

International Conference on "Experience with Link and Match in Higher Education: Result of Tracer Studies Worldwide"
(EXLIMA, Bali, 22 – 23 October 2012)



**AlmaLaurea workshop:
“Methodological issues and policy implications stemming from the
AlmaLaurea experience”**

- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project

- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project



- **AlmaLaurea** is an inter-university consortium set up in **Italy**, at the University of Bologna, in 1994. Since then it has experienced exponential growth, representing nowadays **64 Universities in the Country**
- For 18 years AlmaLaurea (AL) has been a meeting point for **graduates, universities** and the **business world**. For its completeness, functionality and affordability, the AlmaLaurea model is regarded with increasing interest at both the European and the international level.



- to provide national/local governments and member universities with **complete, reliable, well-timed** and **up to date** documentation on the evolution of graduates' academic careers.
- To promote the **accountability** of HEIs in Italy and to **support the realization of a EHEA**.
- to **foster graduates employability** tracing their characteristics and “career path”
- to **promote their access to labour markets** and **lifelong learning** in a knowledge-based society and economy

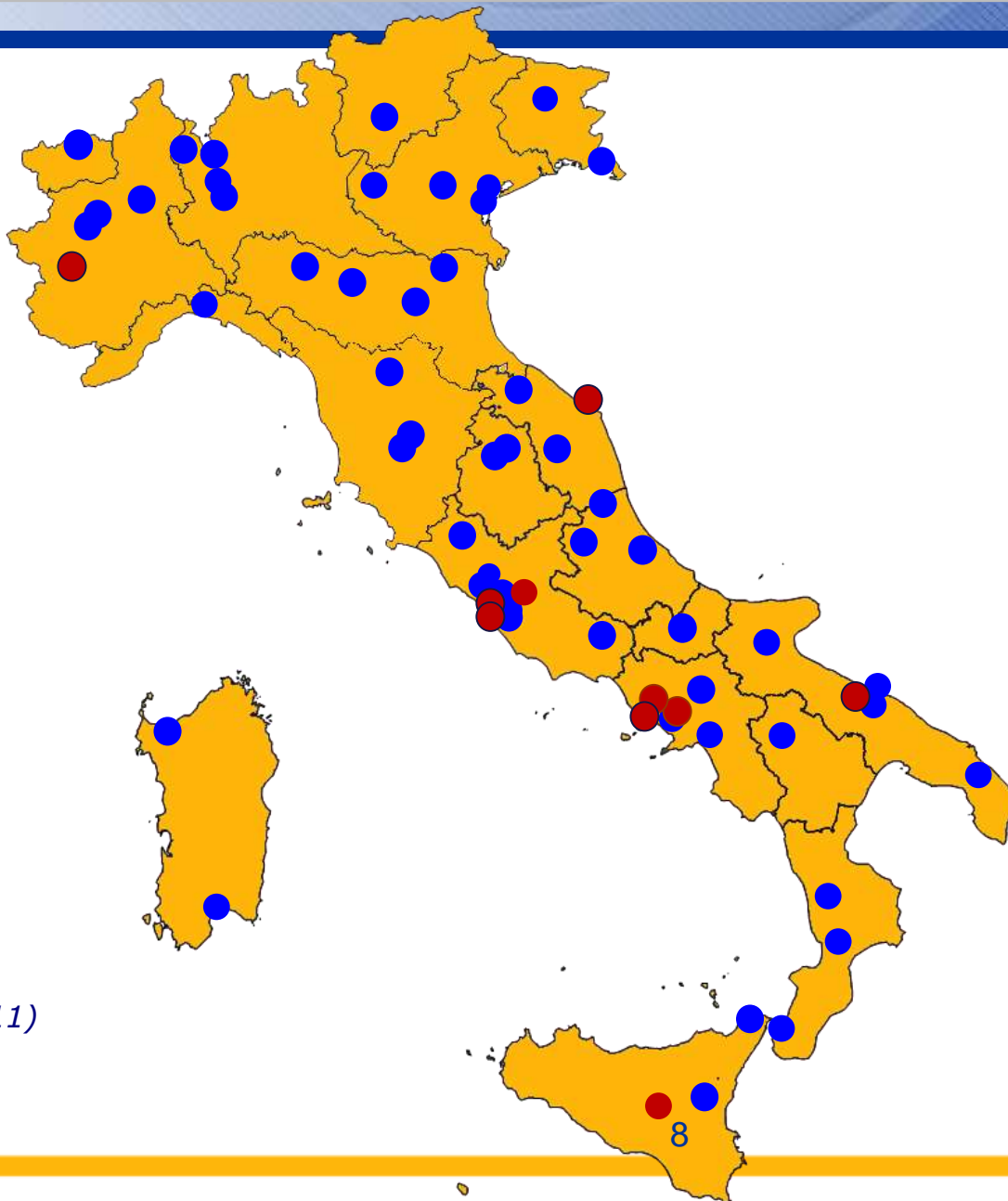
AlmaLaurea is a *bottom-up* initiative, a unique experience of governance in the international context whose main strengths are:

- **full involvement and active support of the universities** taking part to the consortium
- the high rate of **self-financement (2/3)**
- **extended use of information technologies**, both for the managing of the graduate database and for the disseminating of its services through the Internet
 - AlmaLaurea has been awarded the **EUNIS (European University Information System) Elite Award for excellence in implementing Information Systems for Higher Education.**
(<http://www.almalaurea.it/informa/news/primo-piano/premio-eunis-ad-almalaurea.shtml>)



In Italy AL has been an authentic *institutional innovation*.

- 1988 foreign graduates survey in occasion of the Ninth Centenary of the **University of Bologna** and **Magna Charta Universitatum** signature
- 1993 establishment of the Statistical Observatory at the University of Bologna
- 1994 birth of the AlmaLaurea Project
- 1995 crossing of regional borders and mission assigned by the **Italian Ministry of University and Research** and **Italian Rectors Conference** to coordinate national HE information system
- 1996 availability of AL services on the Internet
- 2001 establishment of the AL Inter-University Consortium as non profit entity
- **2012** **64** member universities (out of 77), almost **80%** of Italian graduates each year, **1,670,000** graduates CVs, all services translated in English, **3,500,000** CVs sold to firms since 2001



- *Member Universities*
- *Universities recently joining AL (2010/11)*

- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project



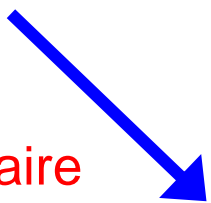
The AL database: documentation collection method and use

Graduates

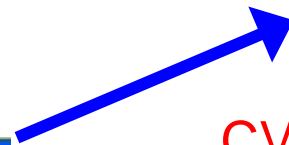


92%

questionnaire



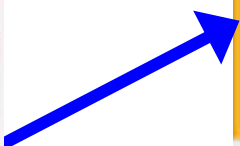
AlmaLaurea



CV to companies and professional firms in Italy and abroad

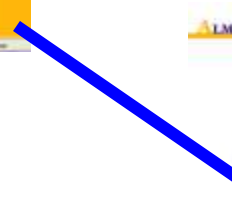


certification



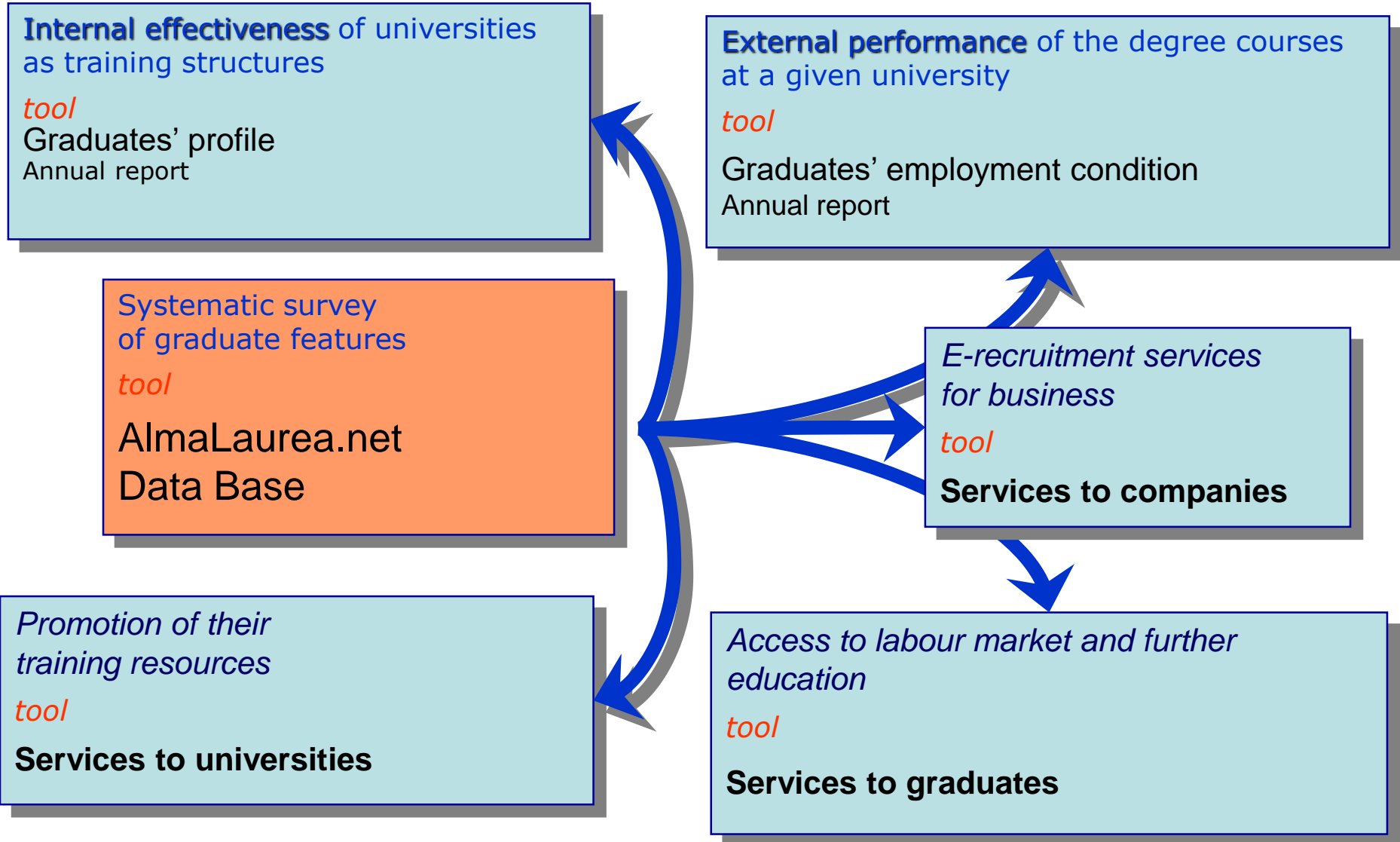
100%

University





The AL database: documentation collection method and use



- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- **Graduates' Profile Survey**
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario: Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project



- Performance and graduates features monitoring
- A picture of the Human Resources assets created by the University annually
- **Timeliness:** released at only **5 months** from the end of the solar year
- **Completeness:** The Survey relates to every University, Faculty/Department and Degree Course
- Integrated use of the documentation is given by:
 - Administrative records of the consortiated universities
 - Information provided with AlmaLaurea questionnaire



- ✓ **215.000** graduates who concluded their studies in **2011**
- ✓ **61 Universities** that have been taking part in AlmaLaurea since at least one year.
- ✓ **Including Bologna reform's degrees:**
 - over **121,000** graduates have obtained a 1st level degree
 - over **62,000** of them have obtained a 2nd level degree.
 - over **19.000** of them have obtained dingle cycle degree

The Graduates Profile 2012 is divided into 10 sections:

- ✓ Anagraphical data
- ✓ Family background
- ✓ High school attended
- ✓ Academic studies carried out
- ✓ Study conditions
- ✓ Working while studying
- ✓ Satisfaction with the academic studies carried out
- ✓ Foreign language skill and IT skills
- ✓ Study opportunities
- ✓ Job opportunities



Graduates' Profile: an example of selecting cohorts of graduates from university, faculty and subject area

Please select the cohort whose profile you wish to analyse, choosing the type of degree course, the University, the Faculty and the subject area grouping.

Selection of cohort [156 selected graduates]

graduation year
2010

type of degree course [1]:
 all
 first cycle degree (post-Bologna process reform)

University [1]:
Roma La Sapienza

Faculty [1]:
all

degree subject grouping [1]:
engineering

degree course grouping [1]:
all

Choosable only for post-reform degree courses

degree course:
tutti

Enabled only for pre-reform courses

post-reform degree course [21]:
*ingegneria meccanica (10)

Choosable only for post-reform degree courses, after a one variable between Faculty, degree subject grouping

reset



What is the profile of the graduate from your University, your Faculty, your subject area, etc.?



graduation year: **2010**
 University: **Roma La Sapienza**
 type of degree course: **first cycle degree (post-Bologna process reform)**
 degree subject grouping: **engineering**
 degree course: ***ingegneria meccanica (10)**

Number of graduates: **156**
 Completed the questionnaire: **147**

| | |
|-----------------|---|
| 24.1/30 | single examinations' marks |
| 99.1/110 | graduation mark |
| 28.8% | graduates completing their studies within prescribed completion time |
| 4.9 | duration of studies |
| 87.1% | attended over 75% of classes prescribed by the degree course on a regular basis |
| 1.4% | studied abroad with Socrates/Erasmus or other European Union programmes |
| 31.3% | carried out training periods or training practise experiences |
| 28.6% | are definitely satisfied with the course of studies |



What is the profile of the graduate from your University, your Faculty, your subject area, etc.?

Graduates' Profile
A powerful tool for orientation and comparison



graduation year: 2010
University: **Roma La Sapienza**
type of degree course: **first cycle reform)**
degree subject grouping: **engineering**
degree course: ***ingegneria m**

Number of graduates: **156**
Completed the questionnaire: **14**



graduation year: 2010
University: **Bologna**

type of degree course: **first cycle degree (post-Bologna process reform)**
Faculty:
degree
degree

Number
Comple



graduation year: 2010
University: **Bari Politecnico**

type of degree course: **first cycle degree (post-Bologna process reform)**
Faculty: **Engineering - Bari**
degree subject grouping: **engineering**
degree course: ***ingegneria meccanica - BARI (10)**

Number of graduates: **97**
Completed the questionnaire: **83**

- 24.1/30** single examinations' marks
- 99.1/110** graduation mark
- 28.8%** graduates completing their studies within prescribed completion time
- 4.9** duration of studies
- 87.1%** attended over 75% of classes prescribed by the degree course on a regular basis
- 1.4%** studied abroad with Socrates/Erasmus or other European Union programmes
- 31.3%** carried out training periods or training practise experiences
- 28.6%** are definitely satisfied with the course of studies

- 24.9/30** single examinations' marks
- 96.5/110** graduation mark
- 38.9%** graduates completing their studies within prescribed completion time
- 4.7** duration of studies
- 81.8%** attended over 75% of classes prescribed by the degree course on a regular basis
- 1.1%** studied abroad with Socrates/Erasmus or other European Union programmes
- 22.7%** carried out training periods or training practise experiences
- 23.9%** are definitely satisfied with the course of studies

- 24.7/30** single examinations' marks
- 97.6/110** graduation mark
- 43.3%** graduates completing their studies within prescribed completion time
- 4.7** duration of studies
- 85.5%** attended over 75% of classes prescribed by the degree course on a regular basis
- studied abroad with Socrates/Erasmus or other European Union programmes
- 69.9%** carried out training periods or training practise experiences
- 27.7%** are definitely satisfied with the course of studies

- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project



Graduates' Employment Conditions

- The survey has been carried out thanks to graduates personal information stored in the data base
- Graduates are interviewed on their employment conditions (using CAWI+CATI survey methods) at **1,3 and 5 years after graduation**
- The aim of the survey is to assess:
 - The ability of the labour market to take advantages of the Human Resources created at University level
 - The ability of the university to respond to society's needs and requirements
- **Timeliness:** Survey available only **3 months after** the conclusion of field interviews
- **Completeness:** The survey is produced for every University, Faculty and Degree Course

AL recently monitored graduates' employment conditions
at **10 years** after graduation

✓ **400,000** graduates from **54** universities (taking part in the Consortium at least since 2010);

✓ **186,000 post-reform graduates** have been interviewed one year on from graduation, **53,000** have been interviewed 3 years on from graduation

✓ **29,000 residual pre-reform graduates** five years on from graduation.

✓ Two specific experimental investigations (via Web):

- test on employability of new post-reform bachelor degree holders one and five years on from graduation
- test on employability 10 years on from graduation (on a pre-reform graduates sample)

The survey is divided into **10 sections**:

- Surveyed group
- Postgraduate training
- Employment condition
- Access to the labour market
- Characteristics of the current work
- Characteristics of the company
- Earnings
- Use and need for a degree within the current job
- Degree effectiveness
- Search of a job

Survey on Italian graduates' employment conditions

Bachelor's degree
after 1 year: 112,997
after 3 years: 48,428
after 5 years: 57,307

Master's degree
after 1 year: 54,307
after 3 years: 40,821

**GRADUATES:
400,000
2010-08-06
57 universities**

Pre-reform
after 5 years: 21,882
after 10 years: 12,789*

Single cycle
after 1 year: 15,567
after 3 years: 10,240

**Not reformed course
(Sciences of Primary
education)**
after 1 year: 2,866
after 3 years: 2,116

CAWI+CATI
Survey
(pre-reform :
CATI only)

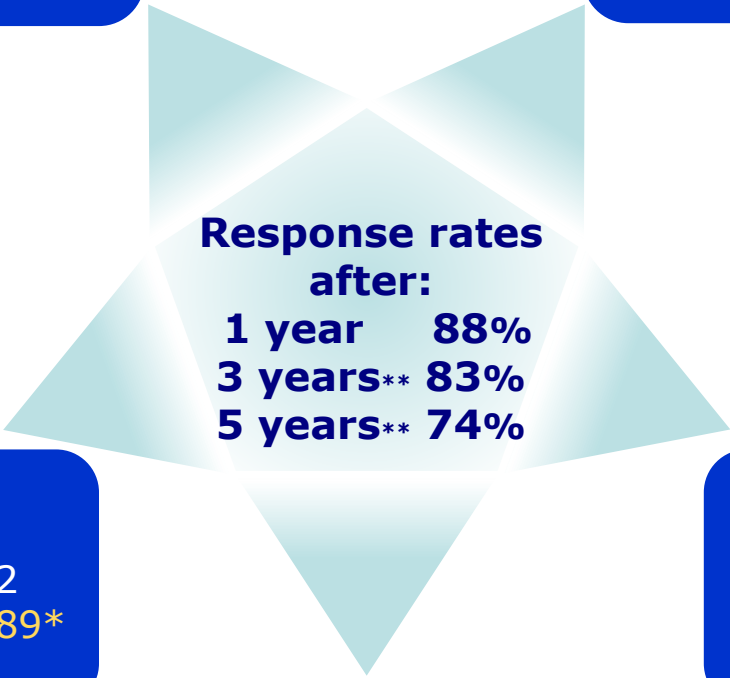
In orange:
CAWI pilot
surveys

* '00,'01,'02
Graduate
sample

Survey on Italian graduates' employment conditions

Bachelor's degree
after 1 year: 112,997
after 3 years: 48,428
after 5 years: 57,307

Master's degree
after 1 year: 54,307
after 3 years: 40,821



Pre-reform
after 5 years: 21,882
after 10 years: 12,789*

Single cycle
after 1 year: 15,567
after 3 years: 10,240

**Not reformed course
(Sciences of Primary education)**
after 1 year: 2,866
after 3 years: 2,116

CAWI+CATI
Survey
(pre-reform :
CATI only)

In orange:
CAWI pilot
surveys

* '00,'01,'02
Graduate
sample

** excluding the
pilot surveys



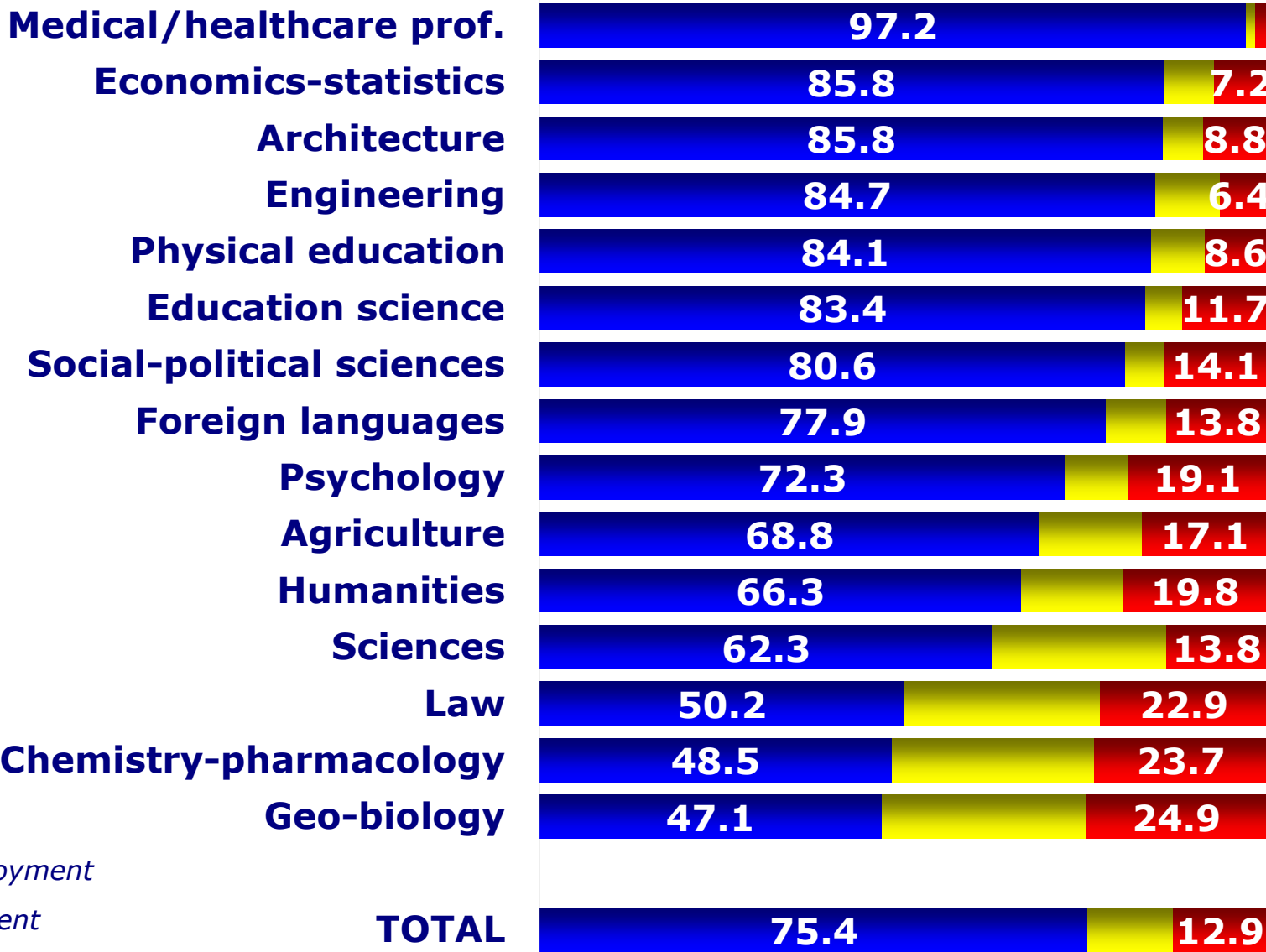
Graduates' employment condition Why response rates are so high?

- CV regularly updated by the graduates themselves, allowing to:
 - obtain high quality contacts (e-mail and telephone) stored in the AlmaLaurea database
 - have in the database graduates with even more than 10 years of work experience
- A new approach to promote “affiliation effect” to the belonging universities.
 - **certification of CV** by belonging University
 - **access to job offers:** published by companies and instant CV transmission in standard AlmaLaurea format
 - **Job/internship alerts:** delivered to graduates according to their needs
 - **Database of post-graduate training courses:** by associated universities and training institutions
 - **AlmaLaurea NEWS:** precious advice and valuable labour market information



Employment conditions three years after graduation by fields of study

MASTER'S DEGREE

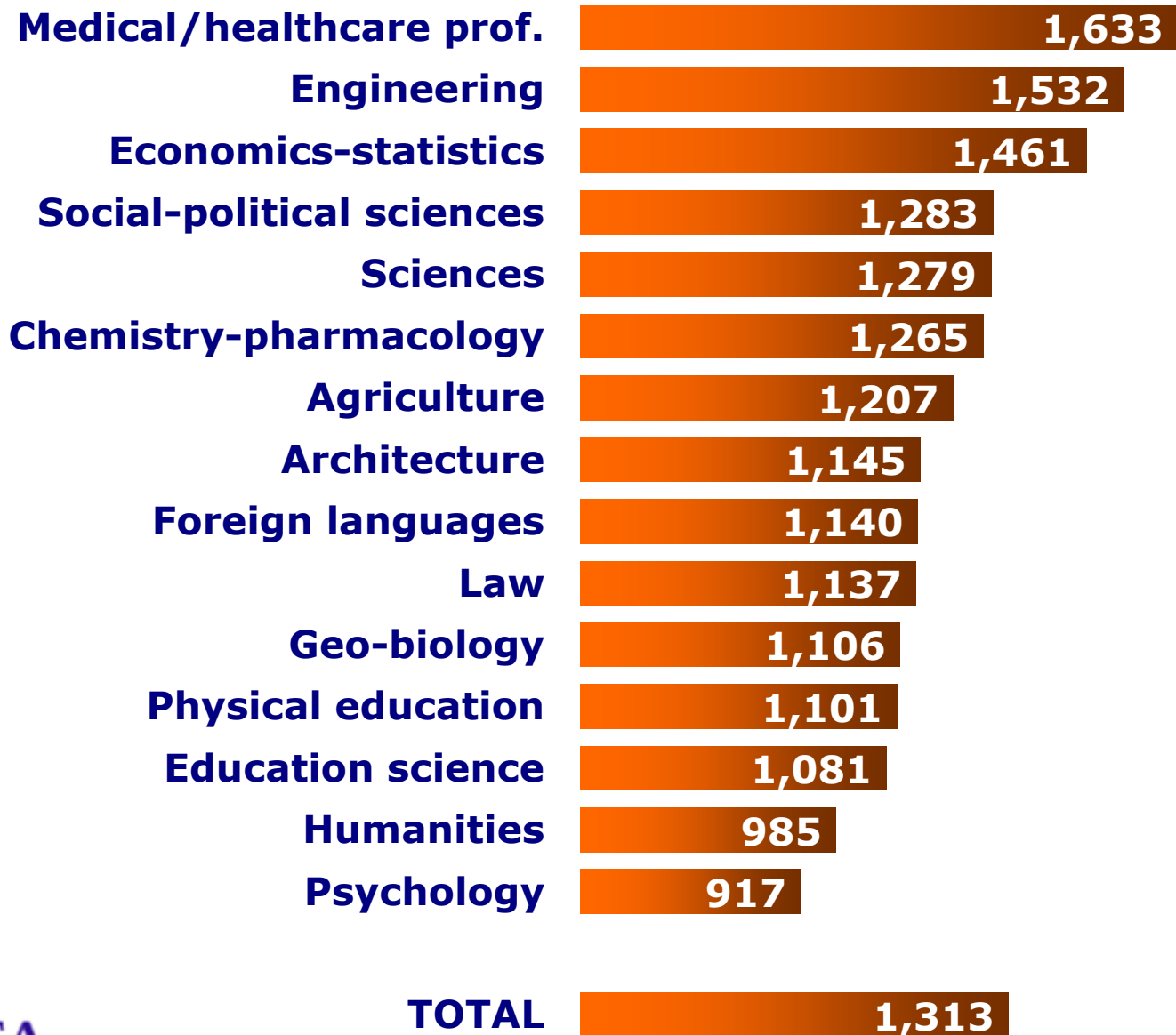


- *in employment*
- *not seeking employment*
- *seeking employment*



Net monthly earnings three years after graduation by field of study

MASTER'S DEGREE



average values in euros



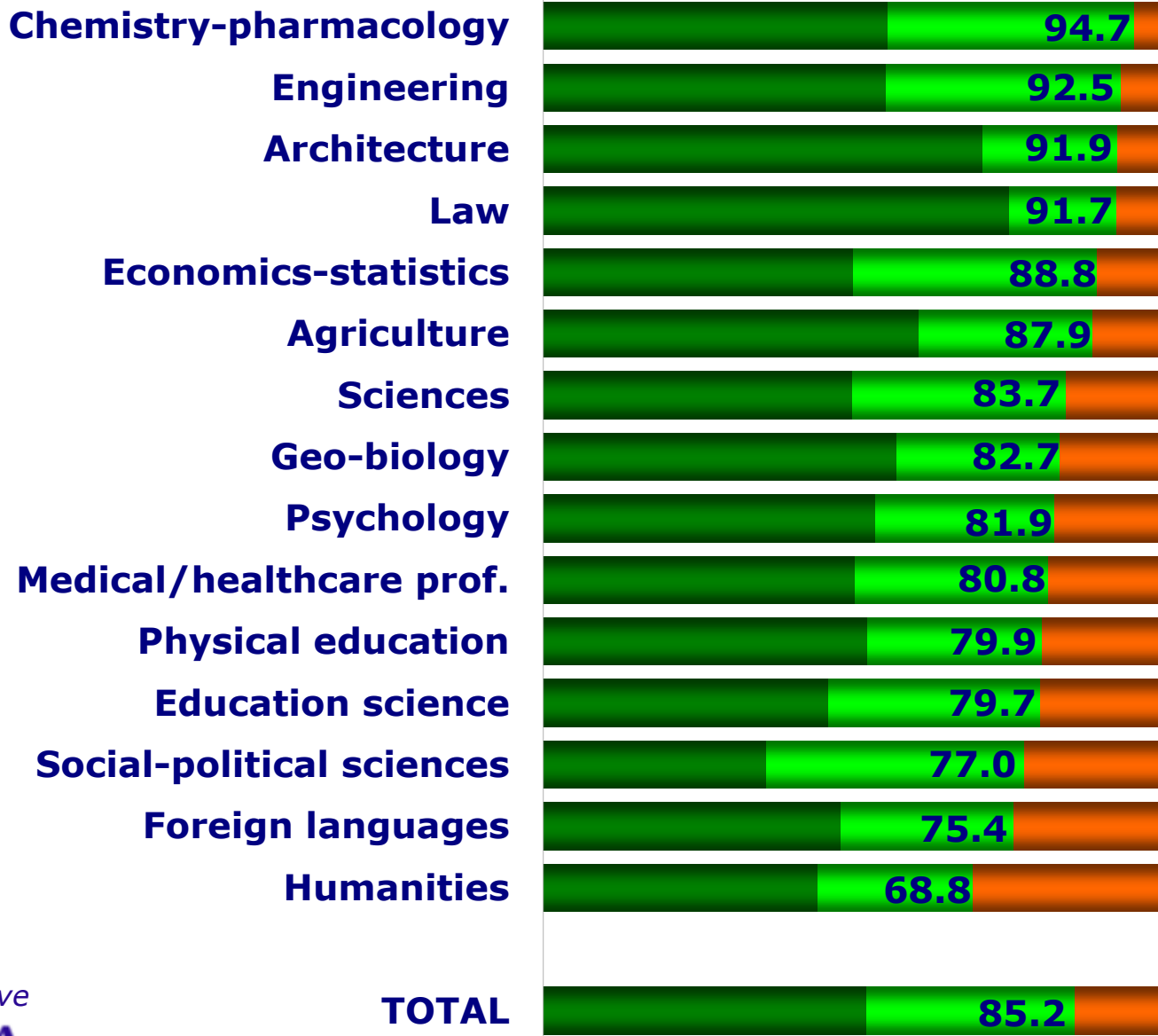
Degree effectiveness three years after graduation by fields of study

MASTER'S DEGREE

the degree effectiveness index combines the requirement of the degree certificate for the current job and the use of the skills acquired during study

the percentage values refer to graduates for whom the degree is considered at least "fairly effective"

- very effective/effective
- fairly effective
- barely /in no way effective



- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- **Services for Graduates**
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project

Job offer

Scopri le offerte pubblicate dalle aziende.

Business sector
Business area
Type of degree
Subject area
Region

| | |
|-------------------------|---|
| Nessuna selezione | ▼ |
| Nessuna selezione | ▼ |
| Nessuna selezione | ▼ |
| Nessuna selezione | ▼ |
| ESTERO | ▼ |
| ▶ Reset | |

Pagina 1 di 1, offerte da 1 a 8 di 8 trovate.

| Data | Azienda | Funzione aziendale | Sede di lavoro | |
|------------|------------------------------------|---|---|-----------------------|
| 10/10/2011 | DREAMLINES | Staguer Product Management / Customer Support | Hamburg | ▶ Vai |
| 10/10/2011 | AB InBev | Trainee and Internships Programs | Western Europe | ▶ Vai |
| 03/10/2011 | J.P. MORGAN | Winning Women: Inside the Industry | London | ▶ Vai |
| 03/10/2011 | J.P. MORGAN | Off-Cycle Internship Programme | London, Bournemouth, Glasgow and some continental European cities | ▶ Vai |
| 03/10/2011 | J.P. MORGAN | Spring Week Programme | London | ▶ Vai |
| 03/10/2011 | DELL | Stage Assistente Commerciale | Montpellier - Francia | ▶ Vai |
| 03/10/2011 | J.P. MORGAN | Summer Internship Programme | London, Bournemouth, Glasgow and some continental European cities | ▶ Vai |
| 07/09/2011 | AZIENDA DEL SETTORE AGROALIMENTARE | Ingegnere Trainee | Europa | ▶ Vai |

Application through certified AL CV compatible with Europass format



LOGIN LAUREATI

Inserisci Username e Password per inviare il tuo cv in risposta a questo annuncio.

Username

Password

[entra](#)

[Hai dimenticato username e/o password?](#)

[Hai letto l'informativa sul trattamento dei dati personali?](#)



Search Post-graduate studies

Approfondisci il contenuto e le caratteristiche del corso, la frequenza minima richiesta, le eventuali borse di studio previste e tutti i dettagli per effettuare al meglio la tua scelta post laurea.

Inserisci le parole chiave che identificano il corso che stai cercando: 

per esempio: *dottorato in Filologia a Roma*, oppure: *master in biotecnologie*.
Per specificare con maggiore precisione i criteri di ricerca (Ateneo, sede, costo, ...) usa la ricerca avanzata.

 [Ricerca avanzata](#)

Advanced search of post-graduate studies

Hai cercato sull'AA 2011/2012

Risultati: 1 - 6 su 6 corsi trovati



Master di 1^ livello: BUSINESS ADMINISTRATION (MBA)

A.A. 2011/2012
Università di Torino - Facoltà di Economia
Struttura: *Strategic Management, Financial Markets, Management Accounting, Financial Management, Marketing Management, Business Law, Quantitative Meth...*
Scadenza termini: 24/10/2011



Master di 1^ livello: BUSINESS ADMINISTRATION

A.A. 2011/2012
Università di Torino - Scuola di Amministrazione Aziendale
L'MBA si pone l'obiettivo di completare e arricchire le competenze sia trasversali che specialistiche di figure professionali che nella propria organi...
Scadenza termini: 01/01/2012



Master di 2^ livello: E-BUSINESS AND ICT FOR MANAGEMENT

A.A. 2011/2012
Politecnico di Torino - Politecnico di Torino
The II Level Specializing Master in E-business and ICT for Management organised by the Politecnico di Torino is a high level educational opportunity c...
Scadenza termini: SCADUTI il 22/09/2011



Master di 1^ livello: BUSINESS ADMINISTRATION ENGLISH VERISON (MBA)

A.A. 2011/2012
Università di Torino - Facoltà di Economia in collaborazione con Fiat Industrial/Iveco Spa
Struttura: *Strategic management, Financial markets, Management accounting, Financial management, global competitiveness, marketing management, opera...*
Scadenza termini: SCADUTI il 03/10/2011



Dottorato: MANAGEMENT AND BUSINESS ADMINISTRATION

A.A. 2011/2012
Università di Chieti - Pescara - Scuola Superiore "G. d'Annunzio" su proposta dei Dipartimenti
MANAGEMENT AND BUSINESS ADMINISTRATION...
Scadenza termini: SCADUTI il 03/10/2011

Search criteria

- university
- location
- field of study
- type of course
- academic year
- costs of the course

- **Robust empirical evidence** shows that the **probability of being employed of graduates** from universities belonging to the AlmaLaurea Consortium is **3%** higher than for other graduates (Sylos Labini, 2008)

ALMALAUREA NEWS-UNIVERSITY

A cavallo della crisi: innovando e realizzando progetti

- 17/10/2011
All'ateneo di Padova si può imparare a Management e Gestione dell'innovazione
- ▶ **Cibo per la mente (e per lo sviluppo)**
05/10/2011
Aperte le iscrizioni per la sesta edizione per la promozione delle risorse enogastronomiche di Venezia
- ▶ **Infermieri si diventa, sul campo e in aula**
05/10/2011
All'università Piemonte Orientale parte il Master in Diritto Tributario, Contabilità e Giurisprudenza d'Urgenza e di Area Critica per Infermieri
- ▶ **Diritto fiscale: un mercato del lavoro in crescita**
29/09/2011
Master in Diritto Tributario, Contabilità e Giurisprudenza Carli: intervista alla professoressa Liviana
- ▶ **Filosofi al lavoro**
27/09/2011
Al Cà Foscari parte la nuova edizione del Master in Filosofia: 3 anni tra lezioni, stage e laboratori per il mondo del lavoro
- ▶ **In giro per il mondo con i tirocini professionali**
27/09/2011
Parte la terza edizione dei tirocini professionali della Fondazione Cui: in palio 589 posti
- ▶ **Quando la collaborazione attiva fa la differenza**
20/09/2011
Dagli enti di formazione al mondo del lavoro, l'innovation park sostiene e arricchisce i percorsi di studenti e imprese. I corsi attivi
- ▶ **Paesaggi: l'architettura internazionale**
20/09/2011
Il corso di perfezionamento in Progettazione Urbana Roma Tre forma esperti nel campo degli

ALMALAUREA NEWS-JOB

Dalle organizzazioni internazionali alla consulenza

- ▶ **Dalle organizzazioni internazionali alla consulenza**
17/10/2011
Laureato in Scienze Economiche e Sociali per la Cooperazione Internazionale e lo Sviluppo, Davide Baldi
- ▶ **Esperti di finanza: un salvagente per le imprese**
11/10/2011
Corporate finance & banking: Red Oddity offre una formazione executive per preparare analisti finanziari di alto livello da inserire subito nel mondo del lavoro
- ▶ **Urbanista giramondo**
11/10/2011
Etiopia, Italia e ritorno: il percorso di Aghegnehu Benyam Girma, oggi al Politecnico di Milano per specializzarsi in Pianificazione Urbana e Politiche Territoriali
- ▶ **In stage al SSEF**
11/10/2011
Si chiudono il 28 ottobre i tirocini promossi dalla Scuola Superiore di Economia e Management
- ▶ **Parola d'ordine: innovazione**
05/10/2011
Diploma, laurea e dottorato: l'archiviazione di Chiara Storti tornerà a essere un punto di riferimento per i laureati
- ▶ **10 stage per promuovere il tuo progetto**
05/10/2011
Tirocini promossi dalla Scuola Superiore di Economia e Management Politiche di Sviluppo e Politiche Territoriali
- ▶ **Il futuro è nell'innovazione**
27/09/2011
È il punto di partenza per i laureati intrapreso da Patria, un programmatore al

ALMALAUREA NEWS

Qualità e valutazione del sistema universitario



In occasione del Convegno saranno presentati i risultati della XIII INDAGINE ALMALAUREA SUL PROFILO DEI LAUREATI.

[Programma](#) | [Video](#) | [Documentazione](#)
[Comunicato stampa](#)

IN PRIMO PIANO

Dalle organizzazioni internazionali alla consulenza



comunitari.

Laureato in Scienze Economiche e Sociali per la cooperazione internazionale e lo sviluppo, **Davide Baldi** lavora in una società dove si occupa di fondi

Esperti di finanza: un salvagente per le imprese



del lavoro

Corporate finance & banking: Red Oddity offre una formazione **executive** per preparare sul campo analisti finanziari di alto livello da inserire subito nel mondo

Prodi: "AlmaLaurea è tesoro per tutti"



[Guarda il video](#)

L'ex Premier, il rettore di Bologna Ivano Dionigi e Lino Cardarelli (Unione del Mediterraneo) sostengono la banca dati dei laureati e il suo allargamento.

A cavallo della crisi: innovando e realizzando progetti



All'ateneo di **Padova** si può imparare a farlo grazie al **Master in Project Management e Gestione dell'innovazione**

Urbanista giramondo



Etiopia, Italia e ritorno: il percorso di **Aghegnehu Benyam Girma**, oggi al Politecnico di Milano per specializzarsi in Pianificazione Urbana e Politiche Territoriali

- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- **Services for Universities**
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project

- **Guidance services** to enrolling students
 - **AlmaOrièntati** –the higher education guidance tool aimed to assess students strenghts, helping in university choices and better understanding of labour market
- **Information** about University's internal and external effectiveness and efficiency aimed at enhancing quality assurance processes.
 - Annual surveys
 - Graduates' Profile
 - Graduates' Employment Condition

 - Other Publication
 - Working paper series
 - Publication
- Availability of a complete archive of **graduates' dissertation**
- **AlmaLaurea Desk** for the monitoring and the promotion of direct relationships with local companies

- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- **Services for Business**
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project

■ Search for the Graduate

- 110 information items recorded immediately before they finished their studies.
- Additional information updates made directly by graduates on work experiences after graduation

■ **ALMALAUREA desk** for database queries support, retrieval and selection of the required profiles

■ **Candidate pre-screening service** to reduce employers time in personnel recruitment

■ **Publication of job and internships postings** on the ALMALAUREA website and candidate CVs delivery



The same System and relative Services provided by AlmaLaurea are replicable at secondary school level

AlmaDiploma

- Provide tools for **secondary school** degrees evaluation and self-evaluation
- Assess both internal and external education effectiveness and efficiency in the member secondary education institutes
- Supply useful information for curricular planning and post graduates' education supply
- eases graduates' job insertion in the labour market

- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project

- HE production function: the **integration of the two data bases**
- Academic and labour market **outcomes**
- Tracer studies and **evidence based decisions and policy**
- Descriptive vs. multivariate analyses
- **Some caveats:**
 - ✓ **long vs. short term employability,**
 - ✓ **the outcome of HE is multidimensional, employability is not the only relevant outcome to assess external effectiveness of HE**

- ❑ AlmaLaurea surveys, thanks to their coverage and high response rates, enable to:
 - ❑ Analyse, for **self-evaluation and external evaluation purposes** (quality assurance, accreditation), the **internal and external effectiveness** of universities in a very detailed way i.e. up to single study course level
 - ❑ Perform **robust statistical analyses** of those factors affecting the internal and external effectiveness of HEIs for **policy evaluation purposes**
- ❑ Indeed, the information on the outcomes of HE are also a very important input in education and career decisions by students and of their families



- Educational and career-related choices appear to be very important sources of **regret in life**

What we regret most in life
(Roese and Summerville, 2005)

“My one regret in life is that I am not someone else”
Woody Allen

| Meta-analysis | | Students | |
|---------------|------|--------------|------|
| Area | % | Area | % |
| Education | 32.2 | Romance | 26.7 |
| Career | 22.3 | Friends | 20.3 |
| Romance | 14.8 | Education | 16.7 |
| Being parents | 10.2 | Leisure | 10 |
| Self | 5.5 | Self | 10 |
| Leisure | 2.5 | Career | 6.7 |
| Finance | 2.5 | Family | 3.3 |
| Family | 2.3 | Health | 3.3 |
| Health | 1.5 | Spirituality | 0 |
| Friends | 1.5 | Community | 0 |

Topics

- Internships impact on graduates employability
- Educational and skill mismatch: causes (remedies!) and consequences
- Measuring the *quality* of HEIs: the Contextual Value Added Approach

- One of the issues at the center of international debate on tertiary education effectiveness is the **connection between the competences provided by HEIs and those required in the labor market.**
- Bologna's degree cycles reform increased significantly the number of internship experiences in Italy
- **In order to evaluate the benefit of this change**, AlmaLaurea researchers investigated the effects of internship on **employability**, with reference to **masters degree holders one year after graduation**

- The analysis has kept into account several factors linked both to socio-demographic aspects (gender, social class, parents education, geographic area of residence) and secondary school achievements (degree type and mark)
- Other factors have been kept into account, related with:
 - University degree held (degree subject, university geographical location, exams score, regular attendance of classes, mobility for study purposes)
 - Experiences and competences gained during the study period (curricular internships, experiences of work or study abroad, knowledge of IT tools).
 - Aspirations and perspectives declared by graduates just before degree awarding at university career conclusion (intention to follow up with other studies, availability for job secondments, perspective job expectations in terms of stability, safety, earning opportunity, career progression, coherence with studies done, professional growth)

- To avoid biases the analysis is limited to graduates working in Italy and not working before the degree
- The results of a logistic regression model of the probability to be employed confirmed internships importance for graduates employability: trainees **have 14%** more of probabilities to be employed one from graduation.

Topics

- Internships impact on graduates employability
- Educational and skill mismatch: causes (remedies!) and consequences
- Measuring the *quality* of HEIs: the Contextual Value Added Approach

- The mismatch between demand and supply of graduates skills is one of the main issues within the debate on the quality of HE systems and their effective contribution to individual and social welfare.
- AlmaLaurea surveys on graduates employment conditions 1,3 and 5 years on from graduation enable to observe some of the features of the mismatch between supply and demand of skills thanks to the construction of a synthetic indicator of degree effectiveness. Data permit to carry out robust statistical analyses of causes, effects on the well being of graduates (i.e. wages, job satisfaction) of the skill mismatch
- Check up of the causes => remedies



Use and need for a degree within the current job (2007 master graduates 3 years after graduation)

| Question | % |
|---|-----------|
| <u>Did the achievement of the degree lead to an improvement in your job?</u> | 42 |
| Kind of improvement observed in your job (%) | |
| <u>From an economic point of view</u> | 9.9 |
| <u>From the point of view of your professional status</u> | 24.9 |
| <u>From the point of view of the functions you held</u> | 11 |
| <u>From the point of view of the professional skills</u> | 53.4 |
| <u>Any other aspect</u> | 0.9 |
| Application of the skills acquired through the degree course (%) | |
| <u>Great</u> | 42.9 |
| <u>Limited</u> | 44.6 |
| <u>None</u> | 12.4 |
| Demand for the degree to obtain the current job (%) | |
| <u>Required by law</u> | 22.7 |
| <u>Not required by law, but necessary</u> | 21.9 |
| <u>Not required by law, but useful</u> | 43.3 |
| <u>Neither required by law, nor useful</u> | 12 |
| Usefulness of the 2nd level degree course for the current job | |
| <u>Fundamental to carry out the job</u> | 21.1 |
| <u>Useful to carry out the job</u> | 46.5 |
| <u>A 1st level degree /a previous degree is sufficient</u> | 19.8 |
| <u>There is no necessity for a degree</u> | 12.4 |



By degree subject (2007 master graduates 3 years after graduation)

| | Selected cohort | Selected Cohort (disaggregated by degree subject grouping) | | | | | | | | | | | | | | |
|--|-----------------|--|--------------|---------------------|-----------------------|--------------------|-----------------------------|-----|-------------|-----------|------------|-------------------|----------|---------------------------|------------|-------------------------------|
| | | agriculture | architecture | chemistry, pharmacy | economics, statistics | physical education | geology, biology, geography | law | engineering | education | humanities | foreign languages | medicine | politics, social sciences | psychology | mathematics, physics, natural |
| Did the achievement of the degree lead to an improvement in your job? (%) | 41.9 | 54 | 62 | 40 | 47 | 45 | 37 | 42 | 54 | 33 | 35 | 37 | 44 | 33 | 39 | 41 |
| Application of the skills acquired through the degree course (% none) | 12.4 | 10.9 | 7.1 | 6.4 | 8.4 | 16.7 | 15.8 | 7.7 | 6.2 | 15 | 27.5 | 16.7 | 14 | 18 | 14.3 | 14.2 |
| Demand for the degree to obtain the current job (% Neither required by law, nor useful) | 12 | 10.2 | 7 | 2.7 | 9.3 | 16.3 | 13.5 | 6.3 | 5.5 | 15 | 24.4 | 20.2 | 13.8 | 17.8 | 13.8 | 12.6 |
| Usefulness of the 2nd level degree course for the current job (% there is no necessity for a degree) | 12.4 | 14.9 | 7.3 | 4.5 | 10.6 | 17 | 14.4 | 8.5 | 6.2 | 14.1 | 24.7 | 21.7 | 1.7 | 17.6 | 18.6 | 10 |

- The **effectiveness of the degree index**, synthesizes two important aspects related to the usefulness and exploitability of the degree in the labour market

- It derives from the combination of the answers to the questions concerning:
 - use of the skills acquired at university
 - need (both formal and substantial) of the academic qualification in the current job



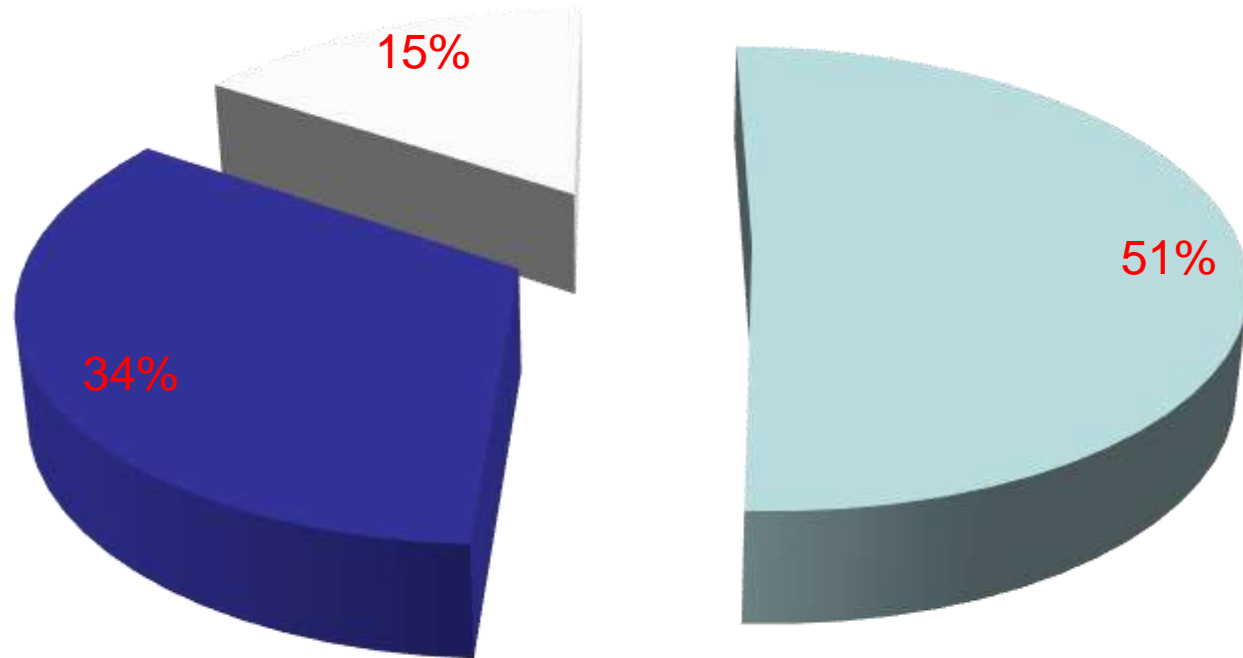
Degree effectiveness

| Use of skills acquired at university | Usefulness of the degree | | | | |
|--------------------------------------|--------------------------|------------------|---------------|---------------------------------------|-------------------------|
| | <i>Required by law</i> | <i>Necessary</i> | <i>Useful</i> | <i>Not required by law nor useful</i> | <i>No answers given</i> |
| High | ME | ME | E | NC | NC |
| Low | E | AE | AE | PE | NC |
| None | NC | NC | PE | NE | NC |
| No answers given | NC | NC | NC | NC | NC |

| | | | | | |
|-----------|---------------------------|-----------|--------------------|-----------|-------------------------|
| ME | Very effective | E | Effective | AE | Fairly effective |
| PE | Not very effective | NE | Ineffective | NC | Unclassifiable |

Master degree, 3 years after graduation (2010 survey)

- Very effective/ effective
- Fairly effective
- Not very effective/uneffective





Degree effectiveness and satisfaction for the current job

Selected Cohort (disaggregated by degree subject grouping)

| | Selected cohort | agriculture | architecture | chemistry, pharmacy | economics, statistics | physical education | geology, biology, geography | law | engineering | education | humanities | foreign languages | medicine | politics, social sciences | psychology | mathematics, physics, natural sciences |
|---|-----------------|-------------|--------------|---------------------|-----------------------|--------------------|-----------------------------|-----|-------------|-----------|------------|-------------------|----------|---------------------------|------------|--|
| <u>Very effective/ effective</u> | 50.8 | 60 | 71 | 57 | 49 | 52 | 57 | 75 | 54 | 46 | 44 | 47 | 49 | 36 | 52 | 52 |
| <u>Fairly effective</u> | 33.6 | 28 | 21 | 39 | 39 | 28 | 26 | 17 | 38 | 34 | 24 | 28 | 31 | 41 | 30 | 32 |
| <u>Not very effective/uneffective</u> | 15.6 | 13 | 8.3 | 4.7 | 12 | 19 | 17 | 8 | 7.7 | 20 | 32 | 25 | 20 | 23 | 18 | 16 |
| <u>Satisfaction with the work performed (average, range 1-10)</u> | 7.4 | 8 | 7 | 7 | 8 | 8 | 7 | 8 | 8 | 8 | 7 | 7 | 8 | 7 | 7 | 8 |

- I illustrate now the main empirical evidence related to 2004 pre-Bologna reform graduates 5 years on from graduation
- Causes: main factors associated with degree effectiveness (OLS)
- Consequences: wage (OLS) and job satisfaction (ordinal probit)
- The numbers: about **17 thousand graduates**
- Econometric insights based on: Ferrante, McGuinness S. e Sloane P.J., *Esiste «overeducation»? Un'analisi comparata*, Consorzio Interuniversitario AlmaLaurea (a cura del), *XII Rapporto sulla condizione occupazionale dei laureati. Investimenti in capitale umano nel futuro di Italia ed Europa II* Mulino, 2010.

■ Degree effectiveness: determinants/independent variables:

- 1) Type of degree (Education, Humanities, Political Sciences)
- 2) Training after graduation (yes/no)
- 3) Recruitment channels (formal/informal)
- 4) Type of employment (self-employed, standard/non standard contracts)
- 5) Social background (school track: barriers to social mobility in education and in the labour market)

■ Consequences

- 1) Wage
- 2) Job satisfaction

- Dependent variables:
 - Use of competences (“high” or “not at all”)
 - Degree effectiveness (very/fairly effective – not very/not at all effective)
- **It is confirmed** the role of:
 - 1) **individual skills** (disclosed by school and university degrees marks and by study duration)
 - 2) **job insertion channels (formal/informal)**
 - 3) **types of contracts (permanent/fixed term contracts)**
 - 4) **economic activity sector**
 - 5) **degree subject group**
 - 6) **training at job access**

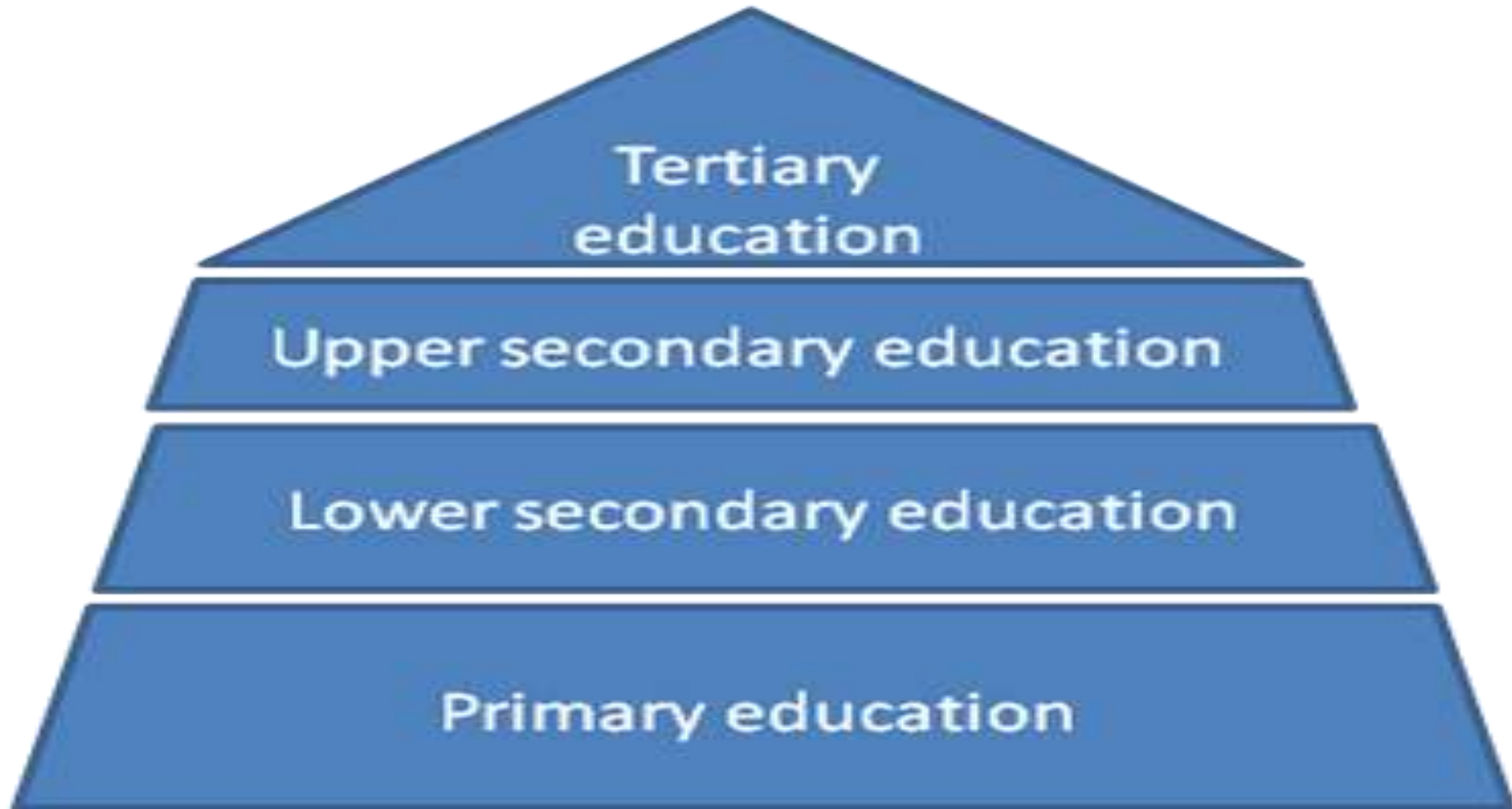
- Consequences on:
 - Wage (-)
 - Job satisfaction (-)
- **Actions to reduce** the mismatch, should be based on a thorough inspection of the different **causes** and their **relevance**
- **Improve** knowledge on the causes of the mismatch is primarily important in order to:
 - **improve University curricula**
 - enhance **guidance services to students and graduates** (incoming, ongoing, outgoing)
 - identify discretionary **industrial or labour market policies** proved to be necessary

Topics

- Internships impact on graduates employability
- Educational and skill mismatch: causes (remedies!) and consequences
- Measuring the *quality* of HEIs: the Contextual Value Added Approach

- Quality and accountability of HE
- Quality evaluation is very **demanding** in terms of **data requirements** and **statistical analysis**
- On methodological grounds, the assessment of the **multidimensional performance of HEIs** is not a easy task also due to their **heterogeneity**
- As a general case, performance measures in HE based on the **outgoing performance of graduates** are biased due to the **heterogeneity** in **students characteristics** and in **contextual factors across HEIs**

- The essential issue often evaded when the quality of educational systems is discussed is that **students are both the fundamental inputs and outputs** of educational processes [Light and Strayer, 2003].
- Hence, referring in abstract to the ‘**quality of universities**’, without considering the quality of the latter in the presence of scant student **mobility**, is **methodologically inappropriate**.
- These conclusions acquire greater value with the transition to mass tertiary education systems characterized by **greater heterogeneity** (due to geographical, cultural, social barriers etc.)



The potential for learning at every stage of the education production chain is conditioned by the width and height of the segments of the pyramid. **Indeed, tertiary education is the level most conditioned by previous learning**

- The CVA approach is based on the **idea** that when measuring the quality of education institution we should control for the **quality of the incoming students and the role of contextual factors** (socioeconomic, environmental)
- There is a large body of literature, mainly of **English-speaking origin**, testifying to the importance given to the measurement of value added in countries where the assessment of education processes and its use in the allocation of resources is most advanced [Todd & Wolpin 2003, Lochwood et al. 2009, Zhang, 2009; Rothstein, 2009 and 2010].

- Kreutzer and Wood [2007] have applied a methodology to rank American undergraduate business schools in terms of added value, then comparing the results with the very different classification of the same institutions drawn up by the magazine Business Week.
- Zhang [2009] has carried out a similar exercise in order to measure the quality, in terms of added value, of public colleges at state level, obtaining differentials, in comparison with Alabama, ranging from -10% to +40%. In this case, too, the ranking differs substantially from the one customarily used by families and based on the results achieved in college entry tests by matriculants and on the ranking of the high schools attended by the latter [Barron's, 1988]. The author concludes that, to a large extent, the latter ranking does not reflect the intrinsic quality of colleges, but rather that of their students.



- Estimation was made of a probit model in which the dependent variable was the likelihood that the graduate had been **regular** in his/her academic career or, alternatively, **had graduated with a delay of one or two years**. The sample consisted of **5182 first-degree AlmaLaurea graduates** enrolled in the 2005/6, 2006/7 and 2007/8 academic years and who completed their degree courses in the 2009/10 academic year.
- Students' incoming quality has been measured by the score of a standardized tests taken by matriculants (CISIA test)



| | % graduates on time | Average test score |
|-----------------------------|---------------------|--------------------|
| Min standardized test score | 38.3% | 15.3 |
| Max standardized test score | 49.1% | 28.9 |

- Our econometric exercise confirms that the quality of matriculants (stemming from their previous studies) has an important impact on the regularity of academic career by graduates at engineering faculties.
- **Teaching quality and selection standards remaining equal**, if the average score achieved on the CISIA standardized entry test **by a student with average characteristics** increases by **one standard deviation**, then his/her probability of graduating on time increases by 12%
- The most immediate implication of this result is that, **once the outgoing performance of graduates** has been purged of the effects of the quality of the incoming students and of the other significant factors, the ranking of universities in terms of their students' regularity of academic career changes radically in comparison with the regularity in the absence of such adjustment.

- In the presence of significant differences among contextual conditions, there is a risk that the use of university productivity measures based on outgoing performance indicators will, on the one hand, reward universities which, though not particularly virtuous, enjoy more favourable conditions and, on the other, remove valuable resources from universities which, though situated in more disadvantaged areas, operate virtuously.
- Meritocratic criteria in the allocation of funds among schools and universities which do not take account of these considerations, would exacerbate the polarization of the educational systems and reduce social mobility: they would penalize the least mobile students, regardless of their talent, and especially those from the more disadvantaged social groups, and universities in more backward areas independently of the merits/deficiencies of their personnel

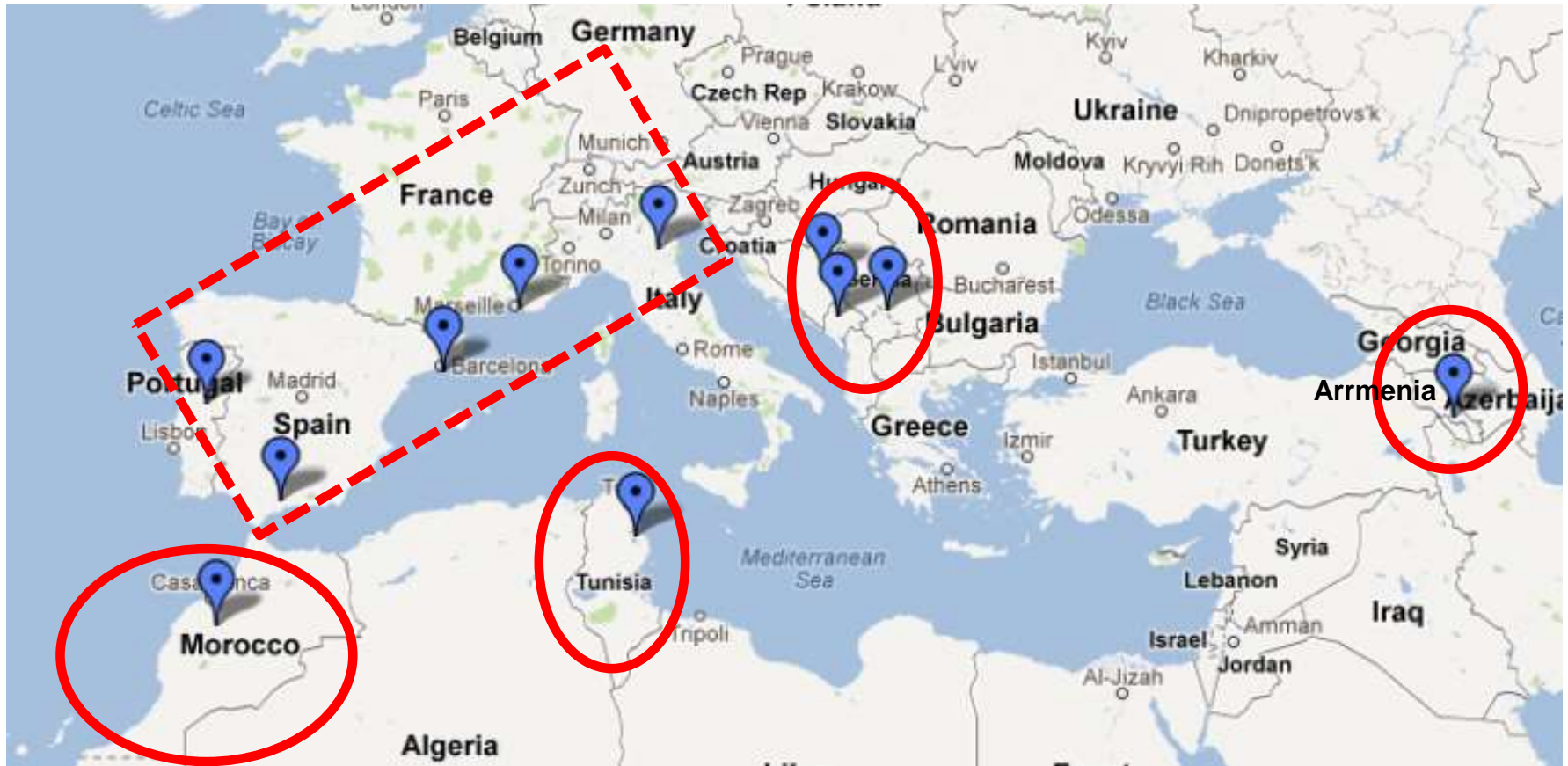
- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project

AlmaLaurea commitment:

“enforcing know how provision to local governments and universities for the governance of HE system and labour market; enhancing the linkages between HE, economy and society; innovating the HE system; cooperating in developing better conditions in labour markets and society”

- diffusion of AlmaLaurea experiences and best practices in European and international context;
- cooperation for graduates database's planning in foreign countries according to local socio-economic environment and needs;
- promotion of international networks of bodies and institutions with similar competences.

- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering Graduates monitoring and employability in the Mediterranean: The GrInsA Project



 EU neighbouring countries involved

 EU participating Partners

- Introduction
- What AlmaLaurea is and does
- The AL database: documentation collection method and use
- Graduates' Profile Survey
- Graduates' Employment Conditions Survey
- Services for Graduates
- Services for Universities
- Services for Business
- Some empirical evidence based on the AlmaLaurea surveys
- AlmaLaurea's International Cooperation
- Overall scenario:Euromed policy background
- AlmaLaurea in the Mediterranean: background and rationale
- Fostering graduates monitoring and employability in the Mediterranean: the on going Projects



Graduate's Insertion and Assessment as tools for Moroccan Higher Education Governance and Management- GrInsA

- Since 2007 AlmaLaurea has set up a fruitful cooperation with the **Moroccan universities**, interested in build its own graduates system
- The basic ideas behind the project:
 - *enforcing* provision of data and information to local governments for the governance of HE system and labour market
 - *enhancing* the linkages between HE, economy and society
 - *innovating* the higher education system
 - *cooperating* in developing better conditions in labour markets and society in the overall area
- AlmaLaurea was selected as an operational model supported by the EC's TEMPUS Programme

Actions

Technical Development

- Implementation of the system locally
- Interface with the AlmaLaurea

Training of local staff

- Student services staff training
- IT staff

Involvement in the project of beneficiaries of the system

- Students/graduates
- Entreprises

Surveys production

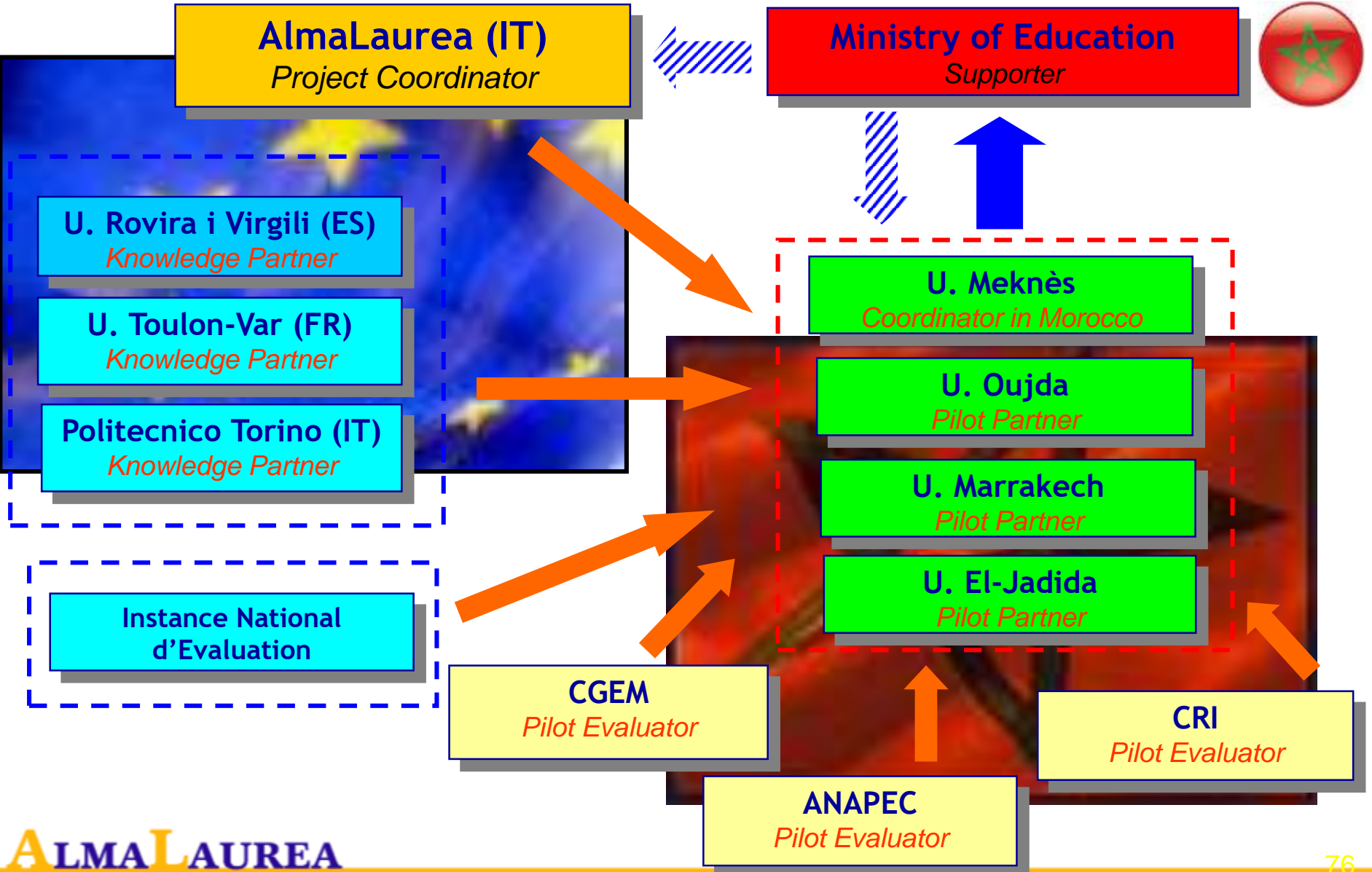
- Preparation of the first **Moroccan graduates' profile**
- Launch of the first study on employment condition of Moroccan graduates

Project promotion at national, regional and international level

- promising cooperation established with the **Union for the Mediterranean** and **World Bank** for GrInsA project's extension to the southern shore of the Mediterranean)



The GrInsA Project: the Consortium and its Partners





| Database Population | |
|---------------------|------------------------------|
| | Users |
| | Registration in Maroc-Laurea |
| UMI | 3818 |
| UCAM | 4176 |
| UMP | 4280 |
| UCD | 533 |
| Total | 12807 |



Objectives:

Support the reform process in place by *implementing a comprehensive system for enhancing the linkages between HE institutions, economy and society overcoming fragmentation.*

Build up an integrated system for the monitoring and assessment of HE practices and processes and of labour market needs for the *enhancement of university-enterprises partnership.*

Countries involved:

Morocco

since 2003 and 2008 respectively, Tunisia and Morocco have been undergoing a profound change in connection with the **reform of the HE system** (3 cycle-degree system) and **university governance**

“**large-scale linking operation**” addressed to youth employment and labour market have been implemented

Tunisia

universities have adopted a more “**market oriented**” approach (i.e. licence professionnelle), business associations are more linked to universities

- ✓ U. di Jendouba
- ✓ U. di Monastir
- ✓ U. di Gafsa
- ✓ U. di Gabes
- ✓ Ministry of HE and Research MESRS-BEPP (Bureau des Etudes, de la Planification et de la Programmation)
- ✓ Ministry of Employment and Vocational Training MFPE-ONEQ (National Observatory for Employment and Skills)

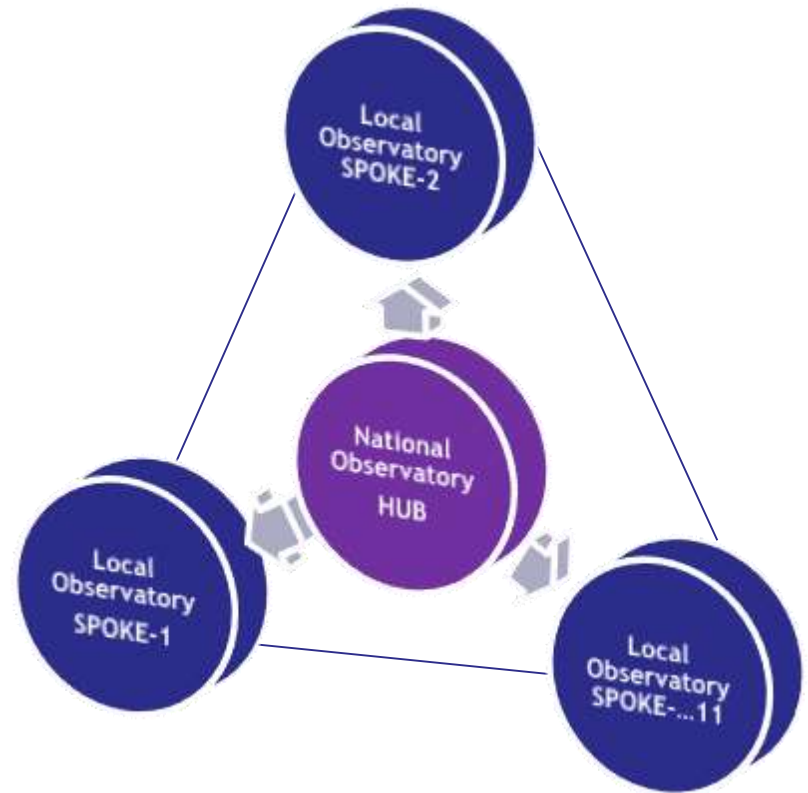
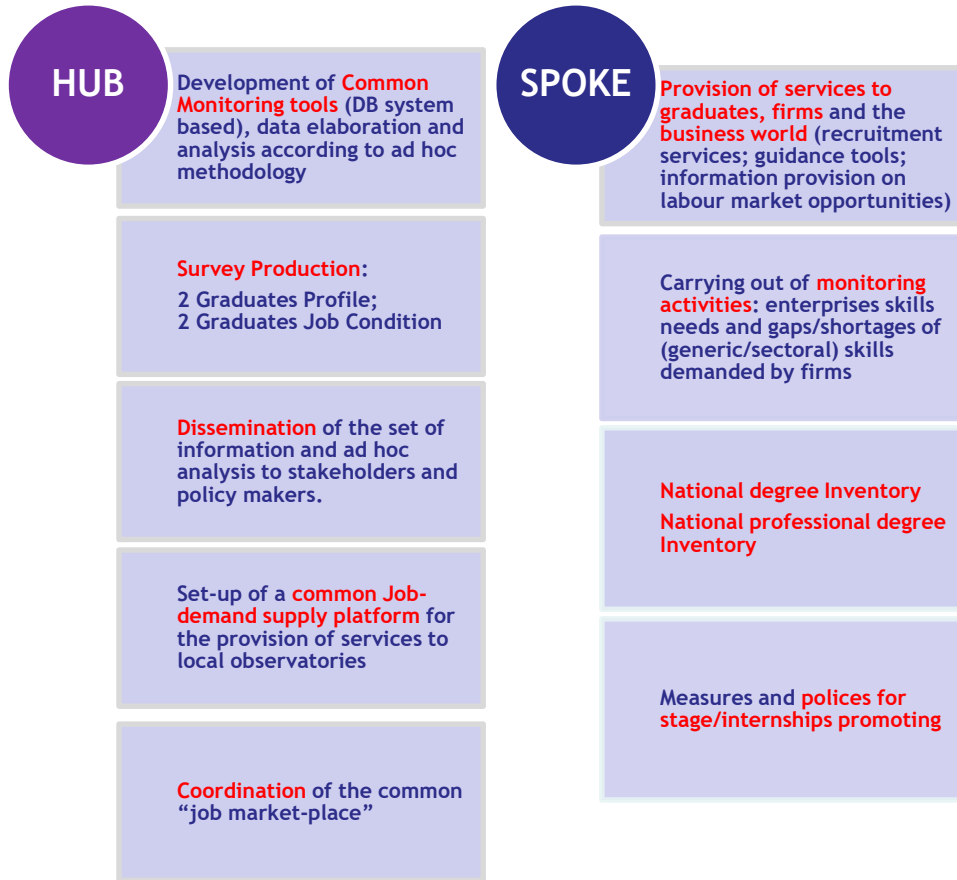


- ✓ AlmaLaurea (coordinator)
- ✓ Centre d'études et de recherches sur les qualifications- CEREQ (France)
- ✓ Agència per a la Qualitat del Sistema Universitari de Catalunya-AQU (Spain)
- ✓ Euro-Med Permanent Forum-EPUF (Spain)
- ✓ U. Aix-Marseille (France)

- ✓ U. Moulay Ismaïl, Meknès
- ✓ U. Mohamed Premier, Oujda
- ✓ U. Cadi Ayad, Marrakech
- ✓ U. Chouaïb Doukkali El Jadida
- ✓ U. "Sidi Mohamed Ben Abdellah", Fes
- ✓ U. "Abdelmalek Essaâdi", Tetouan-Tangier
- ✓ U. "Ibn Zohr", Agadir
- ✓ Ministry of HE, Training and Scientific Research-MESRSFC
- ✓ Confédération Générale des Entreprises Du Maroc- CGEM
- ✓ *Supporter*: Instance National d'Evaluation - INE



“Hub and Spoke” model





- In line to what developed in the framework of GrInsA Project, **Armenian Universities and Ministries** gather together to realize a national an **integrated demand supply matching system** based on the Italian model

Specific Objectives of the project:

- Implement the **Armenian database of university graduates**
- Produce the first **Armenian Graduates Profile Survey** (partner university)
- Design of the first **Armenian Graduates Job conditions Survey** (one year after graduation)
- Set up a qualified **System of Armenian Graduates Placement**





HEN-GEAR Project's partnership

- Yerevan State University -Yerevan
- Armenian State University of Economics-Yerevan
- Yerevan State University of Architecture and Construction-Yerevan
- State Engineering University of Armenia (Polytechnic)-Yerevan
- Armenian State Agrarian University-Yerevan
- Yerevan State Academy of Fine Arts-Yerevan
- Gavar State University-Gavar
- Gyumri State Pedagogical Institute named after M.Nalbandyan-Gyumri

- The Ministry of Education and Science of Armenia
- The Ministry of Labour and Social Issues



- Union of Manufacturers and Businessmen (Employers) of Armenia
- Armenian National Student`s Association

- AlmaLaurea (Coordinator)
- Universidade do Minho-Braga
- Universidad de Huelva
- Universidad de Las Palmas de Gran Canaria

■ The aim of the project:

- Build up innovative capacities in Balkan and Italian SMEs through the recruitment and hiring of highly qualified human capital
- foster a close cooperation between associations, enterprises, institutions, research institutes, universities on capital issues like innovative needs, technology transfer, employability of graduates.
- Contribute to the reform and management of study programmes helping HE system to track labour market's competences and skills needs
- **Draw and develop an AlmaLaurea-like graduate database system for project's participating universities.**



Adria-Hub Project's partnership

- University of Bologna (Coordinator)
- AlmaLaurea Consortium
- National Confeeration of Craftmanship - CNA
- Innovazione, Research and Technolgy transfer center - Friuli V.G. Region
- Sintesi Development Bari
- Veneto 's District of Environment al and Cultural Heritage
- Italian Consortium of Tools Producers - UTECO
- SCM group, Rimini
- Wirutex, Pesaro
- Confindustria Rimini

- University of Kragujevac
- University of Kraljevo
- University of Arts in Belgrade
- University of Belgrade
- Regional Chamber of Commerce Kragujevac
- GIR Kraljevo



- University of Baja Luka
- Chamber of Commerce of Banja Luka

- University of Montenengro

- University of Rijeka
- University of Zagreb
- Croatian Employment Service

Thank you for your attention !!

Prof. Francesco Ferrante
University of Cassino, AlmaLaurea Scientific Board

Dott. Matteo Sgarzi
International Relations and Projects, AlmaLaurea

international@almalaurea.it