooperation programmes, subdivided into scholarships advertised through public notice and scholarships related to “Special Projects”\(^\text{103}\). While in the first case the grantee student has the right to choose the course he/she wishes to attend, in the second case the information on the course and on the University is provided directly by the competent structures of the Ministry of Foreign Affairs;

b) **scholarships of the Countries of origin governments** awarded under agreements between Italian universities and those of Third Countries.

The award of a scholarship (for both types) is considered sufficient evidence of the economic requirements necessary for the issuance of the entry visa, being the only valid permit to carry out registration procedures.

The updated list of foreign Countries whose nationals are eligible to apply for the scholarships offered by the Italian government\(^\text{104}\), as well as the database of “Special Projects” to which foreign students can apply according to specific calls\(^\text{105}\), are always listed on the Ministry of Foreign Affairs official website.


\(^{103}\) Cf. \url{www.esteri.it/MAE/IT/Ministero/Servizi/Stranieri/Opportunita/BorseStudio_stranieri.htm}.

\(^{104}\) Cf. \url{www.esteri.it/mae/Servizi/Stranieri/20120511_PAESI_ASSEGNATARI_DI_BORSE_DI_STUDIO.pdf}.

\(^{105}\) Cf. \url{www.esteri.it/MAE/Servizi/Stranieri/20120515_PROGETTI_SPECIALI.pdf}.
Before applying, foreign students may obtain information specific to their Country of origin by contacting the Italian diplomatic-consular authorities abroad. In order to submit an application, the foreign student must be familiar with all the characteristics and details of the specific Italian university that he/she wishes to attend. Preliminary information is provided on the portal maintained by MIUR www.studiare-in-italia.it and by the International Offices of the main Italian Universities. A detailed description of the requirements for candidates of the academic year 2012/2013 is contained in the Public announcement of Italian Bursary Programme offered to Foreign Students, published on the Ministry of Foreign Affairs’ official website and available also in the English language. Adequate knowledge of the Italian language, and passing of a B2 level exam are essential requisites for application to scholarships for studying in Italy. Italian language courses for foreigners and related knowledge level exams are offered by many Italian Cultural Institutes abroad and advertised on their institutional websites.

Italy, with its higher education institutions, participates every year in many programmes promoted by the European Union in the field of education and training, collaborating with EU and non EU universities, whose students can spend short periods of study in the Country within the framework of a broader training path. The period of study spent by the Third Country student in Italy is recognised by the competent institutions.

In this regard, in accordance with the EU directives in the field of international student mobility, there was enforced Legislative Decree no. 154 of 10th August 2007 implementing Directive 2004/114/EC concerning the conditions of admission of Third-Country nationals for the purposes of studies, pupil exchange, unremunerated training or voluntary service. As stated in Article 4-bis, “the alien in possession of a residence permit for study issued by an EU Member State, by which he/she is enrolled to a university or institution of higher education, may enter Italy for stays not exceeding three months without a visa in order to continue studies already begun in the other State, or to integrate them with a program of studies in connection therewith, provided he/she has the necessary requisites for residence as foreseen by the National law”, that is assurances about the course of study, means of livelihood to the extent provided by the regulations, an insurance policy to cover medical expenses, availability of housing.

Other forms of cooperation: “double/multiple degree” and “joint degree” and universities abroad

A strategic objective for the Italian universities is the development and provision of

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integrated programs of study within the framework of cooperation agreements between universities, an interesting example of internationalisation of the educational offer.

The integrated program of study includes a curriculum commonly conceived between two universities and governed by specifically negotiated agreements. In this governing agreement the periods of study to be undertaken separately in the different universities are decided, thus the students who freely adhere to the agreement attend alternate periods of study at the two universities.

The “joint degree” or “double/multiple degree” are two possible outcomes of the “integrated” course of study; at the end of the course and after joint final exams either a degree which is signed jointly by the academic authorities of the two institutions (joint degree) is assigned or individual national degrees of the two institutions (double/multiple degree) are assigned.

Ever since 2009, the Information Centre on Academic Mobility and Equivalence CIMEA has created a national database on joint programs developed between Italian and foreign universities. Thanks to this database it is possible to have the latest information on the number of joint courses planned by the Italian Universities, to know which are the foreign partner Universities and whether the degrees assigned are double or joint.

For each agreement a form has been created revealing detailed information on the type of course and degree awarded (double, multiple, joint), on the educational credits on the partner universities. In February 2013 the total number of joint courses activated, for which sufficient information had been entered in the database, was equal to 600 units.

From the data recorded by CIMEA it results that the Italian universities prefer agreements with EU Countries’ universities (France, Spain, Germany and the United Kingdom), mainly in the Masters degrees and “double degrees”, while the “joint degrees” are mainly related to PhD degrees under agreements with American universities. The integrated study programs with universities in the so-called emerging Countries have a very recent development. Currently the Italian universities prefer agreements focused on “double degrees” with Chinese universities, mainly for the first level degree (24 courses) and for specialisation degrees (13 courses) in engineering disciplines, architecture and science communication.

In addition to the development of integrated programs of study, a further strategy pursued by various universities is to set up universities abroad. In fact, some Italian Universities have created permanent establishments in Third Countries. As an example it can be mentioned the University of Bologna, which, since the academic year 1999-2000, has set up a seat in the Argentinean capital Buenos Aires aiming towards the creation of a curriculum of interdisciplinary nature, with the objective of assigning Master level

degrees. The project, supported by the Ministry of Foreign Affairs through scholarships, requires that Argentinean students attend a semester of studies at the University of Bologna.

The University of Bologna in Buenos Aires offers interdisciplinary programs on regional integration processes in Europe and America and interregional economic and political relations in the new global context, as well as on the management of institutional and organisational change. The scope is that of forming a ruling class able to understand the relationships between the European Union and Latin America and to take the appropriate decisions in companies, institutions and organisations that operate internationally.

Currently the Argentine University of Bologna is formally integrated into the local system and assigns only local degrees.

Also some Universities established in Countries of Central Asia through the ARCADE project form part of the local system, an important multilateral initiative coordinated by the Polytechnic University of Turin. The International University Consortium ARCADE consists of 20 partner universities: seven of which are located in EU Countries (Politecnico di Torino, Italy; Uniwersytet im. Adama Mickiewicza, Poland; Ecole Centrale de Nantes, France; Freie Universität Berlin, Germany; Royal Institute of Technology, Sweden; Universidad de Santiago de Compostela, Spain; Cardiff Metropolitan University, UK), and the remaining 13 are registered in Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, Turkmenistan.

Noteworthy of mention are also the many partnerships and international networks to which the University for Foreigners Perugia takes part, appearing as a member of CUIA (the Italian University Consortium for Argentine), of UniMed (Mediterranean Universities Union) and of EMUni (the Euro-Mediterranean Universities). This University is also contributing to the birth of the Italian University in Egypt (currently in the pipeline), has its own centre for the teaching of Italian language and culture at the John Paul II Foundation (Palestine) and a desk at the John D. Calandra Italian American Institute, Queens College, New York (USA) for the implementation of exchanges of students and teachers, the organisation of conferences and seminars and the development of shared research projects.  

The University for Foreigners of Siena actively promotes the process of internationalisation in the field of Teaching and Scientific Research, through the conclusion of bilateral agreements, and the financing of Interuniversity Scientific and Cultural Cooperation. In this context, the university implements collaboration, research and training projects in Europe, the Mediterranean and Latin America at the Department of Languages and Culture, the Department of Human Sciences, the CILS Certification

Center, the DITALS Centre, the Centre of Excellence for Research, the FAST Center (for Training with Technological Support). There are also several active collaborations with organisations and educational institutions, both Italian and foreign, for the creation of internship and employment opportunities.

This strategy falls into the same cultural policy that has created, over the years, the school network abroad, currently composed of 183 Italian schools and 111 Italian sections within foreign schools (bilingual or international). School directors operate at the diplomatic-consular representations abroad as responsible for all educational institutions and initiatives in the area. This promotion of the Italian language and culture abroad, which is characterised by the effects of “lifelong learning”, produces significant long-term benefits in all sectors (cultural, political and economic) and not only in the field of education.

From the various initiatives described above, it appears that there is a clear need of establishing more innovative and varied forms of cooperation in the field of higher education. The trans-nationalisation of the Italian university system, intended as exportation of higher education, could give way to an ambitious project as well as to new strategic development of the Italian international cooperation on matters related to education, training and research worldwide.
5. Impacts of international students in Italy

Absence of competition between local people and citizens of foreign origin

International students do not give rise to wasteful and dangerous competition for workers within the EU and non-EU residents already in place. According to what experts in the field of migration have long since acknowledged, the Italian labour market is dual and it reserves low-skilled jobs for migrant workers (in families, in construction and agriculture industry), for which the Italians show a scarce availability and, therefore, production bottlenecks are avoided thanks to this additional workforce. Immigrants are also present in a more restricted category, which is better considered, from nurses to football players (the formations of Serie A have reached the 50% threshold that is even exceeded in Inter club). The players were encouraged to come to Italy to the tune of millions of euro, as they were considered fit to raise the level of competition, while nurses, albeit with more modest but still significant salaries, were selected through agreements and expensive procedures that allow Italy to compensate for the fact that the Italian training system fails to annually form an adequate number of new registered nurses to compensate for the labour turnover. There is another example which may be illuminating, the maritime sector, a numerically small category (60,000 employees, including those working on the ground, which is a sixth of the total) but with significant financial contribution also for the network of suppliers. One only needs to think of the cruise sector and Italy has the European leadership in this field. The immigrants, mostly Filipino, Romanian and Indian, influence for 40% whereas the Italians, although they grew up in places by the sea, no longer show availability for work as they used to.

Impact on the labour market

These preliminary remarks help to understand correctly the impact that international students may exert on the Italian labour market. It is out of place to assume a competition with negative results on workers already established on site: they come to study, they can continue their stay only if they pass the exams, they are allowed to work up to 20 hours per week without the need for specific authorisation (it would create undue competition for other workers only when they work, or are forced to do so, in black). There is also the possibility that they are considered good in their field so as to be invited to stay in Italy, even at the end of their courses degree or their specialisations, through the mechanism of stay permit conversion regulated by flow programming. In the latter case it is more accurate to speak not of competition but of emulation, a comparison to be considered positive for the Italians as they can lead to higher quality. This comparison should be pursued on purpose to involve brilliant and innovative minds in the “Italian economic system” so as to make it more competitive on a global level, ending the current situation which is not only unsatisfactory but also subject to deterioration.

In the current conjuncture, the immigrant workforce continues to play a useful role in
support of the Italian economic and productive system, thanks to its young age, availability and flexibility (features which, unfortunately, often result in more or less serious forms of exploitation). Due to the need for protection, over 1 million immigrants become members of a union (equal to 8% of the total union members and 14.8% of all the active union members). Moreover, the Inail (National Institute for Insurance against accidents at work) archives attest that migrant workers are more at risk of work-related accidents: opposite to the general trend, among foreign-born workers, work-related injuries have in fact increased, reaching an average of 15.9% of the total accidents (compared to 15% of the previous year). The inspections made in 2011 found irregularities in 61% of the targeted companies, half of the times due to clandestine labor, which is a situation that increases the chances for work-related accidents.\textsuperscript{110}

\textit{Measures concerning the brain drain}

In Italy so far there was a large tendency to analyse the migration of our best talent in search of better job prospects\textsuperscript{111} and it was not without concerns. However, after the establishment of a substantial immigration into the Country, one is learning to pay attention also to the similar brain drain phenomenon that occurs in the opposite direction i.e. thousands of skilled migrants leaving from developing Countries and failing to meet their expectations because there are many cases when a doctor is forced to work in families as a care attendant, an architect to work as a hotel concierge and a mathematician as a labourer: it happens here too (or especially here) what is called brain waste, with a limited gain for our economy and depressant effects on the economies of the Countries of origin. When professionalised élites of a Country abandon it in search of better opportunities abroad (too often ignored in hopes), the human capital of that Country suffers a sharp contraction.

A positive return can be determined properly valuing the “brains” in the Countries of immigration and encouraging them to return, at least with respect to their remittances but also taking into account their skills. This is the virtuous circle that has been defined brain circulation. To actually start in this direction it is essential to learn about the economies of the Countries of emigration and prospects of their development, so that the migration phenomenon, through bilateral agreements or at a broader level, bonds together the Countries of departure and those of origin.

The possibility to emigrate without sever ties with their Country can enhance efforts


to upgrade skills, prepare to substantial remittances (of course if skilled migrants enter with their qualifications and if they are not employed in low skilled jobs), favours the development of trade relations and the adoption of technological solutions. “So basically one can delineate a chiaroscuro outline of the phenomenon of brain gain/brain drain. In fact, if the massive, or sectoral, out-migration of highly qualified personnel from a Country with no possibility of return can be detrimental to the development prospects, more limited phenomena may instead have a very positive impact on the Country of origin [...] It will then be possible to identify a role of development cooperation for the construction of circular migration programs with a high impact in terms of local development”112.

In Italy this approach is still far away because, as shown in the Third EMN Italy Report (2010), 54.1% of foreigners is in possession of a diploma or a degree, and nearly three-quarters (73.4%) of them perform duties as workers or unskilled labour, with minimum percentages for highly skilled jobs at executive or technical level113.

However there are signs of openness. In this field, there are engaged several NGOs and other civil society structures, regions and local governments, Chambers of Commerce and Unioncamere (The Italian Union of Chambers of Commerce, Industry and Crafts), the International Organisation for Migration: this fruitful interplay between public and private-social organisations, involving immigrant associations, managed to establish fruitful partnerships with similar institutions and organisations in the Countries of origin of migrants to promote their return and launch co-development relationships. These initiatives, although in an early stage of development and having only limited effects, had the merit of helping to highlight shortcomings and limitations of the approaches adopted at Italian and EU level and to create new paths to follow, within which a new light may be set on the phenomenon of international students.

**Impact on the budget of the universities**

According to the latest findings of the OECD (*Education at a glance* 2012), in 2013 public expenditure on universities in Italy - the so-called Ordinary Financial Fund - will drop to 6.6 billion (compared to 7.6 billion invested in 2007), equal to just 1%, compared with an average of OECD countries of 1.5%. That is to say an annual cost per tertiary student of 9,561 USD (compared to 13,719 USD recorded in the OECD countries). This

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expense also accounts for the financial support offered to capable and deserving students, even though lacking in means, so they can achieve the highest levels of education and hence have equal opportunities of access to higher education regardless of family economic circumstances, as established by the Constitution of the Italian Republic. The economic support for students can be given through a direct channel (in the form of scholarships, study grants, unsecured loans and easy terms loans, premiums, partial or total exemption from tuition fees and/or the regional tax, student contributions, grants and different types of subsidies, such as contributions to urban transport, reimbursement of university fees for final year students, etc.) or through an indirect channel (housing service, catering service, publishing and lending library service, cultural activities, sports, facilities for disabled people, internships and apprenticeship funding, language and computer science courses, vocational and school guidance, etc.).

The right to higher education is regulated by law 390/1991, which establishes that the Italian State has the broad guideline with regard to the right to education, and it is responsible for its coordination and planning, while the regions and universities decide on concrete implementation of measures in order to comply with this right. In particular, the Prime Minister’s Decree of 9th of April 2001 on the right to education provides that international students outside the European Union have equal treatment with Italian students and based on the same economic requirements and merit, they have access to the following services for the right to study: scholarships, easy terms loans, housing services, and exemptions from payment of tuition fees. The regions and autonomous provinces then can allocate a percentage of entries to international students outside the European Union when setting up the ranking for the expected benefits.

The annual research of the Italian Ministry of Education, Universities and Research, known as the “Survey on the Right to Higher Education”, providing data disaggregated by citizenship until the academic year 2009/2010, offers the chance to make some contribution to the present paper. Without a shadow of doubt, the most significant expenditure is that relating to the scholarships, amounting to 421 million euro, compared to which the incidence of non-EU beneficiaries reaches 10% through the network of opportunities offered by the Ministry of Foreign Affairs and Development Cooperation. The incidence of non-EU students among the beneficiaries exceeds the threshold of 10% in the case of easy terms loans (15.3%), of allocation of housing (20.0%) or housing subsidies (10.6%), while it falls far below when it comes to the benefits that contribute to a high extent to a full participation to university life as in the case of part-time jobs (5.9%) and international mobility (5.2%).

In general, depending on the year, a certain percentage between 15% and 30% of those who comply with requirements (the incidence exceeds 50% in the case of sleeping accommodation) has failed to take advantage of the benefits provided. Financial resources, in fact, are one of the factors that led to failing to expand the policy to support the students, not only for the insufficient amount but also for the ineffective performance.
of the financing system involving three parties: the State, through the Supplementary State Fund, the regions, with their own resources, and students, through the regional tax for the Right to Higher Education.

**ITALY. Degree courses interventions (a.y. 2009-2010)**

<table>
<thead>
<tr>
<th></th>
<th>Scholarships</th>
<th>Easy terms loans and the like</th>
<th>Contributions of international mobility</th>
<th>Interventions for students with disabilities</th>
<th>Contributions on part-time jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>of whom non-EU</td>
<td>Total</td>
<td>of whom non-EU</td>
<td>Total</td>
</tr>
<tr>
<td>Interventions</td>
<td>154,746</td>
<td>15,477</td>
<td>177</td>
<td>27</td>
<td>920</td>
</tr>
<tr>
<td>Incidence %</td>
<td>100.0</td>
<td>10.0</td>
<td>100.0</td>
<td>15.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Expenditure</td>
<td>□421,230,496</td>
<td>□1,536,100</td>
<td>□5,615,322</td>
<td>□1,924,360</td>
<td>□2,223,842</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Lodging places</th>
<th>Housing contributions</th>
<th>Academic achievement award</th>
<th>Contributions to urban transport</th>
<th>Other subsidies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>of whom non-EU</td>
<td>Total</td>
<td>of whom non-EU</td>
<td>Total</td>
</tr>
<tr>
<td>Interventions</td>
<td>32,961</td>
<td>6,585</td>
<td>10,248</td>
<td>1,086</td>
<td>68,827</td>
</tr>
<tr>
<td>Incidence %</td>
<td>100.0</td>
<td>20.0</td>
<td>100.0</td>
<td>10.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Expenditure</td>
<td>N.A.</td>
<td>□12,371,064</td>
<td>□7,642,961</td>
<td>□4,049,415</td>
<td>□5,539,938</td>
</tr>
</tbody>
</table>

**SOURCE: EMN Italy processing on data from MIUR-Bureau of Statistics, Survey on the Right to Higher Education 2010**

More specifically, when one usually thinks about the reception of immigrants (of working men and women, their families and in this case the students) one is inclined to believe that every new arrival is an increase in public expenditure (in our case for universities). To reduce this prejudice one must insist on the distinction between premise calculation based on per capita expenditure, where a recently arrived immigrant weighs
like a student who was born in Italy, and the calculation based on the additional charges.

The calculation of the per capita expenditure is easily intuitive. If so many students attend Italian universities and university expenditure as a whole is equal to a certain amount, that amount is to be divided, without making any distinction, by the number of students enrolled and the cost for a foreign student is considered equal to that of an Italian student. Be that as it may this approach is erroneous and it is revealed by the fact that, if hypothetically one could eliminate the presence of all international students for the new academic year, the amount to be given to support the university would remain almost the same: professors and staff salaries, maintenance of buildings, research grants and public policy initiatives, and so on.

Sure enough, international students at Italian universities (whose number is increasing, albeit slightly) also involve some cost, though limited: relating to the staff that takes care of their reception and one relating to preliminary examinations. Another cost is the waiver to pay taxes to the beneficiaries of scholarships as a result of an agreement with the Ministry of Foreign Affairs (the department that provides scholarships), but this loss can be considered as an investment towards advertising the Country of origin and so that Italy to be held in high regard on international level. The fact that in the future courses in English will be given to Italians and international students (by facilitating their learning and surely not by teaching English to the professors in view of their needs) must also be considered not an economic burden but a significant accreditation at international level. Some universities also provide financial support measures in favour of deserving international students, but it is still modest financial commitments. Thus if the question is limited initially to take into account the extra costs incurred for them, one may found that the reception of international students does not constitute a serious burden, on the contrary, it should be increased also from the financial point to the positive effects that it offers for the people involved and to the Italian university system, too.

\textit{Impact on the demographic challenges}

ISTAT (Italian National Statistical Institute) has taken care of the resident population forecasts for the period 2011-2065, taking into account that the population changes from year to year based on natural balance (difference between births and deaths) and migratory balance (the difference between incoming and outgoing migration) and has included three variants (low, medium and high) because it is not possible to determine all the factors that exert an influence. Being these long-term forecasts, they must be considered with caution, bearing in mind that they are all the more uncertain the further one moves away from the starting point. An important role, affecting the foreign population level, will be played also by the acquisition of citizenship, the trend of which is expected to be influenced by the legislative reform on access conditions.

In all scenarios, albeit with different shades, there is a growing elderly population, an
increase in the average age (49 years) and a decrease in the population of working age. In 2065 the average demographic scenario of foreigners, which will contribute to rejuvenating the age structure of the population, being young or adult individuals but not elderly, will be 14.1 million in the central scenario, which means about one fifth of the total population.

The recent update performed by ISTAT in 2012 on demographic forecasts certifies, in the medium scenario, that in 2065 the total population (61.3 million) in Italy will not be much more than the actual one, due to a natural negative dynamic equivalent to 11.5 million units (28.5 million births compared to 40 million deaths) and a positive migration dynamic of 12 million (17.9 million incoming versus 5.9 million outgoing). The average age will be even higher (49.7 years), the over 65 almost doubled (one third of the population) and foreigners, almost four times more numerous than today, will assume an increasingly organic character respect to their functionality towards the needs of care of the elderly and the needs of the production system.

It is obvious that foreign nationals, accounting for about one fifth of the population and being considerably represented by young people, will begin to have an important influence on the number of university enrolments. It can be assumed that the increase will not only concern foreign residents’ children but also international students themselves, since the future of Italy will be ever more affected by globalisation as opposed to the decrease of the Italian population in general and of young Italians in particular.\textsuperscript{114}

The phenomenon of urban revitalisation, namely the revitalisation of urban areas - often involving students - , is linked to demography. In fact universities, with their young enrolled students, represent an important resource for the cities that host them, so that the City of Milan has long pursued a policy aimed at facilitating student access to the city through actions carried out by AgenziaUni, the Agency for municipal services to university students. The university of Milan is increasingly perceived as an integral part of the urban system, whose socio-cultural and productive pattern is revitalised with significant repercussions on the city plan. Consider, for example, the revitalisation of historic centres of many Italian cities hosting universities, with particular reference to the most marginalised areas that are restructured for the benefit of students integration in the urban and territorial context (information services and recreational facilities, cultural centres, etc.). The presence of an international student population within the city allows, therefore, the implementation of particularly innovative strategies for economic and social regeneration of small and medium urban centers and declining areas in major Italian cities, providing a spatial continuity between university and urban context.

\textsuperscript{114} The forecasts Edited by Istat are available by gender, type of scenario and citizenship (residents in total, foreign residents) for all years of the projection and per single region on the datawarehouse http://dati.istat.it as well as on the thematic website http://demo.istat.it.
Public perception

Concerning perception of international students, there is no availability of detailed investigation results such as those conducted on perception of immigrants in Italy, of which the latest, very articulate, conducted by ISTAT in 2012, shows on the one hand that immigrants exert a positive function at economic and cultural level and on the other a closure by the native population, considering foreigners too numerous and thus revealing positions of closure when moving from matters of principle to practical decisions, such as marriage of one’s own daughter to a foreign citizen.

The issue of international students can be defined as more sophisticated, since it draws less public attention and does not seem to find very specific opinions except in very limited groups. One is faced with indifference, which verges towards superficiality, in connecting future of the Country, globalisation, brain circulation and, hence, also the increased presence of university students coming to Italy from abroad.

The IDOS Study and Research Centre, which makes available its researchers to EMN Italy, highlighted this lack of knowledge when, in 2006, it conducted an investigation on the Polish during their transition from a non-EU to EU Community. In that year it was found that stereotypes continue to circulate even in well-educated environments, as can be considered that of students enrolled at the University “Sapienza” of Rome, where a separate survey showed that one-sixth of interviewed parties qualified the Polish as workers (they could have added also educated, given their level of education), one-tenth as addicted to alcohol and only 7.5% mentioned their deep religious faith. A quite superficial and stereotypical vision, not corresponding to the image of Poles in Italy resulting from a qualitative research performed on the Polish community in Italy, based on the involvement of 50 witnesses residing in different parts of Italy, who described the Poles not only as guests, but rather as well integrated workers, who consider themselves citizens of the world called to live within two different cultures, without having to exclude neither one nor the other\textsuperscript{115}.

For the purposes of this study, from the interviews conducted in 2012 by EMN Italy researchers to officials in charge of the reception of foreign students at major universities in Rome\textsuperscript{116}, interesting considerations regarding the public perception of these young people emerge. The presence of international students is considered very important by the officials because it helps Italian students by bringing them closer to other cultures, and allows them to develop a more competitive, dynamic and globalised knowledge


\textsuperscript{116} Interviews by Paolo Iafrate (Università Tor Vergata, Rome) and Olena Ponomareva (Università Sapienza, Rome).
promoting better social and cultural integration. The presence of international students is described by these privileged witnesses as a great opportunity for cultural enrichment at 360 degrees, a transversal experience that contributes to personal and collective growth, so much that contact with students from other Countries is now considered also by young Italians as an essential element of their degree course.

Similar considerations have also emerged during the interviews conducted with officials of some US universities in Italy, who believe that participation in the program of study in Italy by young Americans provides better appreciation and knowledge of the host Country and its culture, also allowing students to gain international experience that sets them apart from their colleagues who have studied only in the United States, increasing the chances of finding a job after graduation. Essential for the success of the experience is the knowledge of the language and, in this regard, many colleges require students to perform a first level course in Italian before arriving in Italy and then continuing it for at least one semester, encouraging young people to voluntarily pursue such educational activities for the rest of their stay.

**Expenses undertaken by international students**

Based on previous international studies, EMN Italy has proposed to the Leone Moressa Foundation to elaborate an estimate on the average expense undertaken by an international student, the results of which were presented at the international seminar organised in Venice in June 2012 with the participation of delegations from eight Member States and published on the Ministry of Interior review “Libertà Civili”. Given the innovative nature of the topic, the full contribution will be reported.

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117 There have been two studies of international character used as a reference: the first one is about Canada where, on the basis of secondary sources relating to tuition fees, the accommodation arrangements, other discretionary spending including tourism, and taking into account variables such as the duration of stay, level of study, country of origin and the Province of destination, etc., total expenditure of international students amounted to an estimated 6.9 billion dollars in 2010, or about 7% of the GDP, contributed to 86,000 jobs in the labour market (see Kunin Roslyn and Ass., *Economic impact of international education in Canada*, RKA, Vancouver, May 2012); the second study concerns Australia, with data extracted from the International Visitor Survey prepared by Tourism Research Australia; the data is about those who travel for study reasons in order to examine their spending patterns. According to the estimates of this study, international students directly contribute to the Australian economy with over 14 billion USD and indirectly for about 12.5 billion USD, providing full-time jobs to 126,000 persons (Australian Council for Private Education and Training, *The Australian education sector and the economic contribution of international students*, ACPET, April 2009).


The presence of international students studying outside their Country of origin has a very positive impact on the economy of the Countries of destination. Their impact is as great as the number of students who decide to study abroad. Among the advanced Countries, Italy is the least attractive one: the percentage of foreigner students in Italy amounts to a mere 3% of the total student population. This is by far the lowest figure, when compared to the average of the EU Countries (8.6%), the United Kingdom (21.6%) and Germany (10.7%) – just to mention some of our competitor Countries\textsuperscript{120}.

For the purpose of our analysis, data concerning the academic year 2010/2011 will be examined: 63,573 foreign students, namely students with non-Italian citizenship, were enrolled in Italian universities. In this regard, we should first determine how many of them actually are international students – meaning those who come to our Country in order to attend Italian universities. Among the foreign students, in fact, there are children of immigrants residing in Italy since many years who, after obtaining a diploma, decide to attend a university: they cannot be actually considered to be international students, since it is assumed that their behavior is very similar to that of Italian students. According to MIUR (Ministry of Education, University and Research) data, 58% of the foreign students enrolled at the university obtained a diploma abroad, whereas the remaining 42% obtained it in Italy\textsuperscript{121}. We can thus suppose that the number of actual international students is 36,886, whereas those who are considered to be foreign students just because they do not have the Italian citizenship amount to 26,687.

We must also consider that in some cases these latter subjects (whom we define as “non-international foreign students”) decide to leave their family in order to study in a university which is far away from their place of residence. Since 26.3% of the Italian students study out of town\textsuperscript{122}, it is supposed that a slightly lower percentage of “non-international foreign students” might be doing the same; their number is estimated to be 4,804\textsuperscript{123}. The economic behavior of these subjects could be compared to that of international students; therefore, when estimating their amount, we also need to take into account this aspect. This brings their total to 41,690 subjects.

Distinguishing between “international foreign students” and “non-international foreign students”

\textsuperscript{120} Source: Eurostat 2010.

\textsuperscript{121} These data include those foreign students who have not stated where they obtained their educational qualification.

\textsuperscript{122} 6\textsuperscript{th} Eurostudent survey about the conditions of study of higher education Students in EU States, 2011.

\textsuperscript{123} It is assumed that the 26.3% referred to Italians, can be reduced by 30% when considering the foreign student population. By applying the resulting 18% to the number of foreign students who obtained their diploma in Italy, the total number of non-international foreign students studying out of town is estimated to be around 4,804 subjects.
foreign students” is very important when estimating the costs for attending university, as well as the daily sustenance of non-resident students.

International students face many studies and living expenses: university tuition and fees, textbooks and teaching materials, the rent of the accommodation (either a university accommodation, or an apartment or a private room), house utilities (such as electricity, water and gas bills, etc.), expenses for food, transportation, clothing, communication, leisure, travel (of both friends and relatives who come to visit the student in Italy, and the students themselves when they return home). Furthermore, international students pay for health insurance and their residence permit. However, in order to determine the actual economic impact of foreign university students, we cannot forget that “non-international foreign students” also face many expenses, thus increasing their impact on the national economy. For these students, the considered expenses include tuition fees, textbooks, transportation, residence permit and health insurance.

In order to quantify all these expenses, we had to apply a methodological exception that we will describe for each item of expenditure.

**Tuition and Fees.** Private and public universities have different tuition fees. In the A.Y. 2010-2011 the average tuition fee for a public university was 993 euro per capita, compared to the 3,323 euro for a private one. Since 94.3% of foreign students are enrolled in a public university, and only the remaining 5.7% in a private one, the total contribution and tuition fees paid by enrolled foreign students was equal to almost 71 million euro.

**Accommodation.** Accommodation costs surely are the biggest expense for an international or non-resident foreign student. Accommodation rental costs vary depending on the geographical area and the distribution of students in the Country. Considering that the average rent is 3,426 euro in Northern Italy, 4,119 euro in Central Italy and 2,487 euro in Southern Italy, and that 60.4% of foreign students reside in the North, 31% in the Centre, and 8.6% in the South, a total expenditure of 147.8 million euro per year is estimated.

**Other expenses for the house.** Expenses for the house (including electricity, gas and water bills, condo fees, heating, etc.) have been estimated by processing Istat microdata on household consumption, based on an average family size of 1 (a student under the age of 35). In this case, the estimated average yearly cost is 1,683 euro per student, which multiplied by the number of international foreign students and non-resident foreign students is equal to the average rental cost of both a single and a double room.

124 Elaboration on MIUR data.

125 Elaboration on MIUR data.

126 Source Federconsumatori, 2° Rapporto nazionale sui costi degli atenei italiani, October 2011. The data used for this estimation is equal to the average rental cost of both a single and a double room.
students leads to a total of 70.2 million euro.

Textbooks and Teaching Materials. Assuming an average annual cost of 350 euro for textbooks and teaching materials, a total amount for this aspect is estimated to be around 22.3 million euro – also including the “non-international” foreign students in the calculation.

Transportation. Young students spend 1,800 euro per year for tickets, bus passes and gasoline. This means that the total amount spent for this reason by all foreign students in Italy is equal to around 114.8 million euro.

Food, Clothing, Communication, Leisure. Considering that for their cafeteria services, restaurants, pizzerias and food expenses at the supermarket, students under the age of 35 spend an average of 2,300 euro a year, a total amount of 96.2 million is estimated for food expenses, 53.2 million for clothing, 15.6 million for communication (internet, mobile phone subscriptions, etc.), and 30.1 million for leisure activities.

Residence Permit and Health Insurance. Foreign students spend 72.12 euro a year for their residence permit, and 155.97 euro a year for their health insurance. Since non-EU foreign students in Italy are 47,000, the estimated annual cost is almost 11 million euro.

Visits from relatives and friends. Sometimes international foreign students receive visits from their relatives or friends. According to data from the Bank of Italy’s survey on international tourism, a traveler in Italy spends on average 410 euro if visiting a relative and 252 euro if visiting a friend. Assuming that every year a student receives one visit from his/her parents and four visits from a friend, the total is around 67.4 million euro.

Trips to go home. The amount of costs incurred by international students in order to return to their Country depends on the destination, the availability and the fares of transportation. By assuming one trip a year during the summer, and considering the Countries of origin of international students alone, the average annual cost is 500 euro.\(^{132}\)

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\(^{127}\) Source: Polytechnic University of Turin.

\(^{128}\) Elaboration on Istat data 2008 Survey on Household Consumption, considering an average family with a single student under the age of 35.

\(^{129}\) Elaboration on Istat data 2008 Survey on Household Consumption, considering an average family with a single student under the age of 35.


\(^{131}\) Source: Informagiovani Online, “Assistenza sanitari per gli studenti stranieri fuori sede”.

\(^{132}\) The figure has been calculated based on a flight from Rome to the capital city of the student’s Country of origin, considering the lowest price obtained from the www.edream.it website for a departure date of July 30.
which, multiplied by the number of students in Italy, leads to a total of around 18.4 million euro.

Thus, the total expenditure of foreign students is around 718.5 million euro, equal to 0.05% of Italy’s GDP.

If we take into account the actual international students, the expense they face every year to study in Italy (for tuition fees, food, accommodation, leisure and travel) is estimated to be around 15,400 euro per head.

This figure shows not only the spending capacity of a student who decides to attend a university in Italy, but also our Country’s economic potential (if it were able to be more attractive for international students). The economic driving force behind the choice to come to Italy would increase consumption in areas with universities, whether it be the fee for rent, leisure or tuition fees: a microsystem which, if properly managed, could have a positive impact on our economy.

### Foreign Students Enrolled in Universities, A.Y. 2010/2011

<table>
<thead>
<tr>
<th>Who</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>enrolled foreign students</td>
<td>63,573</td>
</tr>
<tr>
<td>enrolled foreign students who obtained their diploma in Italy and N/S (a)</td>
<td>26,687</td>
</tr>
<tr>
<td>enrolled foreign students who obtained their diploma abroad (b)</td>
<td>36,886</td>
</tr>
<tr>
<td>enrolled non-resident foreign students who obtained their diploma in Italy (estimate) (c)</td>
<td>4,804</td>
</tr>
</tbody>
</table>

*Elaboration by Fondazione Leone Moressa on MIUR data and estimates on Eurostudent data*

### Expenditure Items

<table>
<thead>
<tr>
<th>Expenses list</th>
<th>Yearly amount (in millions of €)</th>
<th>Categories involved in the calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>71,7</td>
<td>a + b</td>
</tr>
<tr>
<td>Accommodation</td>
<td>147,8</td>
<td>b + c</td>
</tr>
<tr>
<td>Other expenses for the house</td>
<td>70,2</td>
<td>b + c</td>
</tr>
</tbody>
</table>

rate was applied to the return date. Data were extracted on May 31.
Another type of impact of international students

A fascinating subject from the point of view of culture and also relevant from an economic point of view is to elaborate the impact that migration has had in Italy and the repercussions at university level and thus at other levels. Italy in the past has fuelled large flows of migrants to other Countries, where there are still 4.2 million Italian citizens and a community of natives of Italian extraction estimated in the order of 60/70 million\(^{133}\). From the mid-70s Italy has become a Country of immigration accentuating this characteristic in the last decade and currently, with 5 million resident immigrants coming from all over the world, contacts were virtually established with a mass of people larger than that estimated for Italians living abroad\(^{134}\).

If people are to be considered dynamic references, these ties with foreign Countries are an advantageous condition to succeed in a globalised world. This, however, is presently not happening. The presence of students from Countries of emigration in Italy was not successful due to the fact that among them many come to study in Italian universities, but for the fact that children of immigrants already residing in Italy are


enrolling. The positive circuit that can be established as a consequence of immigration is therefore interrupted at cultural level, making less deep the ties between populations. This deficiency has a number of repercussions in trade, because only the élites manage the directions. This is to say that culture is not a reality detached from everyday life and in particular from economy and that the matter of international students is closer than may be believed to the economic development of a Country. In virtue of protection of cultural diversity, the host Country should put in place a policy of cultural integration targeted towards enrichment of the Italian culture itself, which includes the novelty and vitality that international students bring and disseminate around them. As suggested by various academics, the State itself, within its competence as guardian of the common welfare, should promote a new perception of Italian society within its cultural pluralism\textsuperscript{135}.

\footnotesize{\textsuperscript{135} Speech of Prof. Martin Nkafu Nkemnkia, professor of Philosophy at Pontificia Università Lateranense, during the Seminar on migration of international students held in Rome on 22\textsuperscript{nd} May 2012, promoted by Irpps-Cnr and by IDOS/EMN Italy as part of the twinning program meeting with EMN Finland. Cf. www.emnitaly.it/ev-b5.htm.}
6. Conclusions

When examining the qualitative survey data in the general framework of migration in Italy, we found some interesting insights.

First of all, we should emphasise that this is a pilot study, therefore we could not take advantage of previous studies. In order to overcome the operational difficulties, we obtained the collaboration of many strategic partners, such as the CNR (National Research Council), several Universities, individual professors and their students, trainees at the Idos Study and Research Center and others who have attended the center. Due to the information obtained, our efforts have paid off handsomely, and we hope that this may encourage similar studies, so as to reach a higher number of students and further support our preliminary findings.

This line of research should certainly be encouraged, because such important aspects of migration should not be dealt with perfunctorily.

From a sociological point of view, this field investigation also confirms the ambiguous attitude of Italy towards migration: what is done at the legislative, financial and administrative level, as well as in the actual reception by the population, is not always on par with other Member States. However, 9 out of 10 international students in Italy feel they enjoy a good (54%) or at least a decent (35.6%) reception.

It seems that most of the immigrants share the same positive bias towards Italy, which may be caused by various factors: a singular history, an artistic tradition like no other, the climate and the stunning landscape, the culinary tradition, the literary language and the character of the population which inspires disappointment on the one hand, but indulgence on the other, overcoming its limitations with flexibility, its inaccurate organisation with a strong affective charge, and what seems to be disinterest, with a warm and genuine human relationship.

However, without neglecting what we might call the “warm face” of migration management (and in this case, of international students), we should also strengthen the “cold face” of it, which means introducing better laws, simplified administrative procedures as well as adequate financial resources. With regard to immigration taken as a whole (millions of people involved), but also international students (currently tens of thousands, but many more if Italy reaches the level of other major European Countries), the high number of people in question clearly requires better organisation.
This study has highlighted several aspects regarding this issue.

More generally, it is essential that the “Italian System” becomes attractive even at a professional level by presenting itself as a promising outlet for a larger share of international students who have studied or completed their studies in Italy, thus making Italy an “international company” (something that already occurs, but only at lower levels). There are some students who intend to remain in Italy, but many more are those who wish to return to their Country of origin (a decision to be supported in any case, in order not to deprive the Countries of origin of prepared and competent professionals), or move to other Countries offering better career opportunities (as many young Italians do, which certainly is not a rewarding factor).

We should make every effort in order to avoid that Italy is considered a Country of passage. Especially with regard to the universities, it is indispensable to make them more appreciable both from a teaching and an administrative point of view. For instance, students who stayed only for a quarter complained that, despite repeated bureaucratic procedures, their residence permit was issued only a few days before returning home. A Country which is sensitive to the right of study at the international level should also help deserving young people, even if they do not come from wealthy families (in 9 out of 10 cases, in fact, the students’ parents have a diploma or degree, which means that usually only well-heeled students are selected). The lack of public support cannot always be solved by working while studying (one-third of the cases), which often negatively affects the students’ performance.

It is debated whether international students would be more attracted by Italian universities if the lessons were held only in English. In fact, there are those who believe that the English language should only be used for scientific disciplines, whereas the other lessons should continue to be held in Italian. As a matter of fact, the language of a Country is an indispensable means of communication during the period of stay (not only in the university environment) which allows the student to directly experience the life and culture of another people and another city: think about the expressions heard in the streets, the signs, the newspapers, the TV shows, and especially mingling with the locals (which often leads to a relationship). The English language (as a formal means of communication) and the Italian one (as the real life language) can and should be reconciled. To this end, it would be appropriate to increase the opportunities to study Italian abroad (as was the case for half of the students interviewed). Anyone who has studied the living conditions of Italians abroad, knows that what is at stake is very
important. So far, we talked about the insights offered by this field investigation, which, however, has found recognition only within a complex desk investigation, which has examined various regulatory, statistical and historical aspects (as usual with any report elaborated by EMN Italy).

We have also analysed the costs faced by international students in Italy, as well as the functional connections with their Countries of origin.

This study, therefore, attempts to correct the lack of available literature on international students in Italy, offering to the reader a better understanding of a specific category of immigrants, which is not very large, but is certainly relevant and worthy enough to be considered strategic.

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