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## **Outcomes of Vietnamese graduates from Italian universities**

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## Abstract

The Higher education sector represents one of the most important pillars of developing knowledge and skills to successfully enter into the labour market. Graduates are facing with different chances and opportunities of acquiring a ‘good’ job. In the Italian Higher Education sector, graduate outcomes can vary by a set of variables (including place and programme of study, future intentions, gender, etc.) as well as by ethnic groups. Despite the fact the proportion of Vietnamese graduates is not so high in Italy, there was an increase in the last 15 years (2005-2020), from 0,2% to 1,2% among the graduates with foreign citizenship. This essay looks at recent graduates’ employment outcomes, focusing on Vietnamese citizen graduates in Italy, using AlmaLaurea dataset. The 22<sup>nd</sup> AlmaLaurea survey on Graduates’ Employment Status (Report 2020) has involved a population of 650,000 graduates in Italian universities, interviewed at 1, 3 and 5 years from graduation. We will try to compare outcomes such as type of work, activity sector, earnings, and so on even if the number of Vietnamese citizens took into consideration in this analysis is not high. In any case, the present study will help to understand and have a look on outcomes of Vietnamese graduated in Italian Universities one year after graduation. As the present study will show, most Vietnamese graduates are employed in the private sector (85.0%; +4.4 percentage points than Italian second-level graduates); 15.0% in the non-profit sector (it is 5.2% for Italian graduates) and nobody in the public sector (it is 14.1% for Italian graduates).

**Key words:** higher education, Vietnamese graduates, transition to labour market

## Introduction

The societal changes, including high waves of migration, both international and internal one from rural to urban areas, as well as health emergency crisis, globalisation, digitalisation and structural reforms following the last economic and financial crisis started in 2008 have brought about new forms of risks and fragilities, social fragmentation and increase of inequalities. The young people are affected by all these factors and they are looking for new chances of attaining vocational training and higher education that can smooth their transition into the labour market. In many European countries, experiences with young people who are not in education, employment or training raise questions about risks of social disintegration, with various consequences at both the individual and the societal level.

All initiatives on different types of analysis on graduates transitions have been important in recent decades, and it was highlighted youth labour market situation and school-to-work transitions. The factors influencing these phenomena are taking into consideration as well. At the micro-level, research no longer focuses only on human capital emphasizing the role of education but also on the role of soft and hard skills, cultural capital, personality, etc. The path from school to work should represent a straight-line, unidirectional one towards analysing the initiatives and actions within the education systems, vocational training and labour markets and additional research is needed. At the macro-level, the major focus should be on the role of education supply, with a particular emphasis on higher education sector, in order to better reach the job market needs (Luchinskaya, 2019).

Following the increase trend at global level of supply of tertiary-educated labour, we face new problems that are present in public debates as “the supply of graduates outstripping the number of “graduate jobs” with negative consequences for skills utilisation, pay, and career opportunities” (Green and Henseke 2016).

It is well known that the youth employability situation in Europe becomes an important challenge for each member state and for local, national and European policy makers. The demographic changes, as aging population, that we face with in Europe will have impacts at social, economic and political levels. The present crisis have shown that youth are part of the vulnerable workers; the present economic situation added to the globalization process, climate change, new energy policies and other challenges that we face with, should represent a baseline for new issues in order to re-design the social and economic policies (Galeazzi & Manitiu, 2017).

The European Employment Strategy is concerned with creating more and better jobs, and now constitutes part of the Europe 2020 growth strategy. Increasing labour market participation, reducing structural unemployment, promoting social inclusion and job quality are important objectives. Within these broad aims, youth represent a vulnerable labour market group and are singled out as targets for intervention. The EU’s social vision emphasized very often that youth are a priority and the current crisis compounds the need to nurture young human capital (European Commission, 2008). Setting out a new strategy for the

future of policies for youth becomes a necessity in Europe. The strategy should represent new favourable conditions for young people, in order to develop new skills and more jobs on the actual rapid-change Global Scene. The EU underlines that “*young people are not a burdensome responsibility but a critical resource to society which can be mobilised to achieve higher social goals*” (EU, 2009, p. 2).

Employability plays a central role in the Europe 2020 strategy as well as in the Education and Training 2020 ('ET 2020') and higher education modernisation strategies (European Commission, 2011), employability play a crucial role (European Commission, 2016). Within the ET 2020 strategy, the Council of the European Union adopted a benchmark on graduate employability in 2012. The benchmark specify that, by 2020, the share of employed graduates (20-34 year-olds) having left education and training no more than three years before the reference year should be at least 82 % (Council conclusions, 2012). Furthermore, the monitoring of graduates' career development by HEIs has also been identified as crucial in increasing the relevance of programmes (European Commission, 2011). The employability of graduates is also an important issue in the European Commission's New Skills Agenda for Europe (European Commission, 2016), which proposes various actions to improve the skills of graduates to meet labour market needs. At a time where the economic crisis has had a very significant impact on youth unemployment, there are many opportunities and action, which can support young people in finding employment. One of these tools is the Graduates tracking surveys, that give a better picture of young and especially of graduates employment, seeking to track the employment destinations and early careers of higher education graduates (Schomburg, 2003). The aim of surveys is not only to measure the employability of graduates but do give a deeper picture of their jobs in terms of the quality of jobs, the time it took to find a job, graduates' job satisfaction, and the match between graduates' skills and job requirements (Teichler, 2011, European Commission EACEA, 2016).

Graduate tracking is also an action in the European Commission's New Skills Agenda, which proposes an initiative on tertiary graduate tracking in 2017 to support Member States in improving information on how graduates progress on the labour market (European Commission, 2016).

In this context, the present working paper based on AlmaLaurea's two main surveys run in Italy (Graduates Profile and Graduates Tracking), will analyse the main characteristics of Italian and Vietnamese citizens graduates in Italian Universities, in a comparative way<sup>1</sup>.

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## **1. Graduates employability: a picture of Vietnamese and Italians who graduated in Italy**

The increasing number of graduates around the world faces many challenges, with implications for their academic preparation. The enlargement of international students exchange between Europe and Asia, for instance, is a proof of how studying in another country is perceived as a tool to improve students skills and thus increase employability opportunities. While student mobility has received much attention as one dimension of internationalisation, studies related to the link between internationalisation and employability, particularly on the perceptions and expectations of international students, remain quite poor at international level. (Wondwosen. & Damtew. 2018, Kehm & Teichler, 2007).

This article reports the findings of a larger study conducted on students in Italy, to gauge their employment status, with a particular focus on Vietnamese citizens, analysing their employment status in a comparative way with their colleagues (Italians who graduates in Italy).

AlmaLaurea documentation is a useful tool for analysing more in detail the situation of graduates in Italy. AlmaLaurea is an Inter-university non-profit Consortium set up in Italy in 1994. Actually, it involves 76 Universities and approximately 91% of Italian graduates. The Consortium is supported by universities taking part in it, by the Italian Ministry of University and Research (MUR) and by all companies and institutions using its selection and recruitment services. AlmaLaurea is an innovative service providing online graduates' curricula. AlmaLaurea, as a Consortium of Italian universities, is aimed at being a reference point for everyone who deals, at different levels, with issues like academic studies, employment and youth conditions.

The main activities of AlmaLaurea are represented on one hand, by research studies (surveys, reports, etc.), while, on the other hand, is represented by the creation of a bridge between demand and supply of labour through the online graduates CV databank. Two are the main surveys that AlmaLaurea leads every year with established experience in Italy:

**I. Graduates' Profile Survey**, a report that gives the picture of the main features of human capital coming from Italian universities. It is a reference point for all people interested in every single aspect of Italian university system. The most recent survey is about 290,000 graduates who have concluded their studies in 2019. In particular, 166,000 graduates have obtained a first-level degree (kind of degree deriving from the University reform; it is an academic path of three years), whereas 86,000 have obtained a second-level degree (an academic path of two years after the first-level degree) and 36,000 have obtained a single-cycle second-level degree (an academic path of four, five or six years). The aspects analysed in Graduates' Profile Survey are various, from the family background, high school diploma, up to the academic performances (in terms of degree mark and average time to get the title). Information about experiences during the academic course (study abroad, internships, work experiences) and the assessments about the

whole academic path, about teachers and also about classrooms and laboratories. Finally prospects for the future (further studies or expectations for work);

**II. Employment Status Survey** of graduates in Italian universities at one, three and five years after the degree. This report is the result of the monitoring of graduates' access to the labour market within five years after graduation. The survey represents a crucial tool for evaluating the effectiveness of the academic system and for assessing the attitude of the labour market towards graduates. Among other things, this survey shows time needed by graduates for accessing the labour market, type of contract, earnings and effectiveness of the degree for finding a job. Therefore, AlmaLaurea's surveys are important for making comparisons between different groups of graduates in Italian context. In this essay we will build an identikit of Vietnamese graduates in Italian universities during the academic path and also after the academic period, following a procedure in two steps:

i) first step, through Graduates' Profile Survey we could take a picture of 2018 Vietnamese graduates in Italian universities comparing their academic experience with the experience lived by other 2019 graduates in Italian universities. Among other aspects, information about academic performance, study conditions, but also some evaluations about academic experience (course of study, teachers, infrastructures, etc.);

ii) second step, the survey about Employment Status of graduates at 1 year after the degree is useful for monitoring the employment status of graduates, paying particular attention on graduates with Vietnamese citizenship, always compared to the other graduates in the same reference year.

According to the documentation of the Italian National Register of Students (ANS), in Italy the number of graduates with foreign citizenship in Italian universities has increased over the last years: if in the academic year 2004/05 there were almost 3,000 (1.8%), in 2016/17 there were more than 12,000, coming to representing 3.8% of all graduates. Data coming from AlmaLaurea surveys confirm the trends detected by the National Register of Students (ANS), for this reason we could use AlmaLaurea's data as representative of Italian situation.

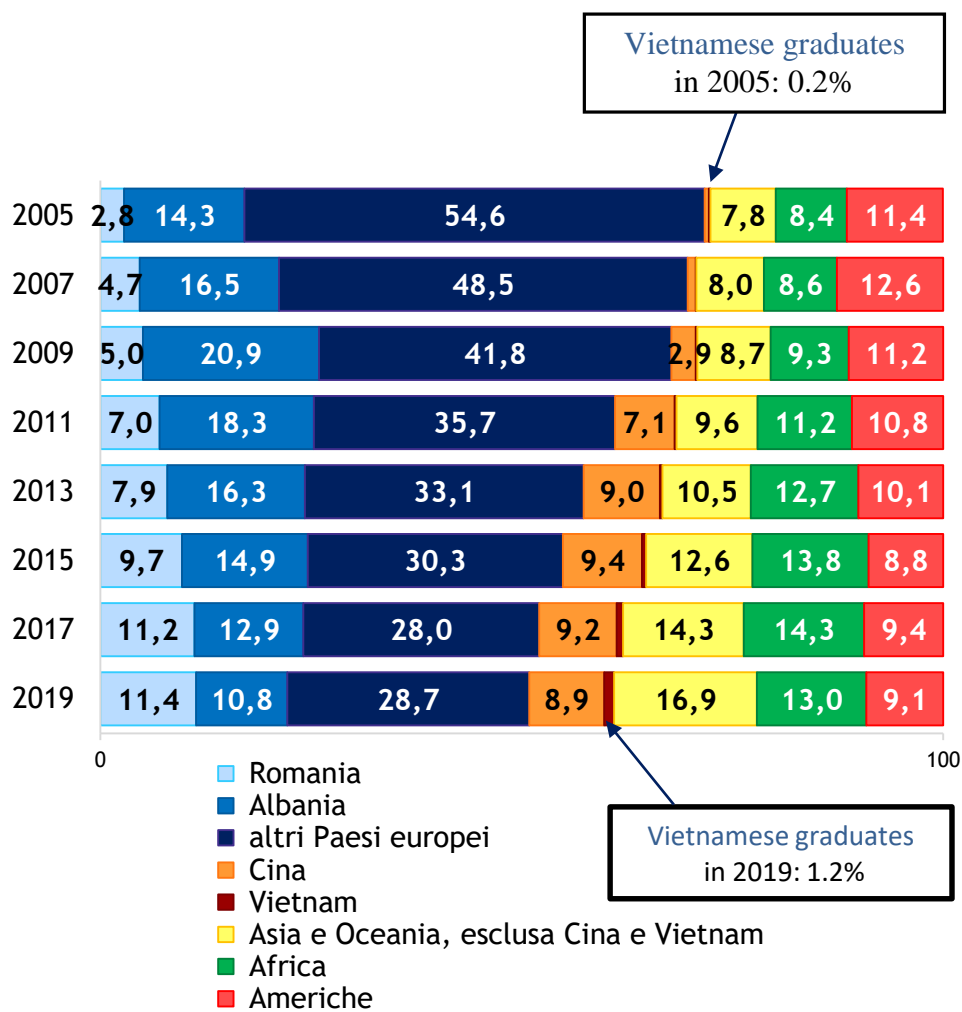
In 2019, in the universities involved Report on 2019 Graduates' Profile, graduates with foreign citizenship are 10,743 (excluding graduates from the Republic of San Marino). The percentage of foreign graduates tends to increase: in 2009, it was 2.8%, in 2019 it reaches 3.7%. As first step, it is necessary to study, in detail, the composition by country of foreign graduates in Italian universities during the years, analysing trend of the phenomenon of mobility for educational reasons.

In the last decade, the percentage of graduates with Romanian citizenship has doubled: from 5% in 2009, to 11.4% in 2019. Romania become the first country of citizenship of foreign graduates in Italian universities, even if other nationalities (China and Albania) kept their presence in Italian universities (Figure 1). The percentage of graduates from the Americas decreases over time (from 11.2% in 2009, to

9.1% in 2019), while the number of graduates from Asia (excluded China and Vietnam) and from Africa increases (respectively from 8.7% to 16.9% and 9.3 to 13%).

The percentage of Vietnamese graduates in Italy increased between 2005 and 2019 by 1% (from 0.2% in 2005 to 1.2% in 2019)

**Figure 1: Graduates 2005-2019 of foreign citizenship: geographical area of origin (%)**



Source: AlmaLaurea, Graduates' Profile Survey Report 2020

## 2. 2018 Profile of Vietnamese graduates in Italy

The XXII AlmaLaurea Graduates' Profile Survey allow us to analyse 129 graduates of Vietnamese citizenship who have graduated themselves in Italian universities in 2019. Data coming from AlmaLaurea survey allows to compare Vietnamese graduates in 2019 with Italian graduates in the same year (279,481)<sup>2</sup>.

### 2.1. University and type of degree programme

In 2019, 31.8% of Vietnamese graduates have completed the academic title in 2 Universities: University of Calabria and University of Caserta and Lazio Meridionale (21.7% and 9.3%). The other students graduated in Universities located in Messina (5.4%), Brescia (5.4%), Modena e Reggio Emilia (4.7%), Venezia Ca' Foscari (4.7%), Trento (4.7%), Sannio (4.7%), Milano (3.9%), Padova (3.9%), Bologna (3.1%) and Salerno (3.1%)<sup>3</sup>.

The most favourite degree subjects of Vietnamese graduates are economics and statistics (58.9% against 13.9% of Italian graduates), politics and social sciences (18.6% against 10%). These differences in terms of type of degree programme and disciplinary group must be taken into account considering the students cultural background, etc.: Vietnamese vs. Italians).

### 2.2. Family background, scholarships and previous studies

2019 Vietnamese graduates are mainly women 67.4% in comparison with 58.6% of women between all the Italian graduates.

It is important to analyse also familiar background of 2019 graduates. AlmaLaurea explores both the level of education and the social class of 2019 graduates' parents. These information are useful for having a description of educational and economic support that families could give to their children during the academic path. Family information are also an important element for policy makers to decide on a better allocation of different financial resources between universities, of scholarships to students coming from families in need of financial support, etc. AlmaLaurea survey highlights that Vietnamese graduates come from families with a higher level of education less than Italian ones: 48.6% of Vietnamese graduates have at least one parent graduated (it is 30% for Italian graduates). They come from contexts less favoured from an economic point of view than Italians: 17.4% of Vietnamese graduates come from families where parents are entrepreneurs, professionals or managers (it is 22.5% for Italian graduates in 2019). Moreover the percentage of Vietnamese students who have benefited of the scholarship service offered by institution for the right to study is definitely higher than the percentage recorded for the Italian graduates (81.7% against

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<sup>2</sup> It is obvious the enormous difference between numbers; we aware that the comparison could seems inadequate, but it still is relevant for the purpose of this essay

<sup>3</sup> We reported only the % higher than 3%



23.2%). So the majority of Vietnamese students who have decided to study in Italian universities are students that can count on the financial support deriving from a scholarship offered by university.

### ***2.3.Academic performance and study conditions***

The academic performance is measured taking into consideration two indicators: degree completion time and average degree mark. 67.4% of Vietnamese graduates complete the degree programme within regular degree completion time, it is a value higher than that recorded for Italian graduates (55.8%). The average degree mark of 2019 Vietnamese graduates is of 100.8 out of 110 (Italian graduation mark scale), while it is 103.2 out of 110 for the Italians. During the academic path, Vietnamese graduates attend academic lessons (80.7%); their attendance rate was more than 10% higher than their Italian colleagues (69.6%). Another interesting indicator that worth to be mentioned is the percentage of students who have experienced a period abroad during the studies: 26.6% while the Italian students stopped at 12.4%. They have also worked during their studies, a lower percentage compared to the percentage recorded for all the Italian graduates (53.2% for Vietnamese, 65.1% for the others).

## **3. Employment Status of Vietnamese graduates**

XXII Employment Status survey 2019 has involved 109 Vietnamese graduates interviewed in 2018 one year after graduation and 28 Vietnamese graduates interviewed five years after graduation. Vietnamese graduates interviewed one year after graduation are graduates of first-level degree and of second-level degree programmes: 18 have achieved a first-level degree title, 90 have achieved a second-level degree title and only 1 has concluded a single-cycle second-level degree programme.

Vietnamese graduates interviewed five years after graduation are 28<sup>4</sup>: all of them have achieved a second-level degree title.

Since the modest population size both of Vietnamese graduates interviewed five years after the degree and of Vietnamese first-level degree graduates interviewed one year after graduation, we will focus our attention only on Vietnamese second-level degree graduates interviewed one year after graduation.

### ***3.1.Employment Status of Vietnamese second-level degree graduates, one year after graduation***

As we have mentioned before, the Vietnamese second-level graduates are 90, that is 82.6% of all Vietnamese graduates interviewed one year after graduation. In this paragraph we will describe the main features of Vietnamese graduates in second-level degree paths, in comparison with the employment status of Italian second-level degree graduates in Italian universities interviewed one year after graduation.

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<sup>4</sup> It is useful to underline that the number of questionnaires filled out by Vietnamese graduates one year after graduation is quite limited, due to the fact that the majority of Vietnamese graduates leaves Italy soon after the graduation to go back to their origin country. Furthermore it is hard to interview them once they leave the Italian universities due mainly to the change of their personal contacts (phone numbers, e-mail address, etc.)

The participation in post-graduate training activities for Vietnamese graduates is lower than that recorded for Italians (respectively 38.9% and 57.1%), in particular for what concerns the carrying out of internships in companies (15.0% against 27.6%) and traineeships (7.1% against 11.4%).

Vietnamese graduates who attend Ph.D are 8.7% against 5.9% of Italian graduates and Postgraduate school 8.1% against 2.5%, probably because of the greater offer in these sectors of courses in English.

Among the second-level graduates of Vietnamese citizenship, the employment rate (calculated according to the definition adopted by Italian National statistics Office – ISTAT - in the Labour Force Survey, which includes also those involved in paid training activities) is high and equal to 65.1%, but the value is not at the same level of that registered for Italian second-level graduates (76.3%).

In evaluating the features of the work carried out, such as, for example, the type of work activity, remuneration and the correspondence between university studies and work carried out, it should be noted that part of them entered in the labour market during the second-level degree, or before. Among the Vietnamese citizens graduated in Italian Universities, who are working at one year after second level degree, the majority of them (83.6%) has entered into the labour market at the end of the second-level degree, 23.2 percentage points higher than what happens among Italian second-level degree graduates. Instead, 16.4% of Vietnamese citizens continue the activity undertaken during the second-level degree or before. Substantially Vietnamese graduates focus only on studying during the university course and only afterwards they start looking for a job.

One year after graduation, the types of work most widespread among Vietnamese graduates in 2019 are non-standard contracts, predominantly temporary contract and training contracts (49.2% against 31.5% for Italians), training contracts (16.4% for Vietnamese against 18.9% for Italian graduates) and permanent contracts, including the contract with increasing protections, respectively 8.9% for Vietnamese and 28.8% for Italians.

The self-employment work (freelancers, self-employed workers, entrepreneurs, etc.) is not widespread among Vietnamese graduates, while it involves 8.1% of Italian graduates in 2019. On the other hand, the contractual form called “other kind of self-employment”, that includes occasional collaboration contracts, service contracts (in particular professional consulting), occasional accessory work contracts and joint partnership contracts concerns 25.4% of Vietnamese graduates, it is only 4.8% for Italian graduates.

Regardless of the type of work carried out, 40.2% of graduates with Vietnamese citizenship is employed in part-time activities (it is 19.4% for Italian second-level graduates).

**Table 1: 2018 Graduates' Employment Status: second-level degree graduates interviewed one year after graduation**

Characteristics of the current job	2018 Vietnamese second-level degree graduates	2018 Italian second-level degree graduates
<b>Type of work activity (%)</b>		
Self employed	-	8.1
Permanent contract	8.9	28.8
Training contracts	16.4	18.9
Non-standard contracts	49.2	31.5
Research grant	-	1.2
Collaboration/Consultancy	-	3.0
Other kinds of self-employed jobs	25.4	4.8
Without contract	-	3.5
<b>Part-time incidence (%)</b>	<b>40.2</b>	<b>19.4</b>

Source: AlmaLaurea, Graduates' Employment Status Survey, Report 2020

Most Vietnamese graduates are employed in the private sector (85.0%; +4.4 percentage points than Italian second-level graduates); 15.0% in the non-profit sector (it is 5.2% for Italian graduates) and nobody in the public sector (it is 14.1% for Italian graduates).

A large part of Vietnamese graduates declares to carry out their activities within the services field: the percentage is equal to 85.2% (+13.2 percentage points than the Italians). In detail, manufacturing industry (21.0%), transport, advertising and communications (25.4%) and other services, such as cultural and recreational services and sports and other social and personal services (29.8%). The industry sector for Vietnamese graduates is composed only by the branch of chemistry and energy: it absorbs 14.8%, a percentage definitely lower than the Italian second-level degree graduates' one (26.0%). The branch of agriculture is not attractive for Vietnamese graduates.

Vietnamese graduates claim to receive a remuneration lower than Italian graduates: one year from graduation the net monthly earning is, in fact, equal to 1,164 € for Vietnamese graduates, while it is 1,263 € for Italian second-level degree graduates. The diffusion of part-time work strongly affects these results (it characterizes 19.4% of the Italian second-level degree graduates and 40.2% of Vietnamese graduates), as well as the percentage of those working abroad (24.0% for Vietnamese, against 5.5% for Italian graduates). Working abroad may mean higher or lower wages than Italian ones, it depends on the average living standard of the country where they work. Certainly if Vietnamese graduates work in Vietnam or in other Asian countries similar to Vietnam as living standard, their average net salary is lower than the average net salary that a graduate takes in Italy.

An important part of Vietnamese graduates employed works in the North of Italy (34.2% among Vietnamese graduates and 56.5% of Italian second-level graduates) while in the Centre of Italy almost half of them (41.8% against 20.6% of the Italian graduates); they are zero in the South of Italy or in the Islands (it is 17.2% for Italians). The distribution of the employed in the various territorial areas reflects not only

the different employment opportunities offered by the country, but also the different presence of Vietnamese students in the various Italian universities. It is not surprising that the percentage of graduates working abroad is definitely higher among Vietnamese graduates: if among the Italian second-level degree graduates involves 5.5% of the employed, among Vietnamese graduates rises to 24.0%. They are graduates who have achieved the second-level degree in Italy and then they have decided to change place for work.

**Table 2: 2018 Graduates' Employment Status: second-level degree graduates interviewed one year after graduation**

Characteristics of the company	2018 Vietnamese second-level degree graduates	2018 Italian second-level degree graduates
<b>Sector of activity (%)</b>		
Public	-	14.1
Private	85.0	80.5
Not-for-profit	15.0	5.2
<b>Branch of activity (%)</b>		
<b>Agriculture</b>	-	<b>1.2</b>
Engineering industries and precision engineering industries	-	8.3
Building industry	-	5.7
Chemistry/Energy	14.8	5.7
Manufacturing industry	-	6.3
<b>Total for industry</b>	<b>14.8</b>	<b>26.0</b>
Commerce	21.0	8.4
Credit and insurance	-	5.7
Transport, advertising and communications	25.4	5.3
Consulting	4.3	13.4
Computer science	4.6	6.7
Other services for companies	-	2.7
Public administration, armed forces	-	2.9
Education and research	-	11.9
Public health	-	4.4
Other services	29.8	10.6
<b>Total for services</b>	<b>85.2</b>	<b>72.0</b>
<b>Average monthly net earnings (in euro)</b>		
Male	1,248	1,393
Women	751	1,141
<b>Total</b>	<b>1,164</b>	<b>1,263</b>
<b>Work geographic area (%)</b>		
North-West of Italy	-	35.1
North-East of Italy	34.2	21.4
Centre of Italy	41.8	20.6
South of Italy	-	12.6
Isles of Italy	-	4.5
Abroad	24.0	5.5

Source: AlmaLaurea, Graduates' Employment Status Survey, Report 2020

To assess the correspondence between studies completed and profession carried out, an indicator of effectiveness of the degree was built. It combines formal request of the title for the exercise of their work and the use, in the work done, of the skills acquired during the university path.

One year after graduation, the second-level degree is considered “effective” or “very effective” for almost all the Vietnamese workers (90.8%, definitely higher than the percentage of Italian graduates – 55.0%). It is interesting to analyse, separately, the two components of the effectiveness index: the use of

skills acquired at university and the formal and substantial request of the title. With regard to the first element, it should be noted that, one year after graduation, all Vietnamese graduates claim to use the skills acquired at university (high level/limited level), respectively 50.6% and 49.4%; nobody claim not to use at all the skills acquired through the degree programme. Regarding the second component of the effectiveness index, 40.2% of employed Vietnamese graduates declares the degree is required by law for the exercise their profession (it is 26.0% for Italians); another 19.6% of graduates considers the title not required by law, but necessary to carry out the current work activity (for the Italian graduates is 27.5%). For 40.1% of Vietnamese employed graduates, the academic title, although not formally required, is considered useful for carrying out the current work (36.3% for the Italian graduates).

## Conclusions

An analysis of last surveys results run by AlmaLaurea and a review of main international literature related to graduates and youth employability allow us to underline few results and policies suggested by International organizations:

Regarding AlmaLaurea surveys, it is also interesting to underline some differences between the employment situation of Vietnamese graduates at one year after graduation: the survey results show us that young Vietnamese citizens who graduated in Italy, are working for private companies or for NGOs.

There are differences also at level of type of work activity. Permanent contracts is law for Vietnamese, while the non-standard contract are almost half of them.

There is also an increase in terms of remuneration: Vietnamese remuneration is in average around 1,164 € against 1,263 € for the Italians. This can be explained probably to the fact that some of them are returning in their origin country where the wages are lower than in Italy. We noticed an important difference of earnings between Vietnamese man and women (1,248€ against 751€).

Regarding the International view, the International Labour Office report (2013) highlights how the crisis is increasingly raising unemployment rates. Despite macroeconomic policies like low interest rates in many advanced economies, investment and employment have not shown tangible signs of recovery. The ILO report argues that policy-makers need to tackle uncertainty to increase investment and job creation and providing better coordination of different policy instruments. Policies should promote employment-centred and inclusive growth. These elements are vital if young people are to be given a fair chance at a decent job. At European level, an “*Evidence-based Policy-Making*” is in implementation phase. Current tools (e.g. Eurostat data, national reports, European Knowledge Centre for Youth Policy (EKCYP), EU Research Framework Programme) are a first step, as well as the triennial report on Youth in Europe. There is an equal need to share research results and for networking of researchers throughout Europe. For these objectives, the EU proposes to consolidate EKCYP by completing the country profiles, review existing trends for the priorities through Eurydice, design a dashboard of existing indicators and benchmarks concerning youth in

education, employment, inclusion and health, set up a Working Group to discuss possible “*descriptors*” (light indicators) for the priorities of participation, volunteering, creativity and youth in the world, as well as for NEETs (youngsters Not in Education, Employment or Training).

To create synergies between University and labour market, new and innovative approach should be analysed. New forms of collaboration and comparative analysis could have advantages in a triangulation view: for graduates (democratic access to labour market; gain new experiences and expertise; exploit innovative services oriented both to placement and to post graduate opportunities; exploit the international exchange experiences); for Universities (having more detailed statistical data useful for improving educational programmes; increase the internationalization of HEIs) and for society at large (improve the international cooperation and also benefits young people outside academia; enhance networks between Universities, Economy and Society overcoming fragmentation; promote safe and regulated channels for labour migration of the skilled workers). In order to achieve such objectives, the interaction between innovation, institutional change and new forms of collaboration between Higher Education Institutions with a particular attention to digitalization of services should continue in an intensive and strategic approaches. The actual global health emergency situation is teaching us that we can shape the new values, skills and knowledge we need for the future and consider this global crisis also an opportunity to develop new services. Following a path that include higher education level in an international context (international mobility and other international experiences) will give to young generation more opportunities on global labour market.

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