

28th Report 2025 Graduates' Profile

2026 Summary Report

Supported by



Methodological note

Rounding

For ease of reading, the percentages and averages reported are rounded to one decimal place (index numbers are rounded to two decimal places). Sum (for example, across categories of the same indicator) and differences (for example, between the various populations analysed) are calculated using unrounded values and may therefore not correspond exactly to those derived from the reported values.

Data comparability

Two online universities also participated in the survey, accounting for 6.4% of all 2025 graduates. To date, graduates from online universities have some very different characteristics from those at traditional universities (higher age at graduation, prevalence of studying workers, etc.), which affects the results observed for the graduate population as a whole. To ensure comparability over time with previous surveys, for the year 2025 the overall data (including online universities) is therefore presented alongside the data that excludes graduates from these universities.

Note that the following phenomena are not surveyed for online universities: mobility for study purposes, class attendance, all student support services and degree completion time. Consequently, graduates from online universities are also excluded from the multivariate analyses.

When interpreting the results by degree type and field of study, recall that the proportion of graduates from online universities is not uniform across the various courses of study.

For more information see the [Methodological Notes](#) (in Italian).

As part of its efforts to combat gender stereotypes, AlmaLaurea has begun reviewing its texts to give greater linguistic visibility to differences. However, this summary often uses the generic masculine form to ensure that the data are easy to read and the presentation is clear. Masculine forms should therefore be understood as inclusively referring to all people of any gender involved in the surveys and represented in the data.

Complete documentation is available at: www.almalaurea.it/en/our-data/almalaurea-surveys/graduates-profile.

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Summary of the 2026 AlmaLaurea Report on Graduates' Profile (28th Survey)

1. The survey and its context

The 28th AlmaLaurea survey on Graduates' Profile takes into account 334,601 graduates in the calendar year 2025¹ from 81 Universities participating in AlmaLaurea.² Two online universities also participated in the survey, accounting for 6.4% of all 2025 graduates.³

The population of graduates breaks down as follows: 194,426 first-level graduates (representing 58.1% of all graduates in 2025), 33,066 single-cycle second-level graduates (9.9%), 107,109 two-year masters (32.0%).⁴ The five largest fields of study (health and pharmacy; economics; engineering and engineering trades; natural sciences, mathematics, physics and statistics; politics, social sciences and communications) together account for almost 60% of the graduates. Most fields of study include a "3+2" structure, while six of them also have single-cycle second-level graduates.

The questionnaire was completed by 306,914 graduates, representing 91.7% of the total population surveyed.

The documentation presented is analysed separately for each degree type, each of which is characterised by a different composition by field of study.

Single-cycle second-level and first-level courses of study are the only ones that can be accessed with a high school/secondary school diploma. The first-level graduates come from 15 fields of study, with a greater concentration in economics (15.0%), health (12.4%), engineering and engineering trades (11.2%), politics, social sciences and communications (10.7%) and natural sciences, mathematics, physics and statistics (9.2%) groups. The single-cycle second-level courses of study (lasting at least five years) are concentrated in a few fields: health and pharmacy (47.5% of single-cycle second-level graduates), law (28.7%), education (16.5%, with only the degree class in Primary Schooling Sciences), architecture and construction (5.0%), veterinary (2.1%), humanities and literature (in 2025, only 75 graduates - that is 0.2% - are in the Conservation and Restoration of Cultural Heritage course of study instituted by the Italian Ministerial Decree of 2 March 2011).

The two-year master's courses are open to graduates who have already earned at least one first-level degree. The two-year masters are divided into 15 fields of study, most from four of them: economics and engineering and engineering trades (both 15.9%), natural sciences, mathematics, physics and statistics (13.9%) and politics, social sciences and communications (10.1%). In the joint analyses by field of study and degree type, single-cycle second-level graduates in humanities and literature are not taken into account due to their small number.

¹ AlmaLaurea also conducts annual surveys on the Graduates' Profile and Occupational Condition of PhD and Academic Master graduates. The results of the most recent surveys are available at www.almalaurea.it/en/our-data/almalaurea-surveys.

² As at June 2026, 84 Universities are members of AlmaLaurea.

³ For more information on the characteristics of the population involved in the survey, see the [Methodological Notes](#).

⁴ Recall specifically that starting with the 2022 survey, graduates of courses pertaining to the programme before the reform of Italian Ministerial Decree no. 509/1999 were excluded (including graduates from Primary Education Sciences, reformed by the more recent Italian Ministerial Decree no. 249/2010). This population had been entirely residual for years (473 graduates in 2025) and had substantially delayed academic careers. Documentation is available at www.almalaurea.it/en/our-data/almalaurea-surveys/graduates-profile.

Any analysis of the performance of the Italian university system must necessarily take into account the broader context in which our country operates. Italy continues to lag significantly behind in education levels, both among the adult population and among younger people. In 2025, the share of graduates in Italy among 25-34-year-olds stood at 31.1%, placing the country near the bottom of European rankings, ahead only of Romania (Eurostat, 2025a). These results are even more concerning when considering that one of the strategic goals of the 2030 Agenda for Sustainable Development adopted by the UN General Assembly (ONU, 2015) is to achieve a 45.0% graduation rate among 25-34-years-olds by 2030 (Consiglio dell'Unione europea, 2021), a target that Italy is unlikely to meet. Moreover, there are still too many young people aged 15-29 who are neither studying nor working. These so-called NEETs (Not in Education, Employment or Training) accounted for 13.3% of Italian youth in 2025, a percentage that in any case has declined in recent years (Eurostat, 2025b). Nevertheless, Italy remains one of the countries with the highest NEET rate in the European Union (together with Greece, Bulgaria and Romania) and above the EU average (10.9% in 2025). Adding to an already complex situation is the limited investment in tertiary education (OECD, 2025). In 2022, Italy allocated just 1.0% of its GDP to the sector (a value that has remained stable), placing it well behind the major European countries and the OECD average (1.4%).

To outline the context in which the country operates, it is important to monitor university enrolment trends. According to the latest data from the Ministry of University and Research (MUR-USTAT), enrolments rose from 284,000 to 338,000 (+19.0%) between 2000/2001 and 2003/2004, mainly due to a return to university by large segments of the adult population after the introduction of the “3+2” (Italian Ministerial Decree no. 509/1999). Enrolments then fell significantly until 2013/2014, decreasing by 20.5% compared with 2003/2004. Since 2014/2015 enrolments have started to rise again, reaching +16.7% in 2019/2020 compared to 2013/2014 and continuing to grow in 2020/2021, partly due to the impact of the pandemic on the labour market (+25.4% compared to 2013/2014). From academic year 2021/2022 to the most recent academic year, 2024/2025, the number of enrolments increased gradually to 362,000. This value remains higher than that recorded in 2019/2020 (pre-pandemic period). Several factors affect enrolment trends: the sharp demographic decline in the population of 19-year-olds (according to Istat data, -41.3% compared to 1984, when it reached its highest level); a low university transition rate (52.4% in 2023 according to Istat data); a student support system that still needs strengthening (according to data from the Piedmont Regional Observatory for Universities and University Student Support, in the academic year 2023/2024 only 16.8% of enrolled students were eligible for a scholarship); and the financial difficulties faced by families in affording higher education. It is important to remember that university education should be the main driver of social mobility and the key tool available to public authorities to address unequal opportunities (Istat, 2024). Far too often, in the absence of adequate investment in education and effective student support and guidance policies, young people's socio-economic background continues to play a major role in shaping their educational and career choices (Istat, 2025). In this complex and multifaceted context, the Graduates' Profile Survey provides a snapshot of graduates' characteristics, their university achievements, the experiences they have gained during their studies, the evaluation of the studies they have completed, post-graduation study prospects and prospects for employment.

2. Gender and social background

Gender

Women, who since the early 1990s account for more than half of all graduates in Italy, represent 59.6% of all graduates in 2025,⁵ a share that has tended to remain stable over the last ten years.⁶ The percentage observed when graduates from online universities are excluded are broadly in line with those for the graduate population as a whole.

Women accounted for 69.9% of graduates from single-cycle second-level courses of study, a considerably higher proportion than what was observed among two-year masters (58.3%) and first-level graduates (58.6%). The proportion of women decreases at the third level of university education, where it is close to 50% among PhD graduates (49.7%; AlmaLaurea, 2025).

There is a strong differentiation in the gender composition of the various fields of study, confirming the greater propensity of women to choose humanistic courses over scientific ones, in particular those of the STEM area (science, technology, engineering, mathematics).⁷ Among 2025 graduates, women accounted for 40.5% of graduates in STEM disciplines, a share that has remained stable over the past ten years. In the first-level courses, women constitute a significant majority in education (94.2%), foreign languages (83.5%), psychology (81.5%), health (73.7%) and arts and design (73.5%). Conversely, they represent a minority in information and communication technologies (ICTs) (14.8%), engineering and engineering trades (25.6%) and sports sciences and physical education (31.4%). A similar distribution can also be observed within two-year masters. Women accounted for a very high proportion of graduates in education (92.2%), foreign languages (85.7%), psychology (82.1%) and arts and design (72.4%); while they are very few in information and communication technologies (ICTs) (25.5%), engineering and engineering trades (29.1%) and sports sciences and physical education (29.2%). In single-cycle second-level degrees women prevail in all fields of study: from 94.6% in education to 61.2% in architecture and construction.

Social background

For years AlmaLaurea has been pointing out that the population of graduates comes from more elevated socio-cultural backgrounds compared to the Italian population in general, confirming the persistence of strong gaps in access to third-level education. This is supported by the fact that overall 15.1% of Italian men between 45 and 64 years (the reference age group for fathers of graduates) obtained a university degree.⁸ But among the fathers of graduates surveyed by AlmaLaurea, this share is appreciably higher at 21.1%. The comparison between the Italian female population and the mothers of graduates leads to similar conclusions (respectively 19.1% and 23.7%). This means that the parents of university graduates more frequently have a university degree than the population of the same age

⁵ On this topic, AlmaLaurea published in February 2026 “2026 Gender Report” (AlmaLaurea, 2026a).

⁶ Although the composition of the graduate population surveyed by AlmaLaurea in 2015 was different from the current one, both, in terms of number of universities and of degree types (pre-reform courses under Italian Ministerial Decree no. 509/1999, first-level and second-level), specific analyses conducted using the same participating universities confirmed the overall robustness of the comparisons over time presented in the Report.

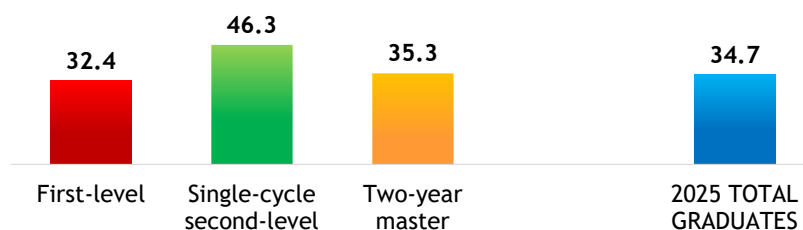
⁷ Graduates from the STEM area are those from the following fields of study: natural sciences, mathematics, physics and statistics; information and communication technologies (ICTs); architecture and construction; engineering and engineering trades.

⁸ Analysis of 2025 Eurostat data with respect to the population by age and level of education.

as a whole. Jointly considering the levels of educational of fathers and mothers of the graduates analysed by AlmaLaurea, the proportion of graduates with at least one parent with a university degree increased over the past ten years (from 28.5% in 2015 to 34.7% in 2025). The trends observed for the 2025 graduate population as a whole were partly affected by the presence of graduates from online universities. When these graduates are excluded, the proportion with at least one parent with a university degree reaches 35.6%, confirming an upward trend compared to recent years.

The proportion of graduates with at least one parent with a university degree was 32.4% among first-level graduates, 35.3% among two-year masters and rose to 46.3% among single-cycle second-level graduates (Figure 1). Among first-level graduates and two-year masters in 2025 the percentage of those who have at least one parent with a university degree was particularly evident in engineering and engineering trades (41.3% and 42.2% respectively), while among single-cycle second-level graduates it was even more pronounced, at 55.1%, in health and pharmacy.

Figure 1 2025 graduates: at least one parent with a university degree obtained, by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

Among graduates who have at least one parent with a university degree, it is interesting to note the consistency between the fields in which the parents and their children earned their degrees. Among the latter, 18.5% of them complete their studies in the same field of study as one of their parents. This share rises to 34.7% among single-cycle second-level graduates, these degrees most often provide access to professional practice, specifically law (39.5%) and health and pharmacy (37.5%).

Graduates with a high social background (i.e. those whose parents are entrepreneurs, self-employed and managers) accounted for 22.4% in 2025 (20.7% among first-level graduates, 22.4% among two-year masters and 32.3% among single-cycle second-level graduates). Conversely, graduates with a less-favoured social backgrounds, whose parents perform blue collar occupations are 23.3% (25.1% among first-level graduates, 21.9% among two-year masters and 17.2% among single-cycle second-level graduates).

Although schematic, these data highlight the weight of social background on the choices and possibilities of successfully completing a university education. Enrolment in single-cycle second-level courses inevitably requires a longer term investment than first-level degrees, an investment that will often continue with further specialisation courses. This is part of the reason why single-cycle second-level graduates represent a population with a relatively high social background, particularly those in health and pharmacy (38.1%), law (34.9%) and veterinary (33.0%). Moreover, the social background of two-year masters tends to be higher than that of first-level graduates. This is because a further socio-

economic selection occurs in the transition between the two levels of study. In brief, graduates whose families are culturally favourable and more suited to supporting their children's studies are more likely to continue their studies.

3. Geographical origin and educational background

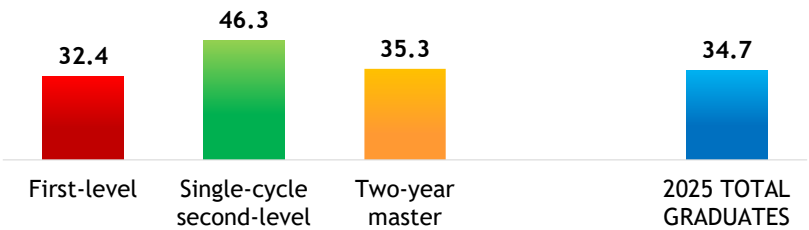
Geographical origin

In 2025 42.5% of the graduates earned their degree in the same province in which they had earned their high school/secondary school diploma, while one quarter moved to a neighbouring province (25.8%). Consequently, over 68% of 2025 graduates studied at most in the province neighbouring the one where they got their high school/secondary school diploma. This value has decreased over time (it was 73.7% in 2015). Despite a slight increase over the past year (from 67.7% in 2024), substantial longer-distance mobility for study purposes remains evident.

The percentage of graduates who have studied at most in a province adjacent to where they got their high school/secondary school diploma is also higher among first-level graduates (74.0%) and single-cycle second-level graduates (69.6%), while it falls significantly among two-year masters (57.9%; Figure 2).

The data show that the choice to move for study reasons (long-range mobility) is more frequent in the transition from the first to the second level.

Figure 2 2025 graduates: level of mobility for study (up to a neighbouring province of the one where the high school/secondary school diploma was earned), by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

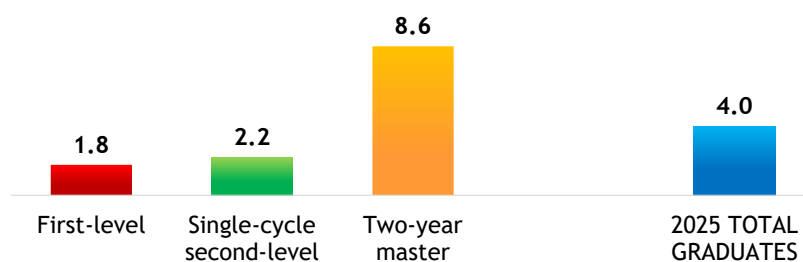
At field of study level, the share of graduates who moved at most to a neighbouring province is highest in education (80.2%), sports sciences and physical education (77.0%) and economics (72.3%), and lowest in arts and design (60.3%), psychology (62.5%) and politics, social sciences and communications (62.6%). The choice to study "close to home" is explained, among other things, by the widespread of university campuses⁹, but also by the need for less favoured families to keep education costs down. Indeed, 73.6% of graduates from less favoured backgrounds studied in the neighbouring province where they earned their diploma, compared to 64.5% of graduates from high social backgrounds.

⁹ As a matter of fact, almost all Italian provinces are home to one or more university programmes.

In 2025, 18,787 citizens from other countries graduated from one of the universities in AlmaLaurea Consortium. Graduates with foreign citizenship account for 5.6% of all graduates and are increasing: they counted 3.4% in 2015. However, these are mostly young people belonging to immigrant families but living in Italy where 28.2% of graduates with non-Italian citizenship have obtained a high school/secondary school diploma in our country (35.7% in 2015).

By taking into consideration the share of graduates with foreign citizenship with a high school diploma earned abroad, which probably identifies the segment of the population that moved to Italy when choosing the university, the value among the 2025 graduates is 4.0% and has slightly increased in recent years (it was 2.2% in 2015). The trends observed for the 2025 graduate population as a whole were partly affected by graduates from online universities, where the proportion of graduates from abroad is particularly low. When these graduates are excluded, the percentage of graduates of foreign nationality who earned their diploma abroad increases to 4.3%. The value rises to 8.6% among two-year masters and decreases to 2.2% among single-cycle second-level graduates and 1.8% among first-level graduates (Figure 3).

Figure 3 2025 graduates: foreign citizens with high school/secondary school diploma abroad, by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

While 36.8% of all foreign nationals, including those who earned their high school/secondary school diploma in Italy, come from Europe (in particular from Romania and Albania, 8.5% and 4.8%, respectively), among foreign graduates who earned their high school/secondary school diploma abroad, the share of those coming from Europe fell to 26.4%; 53.9% of foreign graduates came from Asia and Oceania and the most represented country is Iran with 15.8%, followed by China (6.5%), Turkey (6.2%) and India (5.7%).

Foreign graduates who earned their high school/secondary school diploma abroad are more heavily represented in specific fields of study, particularly in architecture and construction (11.6%), but also in information and communication technologies (ICTs; 8.0%), engineering and engineering trades (6.0%), agriculture, forestry and veterinary (5.6%), politics, social sciences and communications (5.1%), economics (5.0%), natural sciences, mathematics, physics and statistics (4.6%) and arts and design (4.4%). In contrast, in the field of study of education less than 1% of foreign graduates (0.5%) earned their high school/secondary school diplomas abroad.

Educational background

As for the educational background of graduates in 2025, a prevalence of high school diplomas (71.5%) is found, in particular for scientific high school diplomas (held by 36.3% of graduates) and high school diplomas in language and classical studies (respectively 11.5% and 11.2%). This is followed by technical secondary school diplomas (20.3%) while vocational diplomas are marginal (3.7%).

The share of graduates with a high school diploma rose from 75.6% in 2015 to 76.9% in 2018, then declined in recent years to 71.5% in 2025. In contrast, those with technical secondary school diplomas fell from 19.9% in 2015 to 18.8% in 2018, before rising again to 20.3% in 2025. Vocational secondary school diplomas were broadly stable between 2015 and 2018 and subsequently increased to 3.7% in 2025. The trends observed for the 2025 graduate population as a whole were partly affected by the presence of graduates from online universities. When these graduates are excluded, 72.8% of graduates had a high school diploma, 19.1% had a technical secondary school diploma and 3.4% had a vocational secondary school diploma, a pattern broadly in line with recent years.

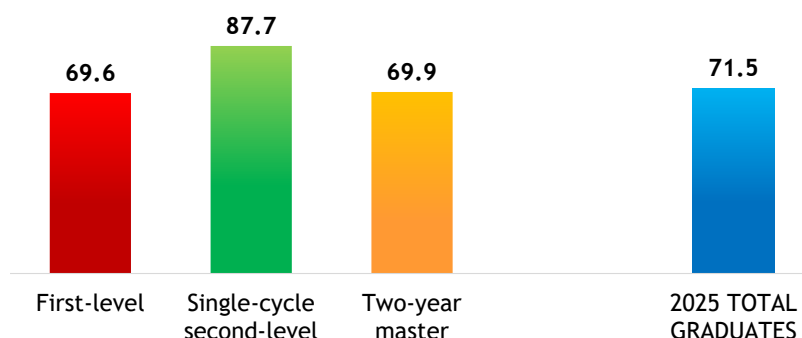
These trends may be influenced by the recent introduction of professionally oriented degree programmes, aimed particularly at graduates of technical and vocational secondary schools and designed to train professionals for immediate entry into the labour market.¹⁰ Indeed, it should also be remembered that since 2010 there have also been Higher Technical Institutes, which offer highly specialised technical training to young people who do not wish to go on to study at the university.

Focusing on graduates with a high school diploma, slight differences can be observed between first-level graduates and two-year masters, while single-cycle second-level graduates are strongly identified (Figure 4). Among the last-mentioned graduates, 87.7% have in fact a high school education, mainly in scientific studies (45.9%), in classical studies (22.9%), in humanities (9.6%) or in foreign languages studies (7.6%). This compared to 69.6% of first-level graduates (34.2% from scientific studies, 12.5% from foreign languages studies, 10.8% from humanities and 9.2% from classical studies) and 69.9% of two-year masters (37.2% from scientific studies, 11.1% from classical studies, 11.1% from foreign languages studies and 8.4% from humanities).

It is worth highlighting a strong link between the type of high school/secondary school diploma earned and the field of study chosen for university studies, which also shows a certain stability over time. While on the whole 69.6% of first-level graduates come from a high school diploma, such educational background relates to the majority of graduates in humanities and literature (87.5%) and psychology (84.1%). On the other hand, graduates with a high school diploma are less common among graduates in information and communication technologies (ICTs; 44.3%) and in agriculture and forestry (45.2%), among whom technical diplomas are more common; vocational diplomas only in the case of the agriculture and-forestry field of study.

¹⁰ The first-level graduates of 2025 still include few graduates in vocational course of study, which were launched in the 2018/2019 academic year. This refers to 218 graduates from courses of study launched before the introduction of the new vocational first-level's degree classes L-P01, L-P02, and L-P03 (Ministerial Decree no. 446/2020), plus 336 graduates from those degree classes.

Figure 4 2025 graduates: high school/secondary school diploma (classical studies, scientific studies, foreign languages, humanities, art, music and dance), by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

Two-year masters have an educational background fairly similar to that of first-level graduates, characterised mainly by high school diplomas (69.9%) and technical secondary school diplomas (18.3%), with similar differences by field of study.

As previously mentioned, 87.7% of single-cycle second-level graduates came from a high school diploma; this percentage is greater than 90% among graduates in health and pharmacy (90.3%). Compared to the average for single-cycle second-level graduates, the share of graduates with a technical diploma (8.6%) is higher among graduates from architecture and construction (17.2%), law (12.4%) and education (10.9%). As one might expect, this percentage is negligible among graduates in health and pharmacy (4.5%).

Another important aspect to take into consideration when analysing the educational background of graduates is the average high school/secondary school diploma mark, which among 2025 graduates was 84.3 out of 100 (in 2015 it was 81.4). The trends observed for the 2025 graduate population as a whole were partly affected by the presence of graduates from online universities. When the latter are excluded, the average high school/secondary school diploma mark is 84.8 out of 100. The average high school/secondary school diploma mark among two-year masters is 83.8 out of 100, compared with 84.4 among first-level graduates. This result, verified in most field of study, is in contrast to that of previous years, where it was evident that the most prepared students tended to continue their studies after the first-level degree. The sharp increase in high school/secondary school diploma marks among first-level graduates is likely due to the fact that almost 40% of them got their high school/secondary school diplomas during the pandemic years, 2020 and 2021, years that saw a noticeable increase in final marks compared to the previous period.¹¹ By contrast, nearly all two-year masters earned their high school/secondary school diploma before the pandemic and therefore did not “benefit” from the increase in high school/secondary school marks observed during the COVID-19 years.

Among 2025 first-level graduates, the high school/secondary school diploma mark was highest for graduates in engineering and engineering trades (88.8 out of 100), natural sciences, mathematics, physics and statistics and humanities and literature (87.9 out of 100 for both) and foreign languages (87.2 out of 100). Conversely, the high school/secondary school diploma mark was appreciably lower

¹¹ Indeed, AlmaDiploma data show that the average secondary-school diploma mark rose by over 5 points (on a 100-point scale) between 2019 and 2021 (from 77.1 in 2019 to 81.7 in 2020 and 82.7 in 2021). These values progressively returned to pre-pandemic levels between 2022 and 2025.

than the average among graduates in sports sciences and physical education (77.7 out of 100), law (79.0 out of 100) and education (79.6 out of 100).

Among 2025 two-year masters, whose overall high school/secondary school diploma mark was 83.8 out of 100, the mark reached or exceeded 86.0 out of 100 in engineering and engineering trades (87.6 out of 100), foreign languages (86.4 out of 100) and natural sciences, mathematics, physics and statistics (86.0 out of 100).

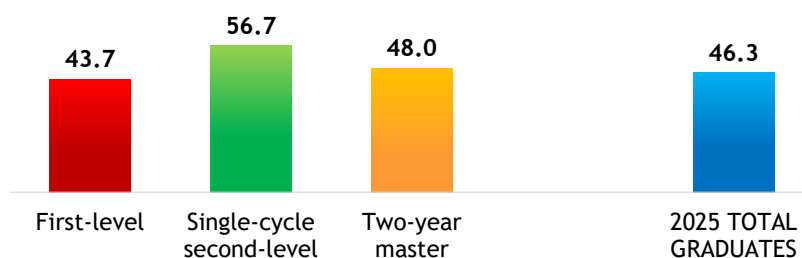
The high school/secondary school diploma marks are even higher among single-cycle second-level graduates, who on average earn 85.7 out of 100. The reasons for these particularly brilliant results can be partly attributed to the selection process for accessing courses with number-based admissions, which characterises single-cycle second-level course of studies more than others. It is not surprising to note that the high school/secondary school diploma marks are particularly high among graduates in health and pharmacy (88.4 out of 100).

4. Reasons behind the choice of the course of study

The survey explores the reasons why students chose the course of study when they enrolled at university, with students indicating the extent to which cultural factors (interest in the subjects taught) and professional factors (career prospects) influenced their decision. For 46.3% of graduates, both components were considered very important. Meanwhile, 29.3% chose their degree mainly for cultural factors, 10.1% mainly for professional factors, and 14.1% said neither factor was particularly influential. It is interesting to note that this latter percentage, after increasing until 2018 (from 17.2% in 2015), declined between 2019 and 2023 before beginning to rise again over the past two years. At the same time, the share of graduates who rated both cultural and professional factors definitely important decreased slightly, while the share of graduates who chose the course of study mainly for cultural or professional factors were broadly stable over the past three years. The percentages observed when graduates from online universities are excluded are broadly in line with those for the graduate population as a whole.

Single-cycle second-level graduates are especially driven by both cultural and professional factors: 56.7% considered both factors very important, compared with 48.0% of two-year masters and 43.7% of first-level graduates (Figure 5).

Figure 5 2025 graduates: very important reasons for the choice of the course of study (both cultural and professional factors), by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

Among single-cycle second-level graduates driven by both cultural and professional factors, the highest shares are found in health and pharmacy (62.4%) and education (59.2%), while the lowest are in architecture and construction (43.9%), law (48.1%) and veterinary science (51.5%). Among two-year masters, the share of those who found both factors decisive is highest in engineering and engineering trades (57.8%), information and communication technologies (ICTs; 57.6%) and economics (55.1%). The lowest shares are found in humanities and literature (37.1%) and arts and design (37.5%), fields in which students primarily chose their degree for cultural reasons. Among first-level graduates, trends vary widely across field of study: the highest shares are seen in health (59.5%), but also in education (51.8%) and in information and communication technologies (ICTs; 50.5%). The lowest shares are in humanities and literature, arts and design, politics, social sciences and communications, and foreign languages (ranging from 26.9% to 32.9%).

5. Experiences during university studies

According to the survey, experiences during university studies are mainly focused on study abroad, curricular internship experiences and work during studies.

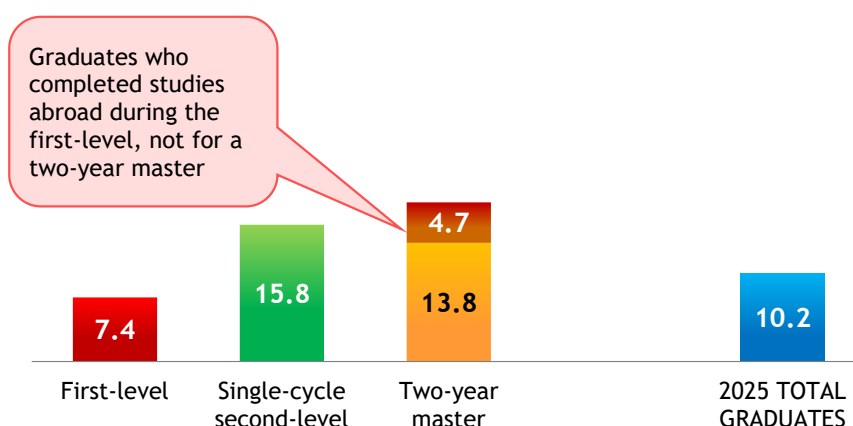
Study abroad experiences

Study abroad experiences gained during the course of study and recognised by the course of study involved a total of 10.2% of graduates in 2025¹² (Figure 6). In most cases (9.1%) these involved European Union programmes (Erasmus in first place), while the other experiences recognised by the course of study (Overseas, thesis abroad, etc.) were much less common (1.2%).

The proportion of graduates with a study abroad experience that was recognised during the course of study, which had increased slightly until 2020 (when it stood at 11.3%), dropped significantly in 2021 and 2022 (when it fell to 8.5% and 8.3%, respectively), due to the pandemic, during which study abroad experiences came to a standstill due to the severe travel restrictions. Over the past three years, however, these experiences recovered slightly (+2.0 percentage points compared to 2022, although the proportion remained broadly unchanged over the past year), involving 10.2% of graduates in 2025. The trends observed for the 2025 graduate population as a whole were partly affected by graduates from online universities, where study abroad is less common. When graduates from these universities are excluded, these experiences reach 10.8%, returning to levels close to those recorded before the pandemic.

¹² For the sake of brevity, the entirely marginal share of graduates who had a study abroad experience on their own initiative (0.6% of 2025 graduates) was not reported.

Figure 6 2025 graduates: study abroad recognised by the course of study, by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

Among the 2025 first-level graduates, the recognised study abroad experiences involve 7.4% of graduates, with a particularly marked peak in foreign languages (23.7%) and above-average values in politics, social sciences and communications (13.7%) and economics (11.1%).

However, among single-cycle second-level graduates, study abroad experiences recognised by the course of study are relatively more common and involve 15.8% of graduates. The percentages are particularly high in architecture and construction (23.2%), veterinary (20.0%), law (18.2%) and health and pharmacy (16.7%).

Among 2025 two-year masters, 13.8% studied abroad during the two-year master's degree and another 4.7% did so exclusively during their first-level course of study. As a result, over 18% of two-year masters have included at least one study abroad experience in their curriculum.

Study abroad experiences during two-year master's studies were particularly common not only, as expected, among foreign language graduates (22.3%), but also among graduates in engineering and engineering trades (18.5%) and economics (17.4%). These experiences were also above average (13.8%) among graduates in agriculture and forestry; information and communication technologies (ICTs); politics, social sciences and communications; architecture and construction; and law.

Among graduates who gained study experience abroad recognised by their course of study, 80.2% took at least one exam that was validated upon their return to Italy. This value saw an increase of around 5 percentage points in the last ten years. 22.2% of those who completed a period of study abroad prepared a relevant part of their theses there (a percentage that rises to 39.2% among two-year masters and regards 8.8% of first-level graduates). After recovering in the initial post-pandemic period, this percentage is declining and stands well below the percentage recorded in 2015 (-7.4 percentage points).

Satisfaction with recognised experiences abroad is very high (97.6% in 2025), with rates consistently exceeding 95% in recent years. These are experiences that, aside from rounding out their personal background, allow them to acquire greater language skills. In fact, 92.5% of graduates who studied abroad in recognised programmes know at least one foreign language with a self-assessment at a level equal to or higher than B2 in writing. Conversely, this share is 65.7% among those who had not such an experience.

A specific analysis (AlmaLaurea, 2026b) shows that, all things being equal, those who completed a period of study abroad (recognised by their course of study or arranged on their own)¹³ are more likely to be employed one year after graduation than those who never spent time abroad (+9.4%).

Internships

Curricular internships carried out and recognised by the course of study represent for Italian universities one of the strategic goals in terms of understanding and collaboration between universities and the economic system. In 2025, 60.9% of graduates had a curricular internship (Figure 7). In 2015 they involved 55.5% of graduates, and until 2019 there was a steady increase (bringing this share to 59.9%), which was followed by a noticeable contraction (by almost 3 percentage points) between 2020 and 2021, probably due to the pandemic. Since 2022 the share of graduates with this experience has risen. The percentage observed when graduates from online universities are excluded are broadly in line with those for the graduate population as a whole.

37.7% of graduates had their curricular internship in a non-university setting, 12.0% in a university setting and 10.7% had a job that was then recognised by their course of study. After the increase in experiences within the university and concurrent decrease in those outside in 2020 and 2021, this trend reversed in the last four years suggesting a gradual return to normality after universities had tried to make up for the difficulties of companies hosting students in their facilities during the pandemic. Those who experienced a curricular internship show a high level of satisfaction: 94.1% of graduates expressed a positive opinion, a percentage that has remained more or less stable in recent years.

More specifically, the internship recognised by the course of study involved 59.6% of first-level graduates. In particular 37.7% had these experiences in a non-university setting. Internships are part of the educational background of more than 80% of first-level graduates in education (90.1%), health (89.3%), agriculture-forestry (82.4%). The minority of graduates in engineering and engineering trades (30.9%) and humanities and literature (32.6%) are instead involved in internships. Among first-level graduates, however, internships were less common (54.9%) among those who intend to pursue further studies with a two-year master's degree.

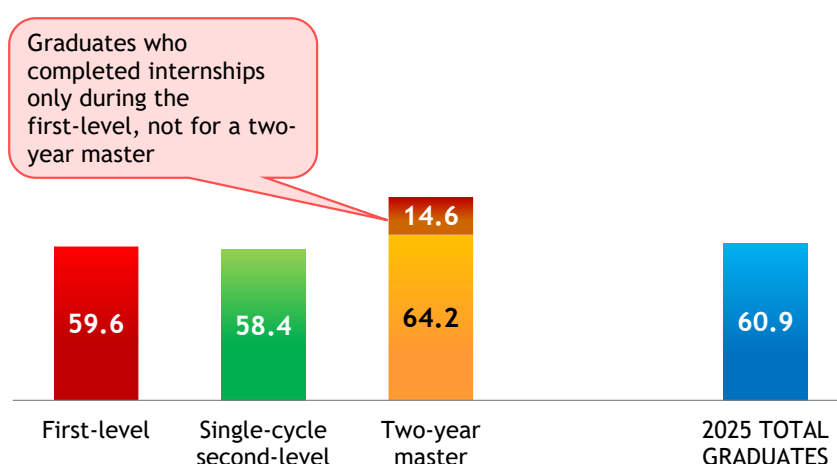
Curricular internships were also common among two-year masters, reaching 64.2%. It should be noted, however, that another 14.6% of two-year masters, despite not having completed internships during the two-year period, nevertheless gained such an experience during their first-level university studies. Consequently, over 78 out of 100 of two-year masters have curricular internship experience as part of their educational background.

These activities were again more common among graduates in sports sciences and physical education (86.9%), health (85.6%) and education (77.4%), and less common among graduates in humanities and literature (44.1%).

With reference to single-cycle second-level courses of study, curricular internships involved 58.4% of graduates, although the situations differ widely according to the field of study. As many as 83.7% of graduates in education engaged in these activities compared to 27.7% of those in law.

¹³ These include study experiences undertaken under a European Union programme, e.g. Erasmus, and other programmes recognised by the course of study, e.g. Overseas. They also include study abroad undertaken on the graduate's own initiative. This information reflects not only experiences undertaken in the degree course of study just completed, but also any study abroad experiences during previous university courses.

Figure 7 2025 graduates: internships recognised by the course of study, by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

Work during studies

68.0% of the 2025 graduates gained work experience during university studies, specifically 11.3% are studying workers¹⁴ and 56.7% are working students.

Following a broad stability between 2015 and 2020 (at around 65%), the proportion of graduates with work experience during their studies declined slightly in 2021 and 2022, partly due to the emergency caused by the Covid-19 pandemic (64.2% and 64.1%, respectively), before beginning to increase again in 2023 (66.2% in 2023, 66.7% in 2024 and 68.0% in 2025). The percentage observed in 2025 was affected by the presence of graduates from online universities, where work experience during studies is more common. When these graduates are excluded, 66.6% gained work experience during their studies, broadly in line with the percentage found for 2024 graduates.

69.1% of first-level graduates performed some kind of work while studying. 10.5% were studying workers. Graduates with work experience were more frequent in law (84.0%), sports sciences and physical education (82.5%), education (80.5%), politics, social sciences and communications (77.1%) and agriculture and forestry (76.2%). Although still involving over half of graduates, this type of experience was less common in health (56.8%), information and communication technologies (ICTs; 59.3%) and engineering and engineering trades (60.7%). More specifically, studying workers were particularly numerous in law (46.4%), education (21.7%), sports sciences and physical education (16.8%) and architecture and construction (12.3%). They accounted for only 5% of graduates in health and natural sciences, mathematics, physics and statistics.

As shown previously, single-cycle second-level courses of study are attended more than others by young people from more favourable family backgrounds. Although family context influences working experience, which is often a source of funding for university studies, more than half of single-cycle second-level graduates (58.6%) are involved in working activities, ranging from 78.6% of graduates in education to 46.4% of graduates in health and pharmacy. It is true however that only 6.4% of single-cycle second-level graduates were for all intents and purposes studying workers.

¹⁴ Studying workers are those who stated that they worked continuously on a full-time basis for at least half of the duration of their studies, both during and after lectures.

68.9% of two-year masters worked during their master's studies, a share ranging from 89.9% in health to 55.8% in engineering and engineering trades. Studying workers accounted for 14.3%, although their proportion was considerably higher among graduates in health (48.5%) and education (38.4%). Conversely, it was lowest among graduates in natural sciences, mathematics, physics and statistics (5.1%), engineering and engineering trades (6.6%) and architecture and construction (8.7%).

6. Study conditions

Class attendance

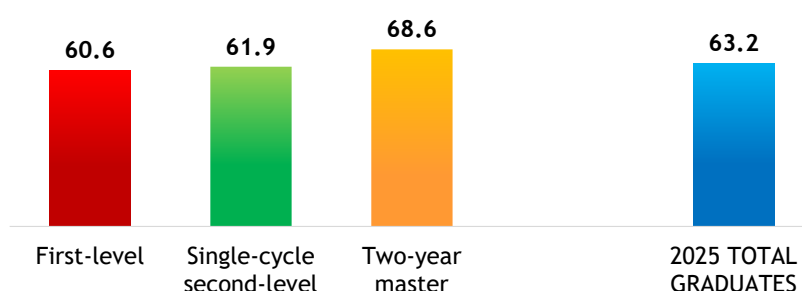
63.2% of 2025 graduates regularly attended classes for at least three quarters of the planned lessons: 60.6% for first-level graduates, 61.9% for single-cycle second-level graduates and 68.6% for two-year masters (Figure 8).

The time series shows that the proportion of graduates who regularly attended at least 75% of the planned lessons increased slowly and steadily until 2021, when it peaked at 71.7%, before declining progressively over the past four years by more than 8 percentage points. Class attendance therefore fell below the percentage recorded ten years earlier (68.1% in 2015).

As already mentioned, 60.6% of first-level graduates stated that they regularly attended classes. Here also there are relevant differences among individual fields of study. Class attendance is particularly high in health (85.1%), architecture and construction (78.2%) and engineering and engineering trades (68.5%). Conversely, class attendance was relatively lower among graduates in education (40.0%) and psychology (41.9%).

Among single-cycle second-level graduates, 61.9% attended classes for at least three quarters of lectures. The percentage was higher in architecture and construction (90.1%) but fell to 42.9% among graduates in law and 44.6% among graduates in education.

Figure 8 2025 graduates: regular attendance of at least 75% of lectures, by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

The two-year masters were particularly diligent in their attendance (68.6%). Class attendance differs appreciably according to field of study, from the highest in architecture and construction (83.9%), engineering and engineering trades (77.0%), natural sciences, mathematics, physics and statistics (73.3%) and law (73.1%) to the lowest in education (34.0%).

Scholarships and other student support services

Among graduates in 2025, besides scholarships (28.8%), the services used at least once and provided by the right to higher education body were canteens/foodservice (31.9%), transport subsidies (25.8%), book loans (23.1%), aid for international mobility (17.7%), vouchers for the purchase of books (11.2%), rent subsidies (10.3%), vouchers for the purchase of computer equipment (9.4%), part-time work (9.2%) and housing (4.2%).

In general, graduates are satisfied with the student support services provided by the institution for the right to education, with peaks of 86.8% for the loan of books. Conversely, graduates are less satisfied with vouchers for the purchase of computer equipment (56.3% satisfied).

As established by the Italian Constitution (Article 34, paragraphs 3 and 4), scholarships are the main tool for providing financial support to “deserving students without financial means”. However, the coverage of the scholarship is not yet completed, despite improvements in recent years that have brought it to 97.7% of those eligible, and it is not uniform throughout the country (Osservatorio Regionale del Piemonte, 2026).

AlmaLaurea data show that the use of scholarships increased in recent years (+6.7 percentage points compared to 2015, including an increase of about one percentage point per year over the past three years), probably as a result of the most recent regulatory measures that have expanded the pool of beneficiaries (expansion of the NoTax area and the ISEE brackets for which full or partial exemptions are provided).¹⁵

Over the same period, graduate satisfaction with both the timing of scholarship disbursement and the adequacy of the amount increased strongly (respectively +11.1 and +8.6 percentage points compared to 2015). Scholarships are less frequent among single-cycle second-level graduates (22.6%) due to their more favoured socio-economic background, while they are used by 29.6% of two-year masters and 29.4% of first-level graduates. The use of scholarships is also differentiated by field of study. In fact, this is particularly the case in both first-level and two-year masters in education and foreign language. Compared to non-scholarship holders, graduates with scholarships attend lectures more regularly, they have more successful university careers in terms of degree completion time and in terms of graduation mark, moreover they have taken greater advantage of study abroad experiences recognised by the course of study and internship opportunities throughout their studies.

7. Language and IT skills

Language skills

At the end of their university studies, students provide a self-assessment of their foreign language skills, based on the levels defined in the Common European Framework of Reference for Languages.¹⁶ 65.1% self-assessed their knowledge of written English with an “at least B2” level, while the knowledge

¹⁵ Italian Law no. 232 of 11 December 2016, ‘State Budget Plan for the 2017 Financial Year and Multi-Year Budget for 2017-2019’, Article 1, paragraph 252-267 and subsequently Italian Decree-Law no. 34 of 19 May 2020 (Article 236, implemented by Italian Ministerial Decree no. 234 of 26 June 2020 and Italian Law no. 178 of 30 December 2020 (Article 1, paragraph 518, implemented by Italian Ministerial Decree no. 1014 of 3 August 2021).

¹⁶ The classification is based on the Common European Framework of Reference for Languages (CEFR), which has six common reference levels: A1, A2, B1, B2, C1, C2. For a detailed description of the various levels see europa.eu/europass/system/files/2020-05/CEFR%20self-assessment%20grid%20IT.pdf.

of other languages is much lower. In fact, in terms of written skills with an "at least B2" level, 11.9% know Spanish, 7.4% French and 2.5% German. As far as language skills are concerned, the survey questionnaire has only been adapted to the Common European Framework since 2019, so it is not possible to analyse trends over a long-time span. However, what emerges from the comparison with previous surveys is a trend towards an increase in English language skills (as far as written English proficiency at a level of "at least B2" is concerned, the increase is 11.5 percentage points compared to 2019 graduates). The percentages observed when graduates from online universities are excluded are broadly in line with those for the graduate population as a whole.

By focusing on the English language, written knowledge ("at least at B2" level) concerns 58.7% of first-level graduates, 69.3% of single-cycle second-level graduates and 75.9% of two-year masters. This result is probably influenced by the higher proportion of two-year master's courses taught entirely or partially in English, which have increased considerably in recent years. There are clear differences according to the field of study: among first-level graduates, knowledge of English at a level "at least B2" is particularly high, for clear reasons, in foreign languages (91.4%), followed by engineering and engineering trades (72.5%) and information and communication technologies (ICTs; 71.9%). In contrast, it is significantly lower among graduates in education (28.3%). Among single-cycle second-level graduates, knowledge of written English are particularly high among graduates in education¹⁷ (80.4%), while they are significantly lower than average in architecture and construction as well as in law (53.3% and 60.1% respectively). For two-year masters, English knowledge "at least at B2" level relates to almost all graduates in foreign languages (94.9%), but it also shows high levels among graduates in information and communication technologies (ICTs; 92.0%) and engineering and engineering trades (87.2%); lower values are recorded in health (43.5%) and education (47.1%).

IT skills

The level of knowledge of IT tools is another important indicator of the skills acquired by students at the end of their course of study. With reference to the 11 aspects surveyed, internet browsing and communication is by far the most widespread: knowledge is "at least good" for 87.9% of 2025 graduates. Next in descending order of knowledge are presentation tools (72.6%), operating systems (72.1%), word processor (71.0%), spreadsheets (56.8%) and processing and publishing multimedia content (51.1%). The least familiar tools included programming languages (16.5%), assisted design (12.8%), databases (12.6%), data transmission networks (12.4%) and website creation (11.1%).

Compared to graduates of first-level and single-cycle second-level graduates, two-year masters are distinguished by a greater knowledge of all IT tools. Knowledge of the first six tools mentioned above tends to be universal across fields of study, although they are more familiar to graduates in information and communication technologies (ICTs), architecture and construction and engineering and engineering trades. On the other hand, the less widespread tools are strongly affected by the features of each course of study. For example, assisted design is a tool known in particular by graduates in architecture and construction (98.2% of single-cycle second-level graduates), while programming languages, databases, website creation and data transmission networks are tools known in particular

¹⁷ The high levels of proficiency among single-cycle second-level graduates in Primary Schooling Sciences are explained by the requirement for B2-level English proficiency to earn the degree.

by graduates in information and communication technologies (ICTs; among two-year masters, 85.3%, 75.1%, 59.6% and 53.2% have a level of knowledge that is "at least good" respectively).

Between 2015 and 2025 ("processing and publishing multimedia content" was introduced as an item in 2024 and it is therefore excluded from the historical analysis), "at least good" knowledge of presentation tools increased (+7.6 percentage points) and, to a lesser extent, operating systems (+2.1 points), while Internet browsing and online communication increased slightly. Knowledge levels declined for all other aspects, particularly spreadsheets and word processors (-7.8 and -6.5 percentage points, respectively). The trends found for the entire population of 2025 graduates were partly affected by graduates from online universities. When this population is excluded from the analysis, the indicators confirm the general trend, amplifying both growth and decline for almost all the tools specified.

8. Degree completion time and related explanatory factors

Here the time spent to earn a degree is analysed by taking into account several factors such as enrolment age, the duration prescribed by the course regulation and the degree completion time, as well as the age at graduation, an indicator that is directly influenced by the three determinants cited.

For degree courses that are accessed after completing high school/secondary school diploma, there is substantial regularity in university enrolment, as in most cases, enrolment occurs immediately after obtaining the high school/secondary school diploma. In fact, 78.7% of the first-level graduates enrolled at least one year later than the prescribed age, which is defined by AlmaLaurea as 19 years old. The single-cycle second-level graduates are even more regular (82.8%).

Some specific considerations regard two-year masters who have already completed a previous university degree. Among these, the share who enrolled within one year later than the prescribed age - set by AlmaLaurea at 22 - is not particularly high, standing at 60.2%, due to both delays in enrolment to the two-year master's degree and delays accumulated during earlier university studies. It is worth recalling that 38.1% of two-year masters completed their previous first-level degree course of study at least a one-year delay. The trends observed for the 2025 graduate population as a whole were partly affected by graduates from online universities, where studying workers, who therefore entered university as adults, are considerably more common than elsewhere. When these graduates are excluded, enrolment age is broadly in line with the percentages recorded over the past three years.

The average age at graduation for 2025 graduates is 26.3, with obvious differences depending on the degree type: 25.2 years for first-level graduates, 27.3 for single-cycle second-level graduates and 27.9 years for two-year masters.

Over the past ten years, age at graduation decreased slightly until 2024 before increasing over the past year. For first-level graduates, the percentages were in line with those observed in 2015. For the other graduates, age at graduation was 0.4 years higher among single-cycle second-level graduates and 0.3 years higher among two-year masters. The percentages observed for the 2025 graduate population as a whole were affected by graduates from online universities, where there is a greater concentration of students who enter university as adults and consequently graduate at an older age. When these graduates are excluded, age at graduation for the graduate population as a whole (25.7 years) was lower than in 2015, confirming the historical downward trend in age at graduation. More specifically,

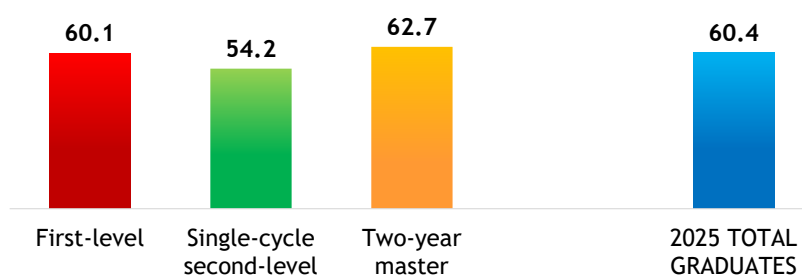
compared to 2015, age at graduation decreased among both first-level graduates (-0.7 years) and two-year masters (-0.2 years), while it increased slightly among single-cycle second-level graduates (+0.2 years).

In 2025 the average age at graduation among first-level graduates ranged between 24.2 years for graduates in natural sciences, mathematics, physics and statistics and 31.0 years for graduates in law. Among single-cycle second-level graduates, average age at graduation varied relatively little despite the different duration of courses (5 or 6 years), ranging from 26.9 years in health and pharmacy to 28.4 years in education. As noted, the average age of two-year masters is 27.9 years: 26.7 years for the fields of study in engineering and engineering trades, compared to 31.3 years in health. However, this is an age in gross terms, which is also conditioned by the considerable numbers of graduates who entered the two-year master course at a higher age than usual.

The degree completion time of studies, which measures the ability to complete the course of study in the time set by the regulations, concerned 60.4% of 2025 graduates (Figure 9).

Until 2022 there was a steady and marked improvement in the degree completion time of studies, which is increased in recent years due to the extension of the academic year closure granted to students for the Covid-19 emergency.¹⁸ However, in 2023, for the first time, there was a slight decrease in the share of on-time graduates (-1.0 percentage point compared to 2022), despite the confirmation of the extension of the academic year. A further decline was then recorded in 2024 (-2.9 percentage points compared to 2023), likely due to the suspension of that extension. A recovery was observed over the past year, although the 2022 level was not reached.

Figure 9 2025 graduates: completion of the course of study within the prescribed degree completion time, by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

Degree completion time appears consolidated and continues to apply to a high share of first-level graduates (60.1%). As many as 72.4% of the graduates in psychology complete their studies within the three years prescribed by regulations. At the other extreme, 47.8% of the graduates in information and communication technologies (ICTs) graduate on time.

¹⁸ Degree completion time of studies depends on the date of graduation, the date of enrolment in the course of study and the prescribed duration of the course of study, taking into account the degree sessions of the academic year (the third and final session ends on 30 April). Due to the Covid-19 pandemic, Italian Decree Law no. 18 of 17 March 2020, Article 101, paragraph 1, extended the end of the academic year to 15 June for the first time. The extension to 15 June was also established by subsequent decrees for 2021, 2022 and 2023. Starting in 2024 the extension was no longer granted, so the final graduation session once again ended on 30 April, as in the past. For the calculation of the indicator, see the [Methodological Notes](#) (in Italian).

As for single-cycle second-level graduates, 54.2% of them obtained their degree within the time prescribed for graduation. Here too, diversified situations result in each field of study: 73.5% of graduates in education and 56.2% in health and pharmacy are regular, compared to only 23.5% in architecture and construction and 43.7% in veterinary.

Two-year masters were even more likely than first-level graduates to complete their studies on time: 62.7% of two-year masters complete their studies on time, rising above 70% in sports sciences and physical education (76.5%), law (77.7%) and health (79.4%). On the other hand, graduates in architecture and construction, arts and design, humanities and literature and engineering and engineering trades are less regular (40.5%, 52.5%, 52.6% and 52.9%, respectively).

A linear regression model was applied to analyse the many factors associated with degree completion time. The dependent variable is the delay index, which is the ratio between graduation delay and the prescribed duration of the course of study. This index allows to measure the delay regardless of the duration of the course of study. It is equal to zero for those who are completely on time and it increases in proportion to the accumulated delay; it is negative for those whose degree completion time is shorter than the prescribed duration of the course of study. 2025 graduates had a delay index of 0.34, meaning that on average they took 34% longer to complete their studies than the prescribed duration of the course of study.

The analysis took into account the following factors: *gender*, parents' educational qualifications, high school/secondary school diploma marks, *provincial average score of the Invalsi 2025 tests in Italian*, degree type, field of study, geographic mobility for study purposes, professional reasons for enrolling at university, delay in enrolment, size of the university, class attendance, *study abroad experience*, receipt of a scholarship, work during studies, at least good knowledge of written English, time taken for the thesis and graduation mark.¹⁹

One of the most important factors in determining the accumulated delay is the field of study (Table 1): compared to graduates in sports sciences and physical education, those graduated in architecture and construction take 41.6% longer than the prescribed duration of the course of study. As an example, a first-level graduate in sports sciences and physical education takes three years to obtain their degree while a first-level graduate in architecture and construction takes around 4.5 years.

Regarding degree type, two-year masters take 10.8% longer than first-level graduates to complete their studies compared to the prescribed duration of the degree course, all else being equal.

High school/secondary school diploma mark and graduation mark are significant indicators of how long it will take to complete one's studies: compared to those who earned the highest marks in high school, students who earned their diploma with 60 out of 100 took 21.0% longer. Graduates who earn a graduation mark of 66 out of 110, compared to those who obtain the highest grades, take 81.8% longer than the normal duration of the programme. The time spent on the thesis also contributes to the delay, each additional month spent working on the thesis is associated with a 2.6% increase in delay.

¹⁹ The variables in italics were included in the model but not shown in Table 1 for reasons of simplification given their modest contribution. The following factors were instead excluded from the model due to their negligible contribution: social status, type of high school/secondary school diploma, cultural reasons for enrolling at university, distance between housing and place of study, renting housing during studies, participation in internships recognised by the course of study. A model with the same definition of covariates was applied to a logarithmic transformation of the delay index, confirming the results here presented.

Table 1 2025 graduates: linear regression model for the assessment of the delay index

	b	S.E.
Parents' education (both with a university degree=0)		
only one with a university degree	0,022	0,004
secondary school-leaving certificate/high school diploma	0,040	0,003
vocational training qualification, lower educational qualification or no educational qualification	0,079	0,004
High school/secondary school diploma mark (average, out of 100)	-0,005	<0,001
Degree Type (First level=0)		
Single-cycle second-level	-0,001	0,005
Two-year master	0,108	0,003
Field of study (Sports sciences and physical education=0)		
Agriculture, forestry and veterinary	0,243	0,010
Architecture and construction	0,416	0,010
Arts and design	0,285	0,009
Economics	0,108	0,008
Education	0,033	0,009
Engineering and engineering trades	0,301	0,008
Foreign languages	0,331	0,009
Health and pharmacy	0,126	0,008
Humanities and literature	0,328	0,009
Information and communication technologies (ICTs)	0,309	0,010
Law	0,148	0,009
Natural sciences, mathematics, physics and statistics	0,269	0,008
Politics, social sciences and communications	0,144	0,008
Psychology	0,090	0,009
Geographic mobility for study purposes (secondary school diploma in the North and degree in the North=0)		
secondary school diploma in the South and degree in the Centre	0,126	0,006
secondary school diploma in the South and degree in the North	0,074	0,006
secondary school diploma in the South and degree in the South	0,173	0,005
secondary school diploma in the Centre and degree in the South	0,100	0,016
secondary school diploma in the Centre and degree in the North *	0,043	0,007
secondary school diploma in the Centre and degree in the Centre	0,111	0,004
secondary school diploma in the North and degree in another geographic area **	0,025	0,009
Relevance of professional reasons for the choice of the course of study (definitely yes=0)		
not 'definitely yes'	0,039	0,002
Size of the university (less than 10,000 enrolled students=0)		
from 10,000 to 19,999 enrolled students	0,101	0,005
from 20,000 to 29,999 enrolled students	0,090	0,005
from 30,000 to 59,999 enrolled students	0,122	0,004
60,000 and beyond enrolled students	0,096	0,004
Attended classes on a regular basis (more than 75% of prescribed lectures=0)		
less than 25%	0,138	0,005
25% to 50%	0,111	0,004
50% to 75%	0,051	0,003
Receipt of a scholarship (yes=0)		
no	0,108	0,003
Work during studies (no work experience=0)		
studying workers	0,276	0,005
working students	0,067	0,002
Knowledge of written English (at least B2 level=0)		
levels lower than B2	0,059	0,003
Months taken to complete thesis/final exam (average)	0,026	<0,001
Graduation mark (average, out of 110)	-0,019	<0,001
Constant	0,402	0,013

Note: R-squared = 0.19 (adjusted R-squared = 0.19), N = 246,711

* Significance at 5% (p<0.05) - ** Significance at 10% (p<0.10) - *** Not significant.

Where not explicitly stated, parameters significant at 1% (p<0.01).

Source: AlmaLaurea, Graduates' Profile Survey.

Also associated with the speed of finishing one's studies is the approach taken to classes, including class attendance. Specifically, compared to a graduate who attends classes assiduously (for more than 75% of lectures), those who attend less than 25% of lectures take 13.8% longer than the prescribed duration of the course of study, while those who attend between 25% and 50% of lectures take 11.1% longer and those who attend between 50% and 75% of lectures take 5.1% longer. Regarding work experience gained during studies, studying workers took 27.6% longer to complete their studies than graduates who had never worked during their studies, while working students took 6.7% longer.

Compared to those who benefited from a scholarship, those who did not benefit from it take 10.8% longer. In order to qualify for a scholarship a certain number of credits must be earned during the academic year, passing exams on time.

There are also relevant differences regarding the territorial area and geographic mobility for study purposes. In general, graduates who got their high school/secondary school diploma in the North, regardless of the geographic location of their university, and those who got their high school/secondary school diploma in the Centre and continued their studies in the North are quicker to complete their university studies. Those who graduate from a university in the Centre, having got their high school/secondary school diploma in the South, take 12.6% longer than those who got high school/secondary school in the North and stayed on to study at a university in the same region. Those who graduate from a university in the South, having also finished high school/secondary school diploma in the South, take 17.3% longer.

Compared to those graduating from small universities (less than 10,000 students), those graduating from large universities (over 60,000 students enrolled) take 9.6% longer than the prescribed duration of the course of study.

The level of written English proficiency also influences on-time graduation. All else being equal, those who report a level below B2 take 5.9% longer than those with B2 level or higher.

Moreover, considering the parents' educational qualification as an indicator of the graduate's family background, it could be seen that on average those who have parents with at most a vocational qualification took 7.9% more time than those who have both parents with a university degree.

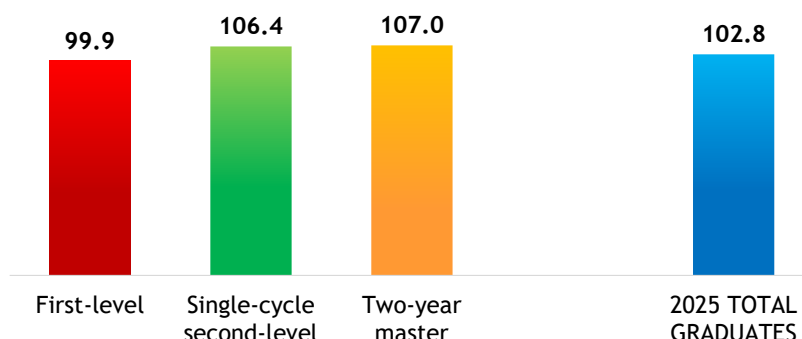
Lastly, graduates whose choice of degree type was not motivated, or not fully motivated, by professional factors, compared to those who chose the course of study for precisely those reasons, took 3.9% longer than the prescribed duration of the course of study.

9. Graduation mark and related explanatory factors

Graduation mark is a measure - albeit imperfect - of the quality of the education acquired. Among 2025 graduates, the average graduation mark was 102.8 out of 110, slightly higher than the mark recorded among 2015 graduates (102.3 out of 110). During the period considered, the average graduation mark increased progressively until 2023 before declining over the past two years. The trends found for the graduate population as a whole were affected by graduates from online universities, where graduation marks tend to be lower. When these graduates are excluded, the average graduation mark confirms the downward trend that began in 2024, although it remains above 103 out of 110.

Among 2025 graduates, there are appreciable differences by degree type: 99.9 out of 110 for first-level graduates, 106.4 for single-cycle second-level graduates and 107.0 for two-year masters (Figure 10).

Figure 10 2025 graduates: graduation mark, by degree type (average values, out of 110)



Note: when calculating averages, the mark of 110 cum laude was converted to 113.

Source: AlmaLaurea, Graduates' Profile Survey.

As noted, while the average mark for first-level courses is 99.9 out of 110, there is a certain heterogeneity among field of study, with final marks ranging from 96.1 in law, 96.3 in economics to 96.8 in engineering and engineering trades to 104.4 in health to 104.1 in humanities and literature.

The average graduation mark for single-cycle second-level graduates, 106.4 out of 110, shows a smaller range of variation, from 103.1 among graduates in law to 108.1 among graduates in health and pharmacy.

Two-year masters show a very high average graduation mark (107.0), with a narrow range of variation from 105.2 among graduates in engineering and engineering trades to 109.6 among graduates in arts and design. It should be remembered that the high average graduation mark of the two-year masters is also due to an incremental effect compared to the performance obtained at the end of the first-level course of study: the average increase in graduation mark obtained at the end of the second-level course of study is more than 6 points compared to the degree obtained in the first level.

To analyse the determinants of the graduation mark, a linear regression model was applied (Table 2). The analysis took into account the following factors: *gender*, *parents' educational qualifications*, high school/secondary school diploma type and marks, degree type, field of study, geographic mobility for study purposes, cultural reasons for enrolling at university, delay in enrolment in the course of study, class attendance, *receipt of a scholarship*, *internship* and work during studies.²⁰

The model confirms the presence of a relevant difference based on degree type: all other things being equal, compared to a first-level graduate it is estimated that a single-cycle second-level graduate will earn final marks that are 3.5 points higher (out of 110) while a two-year master's graduate will earn marks that are 7.8 points higher. A strong heterogeneity in terms of fields of study is also confirmed. A degree in health and pharmacy results in a boost in terms of degree marks of 6.7 points compared to a course of study in engineering and engineering trades. High school/secondary school

²⁰ The variables in italics were included in the model but not shown in Table 2 for reasons of simplification given their modest contribution. The following factors were instead excluded from the model because of their negligible contribution: social status, average provincial score of the 2025 Invalsi tests in Italian, professional reasons for enrolling at university, size of the university, distance between housing and place of study and renting housing during studies.

diploma marks have a strong impact on university performance in terms of graduation marks. Indeed, those who earn 100 out of 100 in high school/secondary school average a graduation mark that is more than 10 points higher than a high school/secondary school student who has obtained the minimum mark of 60 out of 100. In this respect, all other things being equal, a graduate with a high school diploma earned 3.8 more points compared to a graduate with a vocational secondary school diploma; and a graduate with a technical secondary school diploma earned 1.9 more points than a graduate with a vocational secondary school diploma. Similar to what was shown in the model on degree completion time, the way graduates approached their course of study was associated with university performance measured by graduation mark. Specifically, graduates who attended more than 75% of lectures earned graduation marks 2.7 points higher than those who attended less than 25% of lectures.

There are also differences about territorial area associated with geographic mobility for study purposes. In general, graduates from central and southern universities earn higher graduation marks, regardless of where they went to high school/secondary school diploma. For example, compared to graduates who migrated for study purposes from the South to the North of Italy, those who completed all their studies in the Centre score 3.8 points higher and those who move from the North to another place score 4.4 points higher.

Enrolment delays also affect with final marks: compared to students who enrolled at the expected age, those who enrolled two or more years late achieved marks that were 1.6 points higher.

Those who enrolled with strong cultural reasons ended their university experience with marks 1.5 points higher than those who considered this reason less relevant. Regarding the influence of work experience gained during studies, compared to studying workers, working students score around 1 point higher, while those with no work experience score 1.5 points higher.

The variability of graduation mark - both across courses of study and, for the same field of study, and between different universities - is also the result of several contingent institutional factors: grade standards for awarding marks in exams, criteria for awarding the final mark and any related rewards, standards for assessing and the complexity of the final papers and so on.²¹

²¹ A focused study conducted on 2020 graduates showed that, even when controlling for characteristics at admission (gender, family background, type of high school/secondary school diploma, geographical origin, etc.), first-level humanities and literature graduates achieved an average exam mark that was 2.6 points higher (on a 30-point scale) than engineering and engineering trades graduates. Such variability, measured all other things being equal, raises reasonable questions about the ability of the graduation mark to accurately measure the level of graduates' skills (AlmaLaurea, 2021).

Table 2 2025 graduates: linear regression model for the assessment of final graduation marks

	b	S.E.
Type of high school/secondary school diploma (vocational diploma=0)		
high school diploma	3,822	0,072
technical diploma	1,891	0,075
High school/secondary school diploma mark (average, out of 100)	0,259	0,001
Degree type (First-level=0)		
Single-cycle second-level	3,515	0,052
Two-year master	7,845	0,030
Field of study (Engineering and engineering trades=0)		
Agriculture, forestry and veterinary	4,510	0,095
Architecture and construction	3,853	0,085
Arts and design	6,357	0,078
Economics	1,518	0,052
Education	5,924	0,074
Foreign languages	3,802	0,068
Health and pharmacy	6,678	0,057
Humanities and literature	5,794	0,066
Information and communication technologies (ICTs)	2,696	0,094
Law	3,933	0,082
Natural sciences, mathematics, physics and statistics	2,924	0,055
Politics, social sciences and communications	4,458	0,058
Psychology	3,958	0,069
Sports sciences and physical education	4,563	0,091
Geographic mobility for study purposes (secondary school diploma in the South and degree in the North=0)		
secondary school diploma in the South and degree in the Centre	1,705	0,077
secondary school diploma in the South and degree in the South	3,004	0,058
secondary school diploma in the Centre and degree in the South	3,770	0,189
secondary school diploma in the Centre and degree in the North	2,670	0,097
secondary school diploma in the Centre and degree in the Centre	3,750	0,061
secondary school diploma in the North and degree in another geographic area	4,351	0,112
secondary school diploma in the North and degree in the North	2,729	0,057
Relevance of cultural reasons for the choice of the course of study (not 'definitely yes'=0)		
definitely yes	1,542	0,030
Delay in enrolment (regular or 1 year delay=0)		
2 or more years delay	1,613	0,035
Attended classes on a regular basis (less than 25% of prescribed lectures=0)		
25% to 50%	0,196	0,072
50% to 75%	0,784	0,064
more than 75%	2,666	0,061
Work during studies (studying workers=0)		
working students	0,983	0,050
no work experience	1,516	0,054
Constant	79,118	0,129

Note: R-squared = 0.43 (adjusted R-squared = 0.43), N = 252,646

* Significance at 5% (p<0.05) - ** Significance at 10% (p<0.10) - *** Not significant.

Where not explicitly stated, parameters significant at 1% (p<0.01).

Source: AlmaLaurea, Graduates' Profile Survey.

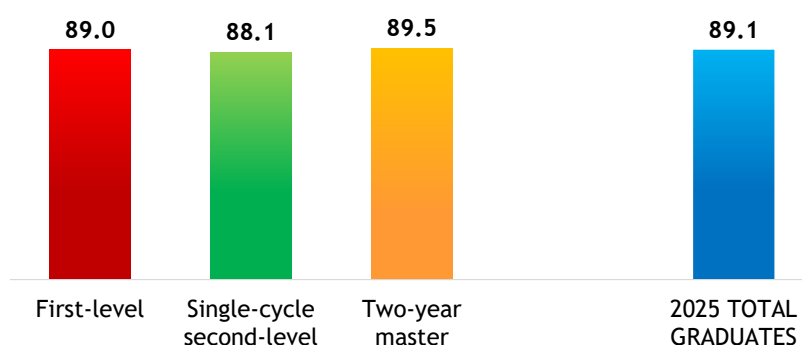
10. Assessment of the university experience

Graduates involved in the AlmaLaurea surveys have reported a general level of satisfaction with various aspects of their university experience, regardless of the degree type.

A summary of the various aspects of the university experience can be seen in the overall satisfaction of the course of study: in 2025, 89.1% of the graduates say they are satisfied overall (it was 86.5% in 2015; Figure 11).

Since 2015 the proportion of graduates satisfied with their overall university experience has generally increased, despite the slight decline recorded in 2025, which brought the indicator below 90% after several years in which it had remained above this level. The trends observed for the 2025 graduate population as a whole were only minimally affected by graduates from online universities. When these graduates are excluded, the indicator likewise decreases and stands at a slightly lower level (88.7%).

Figure 11 2025 graduates: overall satisfaction of the course of study, by degree type (percentage values)



Note: the percentage of satisfaction includes the sum of the "definitely yes" answer and "more yes than no".

Source: AlmaLaurea, Graduates' Profile Survey.

Breaking it down by degree type, satisfaction with the university experience is high and consolidated over time among first-level graduates: 89.0% say they are satisfied overall with the course of study they completed. The most satisfied are first-level graduates in education (93.6%), law (93.1%), humanities and literature (91.0%) and natural sciences, mathematics, physics and statistics (90.2%). Despite the gap is generally small, graduates in foreign languages (84.1%) tend to be more critical.

Among single-cycle second-level graduates, 88.1% said they were generally satisfied with their university experiences. Graduates in law (91.1%) and education (91.0%) were particularly satisfied, while those in health and pharmacy (85.4%) and veterinary (86.7%) were less satisfied.

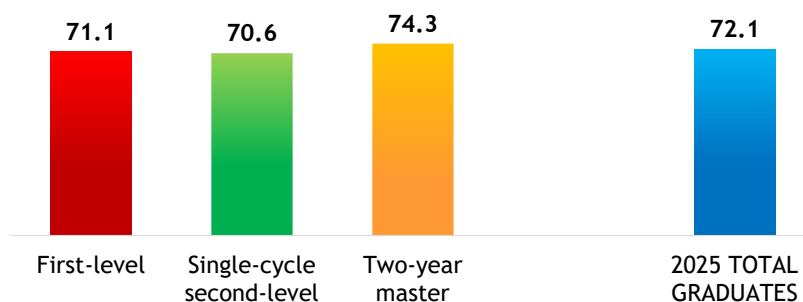
The overall satisfaction level of two-year masters with their most recent university experience is 89.5%. The most satisfied are the graduates in humanities and literature (92.3%), engineering and engineering trades (91.6%), law (91.4%), economics (91.1%), psychology (90.8%) and information and communication technologies (ICTs; 90.3%). The most critical are the graduates in health (81.6%) and those of sports sciences and physical education (86.1%).

The perception of the university experience is also assessed with the question "If you could go back in time, would you enrol again in the same course of study?". A fully positive answer - given by graduates who would confirm the choice made both in terms of course of study and university - was recorded by 72.1% of the total population (Figure 12). This percentage rose until 2021 (reaching 72.9%, up from

67.1% in 2015), and after a slight dip in 2022 has remained stable over the past three years. The trends observed for the 2025 graduate population as a whole were partly affected by graduates from online universities, who are generally more satisfied with their choice of course. When these graduates are excluded, the proportion who would confirm the choice made both in terms of course of study and university was 71.6% in 2025, confirming the slight downward trend already seen in recent years.

9.2% of graduates would confirm the university, but would move on to another course of study, 9.8% would follow the same course of study but changing to a different university, 5.0% would change both course of study and location. Only 2.4% would no longer enrol at the university (as for the two-year masters, reference is made only to the final two years).

Figure 12 2025 graduates: chance to enrol again at university, by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

Among first-level graduates, 71.1% would fully confirm the choice they made at the time of enrolment (same course, same university). Another 10.5% would remain at the same university, but would opt for a different course of study; 9.4% would do vice versa, that is, the same course of study but at a different university. 5.3% would change both course of study and location and only 1.9% would not enrol at the university at all. First-level graduates most likely to fully confirm their choice were those in law (78.6%), sports sciences and physical education (76.3%), humanities and literature (75.8%), education (75.6%) and psychology (75.0%). On the other hand, the percentage of those who would enrol in the same programme again is lower among graduates in foreign languages (56.0%), who would often change courses of study, universities or both.

If they could go back, 70.6% of the single-cycle second-level graduates would repeat the choice of the course of study and the university (compared to 80.1% of the graduates in education and 66.2% in health and pharmacy). 16.4% would repeat the same course of study but in a different university. The difference compared to first-level graduates is partly attributable to the fact that some single-cycle second-level courses are linked to passing an admission test and often it is necessary to enrol where one is admitted.

The most positive opinions expressed on various aspects by two-year masters are echoed in the high tendency to confirm the choice of course of study and the university where they graduated (two-year masters obviously refers only to the two-year course of study) according to 74.3% of graduates. Here also there are different situations among the fields of study: from 79.6% of the graduates in humanities and literature to 69.7% of graduates in foreign languages.

Regarding teaching activities (lectures, exercises, simulations, online workshops, chats, forums), 84.5% of the 2025 graduates declare themselves satisfied overall (this is the sum of those who say they are definitely satisfied and quite satisfied, which corresponds, in the rating scale used in the questionnaire, to “definitely yes” and “more yes than no”). In addition, 87.7% of graduates reported being satisfied with their relationships with teachers.

The organisation of exams, including announcements, hours, information, reservations, was rated as adequate (“always or almost always” or “for more than half of the exams”) by 81.7% of graduates. Furthermore, 82.7% of the graduates felt that the workload was overall adequate with respect to the duration of the course (according to the rating scale used in the questionnaire this corresponds to the sum of “definitely yes” and “more yes than no”).

Overall, use of certain university facilities and services (classrooms, teaching equipment, library services and computer workstations) decreased over the past ten years. For example, use of teaching equipment such as laboratories and practical facilities decreased by 3.9 percentage points compared to 2015. The decline recorded up to 2022, which was particularly marked during the pandemic years, was followed by a recovery and then another decrease in 2025. The trends observed for the 2025 graduate population as a whole were partly affected by graduates from online universities. When these graduates are excluded, use of teaching equipment increased compared to previous years.

Regarding the classrooms, they were attended by 94.9% of 2025 graduates, 81.1% considered them to be “always or almost always adequate” or “often adequate”. Regarding the evaluation of the facilities for educational activities, such as laboratories and practical activities among those who used them (76.7%) there was an overall satisfaction of 79.1% (sum of those who rated it was “always or almost always adequate” and “often adequate”). Library services (e.g. lending/consultation and opening hours), used by 77.3% of graduates, receive a positive assessment (the rating scale used in the questionnaire considers the sum of ‘definitely positive’ and ‘fairly positive’) from 93.7% of users.

Spaces available for individual study were used by 75.0% of students and 65.5% considered them “adequate”. Computer workstations used by 66.2% of graduates were judged to be available in a sufficient number by 64.2% of users.

Among the other services offered by the university, 2025 graduates say they made extensive use of the students’ office services (88.5%), distantly followed by post-degree study guidance services (58.9%), career guidance initiatives (53.6%), job search support services (49.8%) and finally the job placement office/service organisation (49.8%). The users of these services expressed lower levels of satisfaction (the rating scale used in the questionnaire considers the sum of “definitely yes” and “more yes than no”) than for the other aspects assessed: 68.7% for the job placement office/service organisation, 68.5% for student’s office services, 67.5% for post-degree study guidance services, 65.1% for career guidance initiatives and finally 61.4% for job search support services.

Since 2024, use of and satisfaction with some online services have also been surveyed (supplementary courses/online workshops; access to software/virtual machines; online library services; online forums/shared spaces with teachers and other students; online booking of physical facilities; and online administrative services). With the exception of online administrative services, used by almost all students (95.6%), the other online services were used by fewer than two out of three graduates, ranging from 66.4% for online booking of physical facilities to 57.0% for supplementary

courses/online workshops. Users reported satisfaction levels above 80% for all the above-mentioned services.

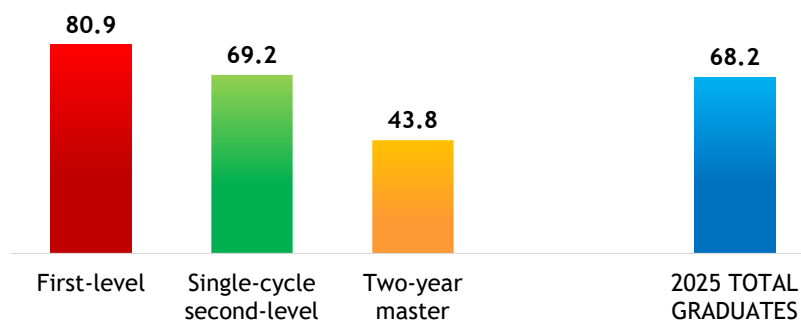
11. Post-graduate study prospects

Among 2025 graduates, pursuing education after graduation is the intention of 68.2% of graduates (Figure 13). This share, which had been gradually increasing over time (61.9% in 2015), peaked in 2021 (68.6%), before slightly decreasing until 2023, while slight growth has been seen in the past two years. Specifically, attention should be paid to the growth seen in the last decade among first-level graduates: +5.7 percentage points compared to 2015. Among 2025 first-level graduates, 80.9% intended to continue their studies, a percentage that increased substantially until 2021 before declining slightly over the past four years.

The proportion of first-level graduates intending to continue their studies with a two-year master's degree increased from 57.3% to 66.3% between 2015 and 2020, before declining slightly. The trends observed for 2025 were partly affected by graduates from online universities, who were less likely to intend to continue their studies after completing first-level courses. When these graduates are excluded, the intention to continue studying was broadly in line with the past two years (82.1%), while interest in two-year master's degrees increased slightly (65.2%).

As might be expected, the intention to continue studying was particularly common among first-level graduates (80.9%), most of whom intended to enrol in a two-year master's degree (64.0%), and among single-cycle second-level graduates (69.2%), for whom the most frequently indicated options were postgraduate schools (35.0%), academic masters (9.9%) and internships (8.1%). Although the two-year masters are relatively less likely to continue their studies (43.8%), some of them intend to continue with a PhD: 14.6%.

Figure 13 2025 graduates: intention to continue studying, by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

Among first-level graduates, the intention to continue their studies is particularly widespread among graduates in psychology (94.1%), humanities and literature (90.5%), natural sciences, mathematics, physics and statistics (89.6%) and sports sciences and physical education (88.5%). On the other hand, graduates in law (65.4%), information and communication technologies (ICTs; 67.2%), education (68.6%) and agriculture and forestry (71.1%) are less convinced that they want to continue their studies. Not all first-level graduates who intend to continue their studies are considering a two-

year master's degree, although this choice is confirmed as the most widespread objective, being indicated by 64.0% of graduates: it is particularly wished for by graduates in psychology (89.2%), engineering and engineering trades (83.2%), humanities and literature (82.5%) as well as natural sciences, mathematics, physics and statistics (82.4%). Conversely, fewer than half of first-level graduates in health, law and education intended to continue their studies with a two-year master's degree, preferring other options such as an academic master or advanced training course. This was the predominant choice among graduates in health (34.7%).

In detail, 69.4% of first-level graduates who intend to enrol in a two-year master's degree do so to complete and enrich their education. This percentage varies from 95.0% in health (where the number of those who intend to continue their education with a two-year master's degree is definitely low) to 52.0% in psychology, where the number of those who intend to enrol in a two-year master's degree is very high, considering it an almost compulsory choice in order to enter the labour market. 66.1% of first-level graduates intending to enrol in a two-year master's degree declare that they intend to continue their studies at the same university (from 77.3% in architecture and construction to 54.4% in politics, social sciences and communications).

69.2% of single-cycle second-level graduates plan to continue their studies. This willingness varies significantly by field of study: it is high among graduates in health and pharmacy (82.1%, with 63.7% oriented towards a postgraduate school) and veterinary (77.8%, with 36.2% oriented towards a postgraduate school). The intention to continue studying was lower among graduates in architecture and construction (39.5%, with 11.5% considering an academic master and 9.4% a PhD), education (44.7%, with 10.3% considering a postgraduate school and 8.1% an academic master) and law (66.5%, with 26.5% intending to undertake a traineeship and a further 15.1% considering an academic master).

43.8% of two-year masters intend to continue their studies. This applied specifically to two-year masters' graduate in psychology (82.9%, with 40.5% considering postgraduate school and 15.8% an academic master), humanities and literature (63.8%, with 24.3% considering a PhD), natural sciences, mathematics, physics and statistics (57.5%, with 32.6% considering a PhD) and health (56.6%, with 29.1% interested in an academic master). Graduates in engineering and engineering trades (24.1%, 13.1% with a PhD), economics (26.6%, 10.0% with an academic master) and information and communication technologies (ICTs; 27.3%, 18.9% with a PhD) are less likely to continue their studies.

12. Prospects for employment

Regarding prospects for employment, the consolidated south/north migration for study and work purposes that has persisted in our country for some time now has expanded to include mobility towards foreign countries, an objective of interest for a good number of young graduates, not only for study but also as a possible work destination by virtue of the better working conditions generally offered in other countries.

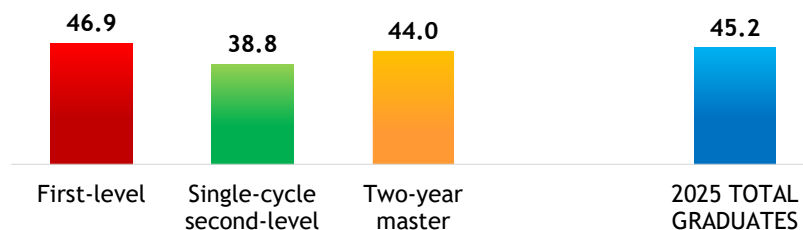
The proportion of graduates willing to work abroad was 45.2%, 5.1 percentage points lower than in 2015, when it was 50.3%. Among single-cycle second-level graduates, the decrease was as much as 12.1 percentage points. The proportion declined from 2016, particularly between 2020 and 2023, recovered slightly in 2024 and fell again in the final year. The percentage observed among 2025 graduates was affected by graduates from online universities. When these graduates, who tend to be

older and are more often already in the labour market, are excluded, the percentage would increase slightly to 46.0%.

The reduction in the willingness to work abroad, which began before the pandemic, was certainly reinforced by the spread of teleworking and more generally the possibility of remote working from one's home country. Broken down by degree type, the share of those who are willing to work abroad is 46.9% for first-level graduates, 38.8% for single-cycle graduates and 44.0% for two-year masters (Figure 14). The graduates most willing to work abroad are those in foreign languages (57.0%) and information and communication technologies (ICTs; 54.4%), followed by those in political science, social sciences and communications and engineering and engineering trades (respectively 52.0% and 51.7%). 27.0% of 2025 graduates even say they are ready to move to another continent.

At the same time, there is a widespread willingness to travel for business, even frequently (27.5%), as well as to relocate (37.3%), although these percentages have been declining over the last ten years. Only 6.8% of 2025 graduates are not willing to travel, a proportion that has risen constantly since 2019. It remains to be understood to what extent the propensity to travel outside national borders is experienced by graduates as an opportunity for personal enrichment and to what extent it is felt to be a necessity for more satisfying professional prospects.

Figure 14 2025 graduates: definitely willing to work abroad, by degree type (percentage values)



Source: AlmaLaurea, Graduates' Profile Survey.

While permanent and full-time jobs are the labour contracts most sought by 2025 graduates (85.4% and 77.7% are respectively decidedly willing to accept them), there is also a willingness to accept part-time jobs (35.6%) and fixed-term labour contracts (28.9%). In recent years there has been a strong increase in the willingness to engage in smart working or teleworking (50.9%), an option that is increasingly used by companies and that was highly appreciated by graduates starting from the pandemic (+40.4 percentage points compared to 2015, the result of a substantial increase of more than 30 percentage points observed between 2019 and 2025).

The change in expectations regarding the working world is particularly evident from an analysis of the evolution attributed by graduates to the various aspects for job-seeking. Among the aspects considered most relevant, for some time now what matters most is the acquisition of professional skills, specified by 76.4% of 2025 graduates. Very relevant (percentages above 60%) are also job security (74.0%), earning prospects (72.1%), career prospects (70.5%), independence or autonomy at work (64.9%), the possibility of continuing to learn (61.9%) and the possibility of making the best use of the skills acquired skills (60.8%).

A comparison over time of the 17 aspects (two were first surveyed in 2016 and one in 2024) shows that the level of relevance assigned by graduates increased for all of them, although to varying degrees. The importance of free time (+26.6 percentage points), flexibility of working hours (+20.7), the workplace (+16.0), earning prospects (+15.4), independence or autonomy (+14.8), relations with co-workers in the workplace (+10.3) and the social utility of job (+9.0 points) increased markedly. These were followed by job security (+7.3), career prospects (+6.9), the prestige deriving from job (+4.5), engagement and participation in decision-making (+4.1) and relevance to studies completed (+3.9 percentage points). The relevance assigned by graduates to the acquisition of professional skills (+0.5) and relevance to cultural interests (-0.3) was broadly stable over time, as was the relevance of the two aspects surveyed since 2016: opportunities for international contacts (-0.5) and the possibility of using skills acquired during the degree programme (-0.6). The percentages observed when graduates from online courses are excluded are broadly in line with those for the graduate population as a whole. However, graduates from these courses, who are often already in the labour market, assigned greater relevance to almost all the aspects (except for the opportunities for international networking).

These trends, together with the new methods of working that have emerged as a result of the pandemic, show the urgency of a new approach to work that, thanks to the development of technology, enables an improvement in lifestyles and work-life balance.

When asked “Are you willing to accept jobs have no connection with your degree?”, there was a broad willingness on the part of graduates: among 2025 graduates, 23.3% would accept unconditionally, 53.1% only as a temporary solution, while only 22.0% would reject an unrelated job. However, compared to 2016, the first year for which data are available, the proportion who would unconditionally accept a job that is not related to their studies decreased by 9.0 percentage points.

Among 2025 graduates, 66.9% reported that they were willing to accept a net monthly salary of no less than €1,500 for full-time employment. This percentage was 75.0% among men and 61.6% among women.

Over the past nine years, the proportion of graduates willing to accept a minimum net monthly salary of no less than €1,500 for full-time employment increased markedly, from 24.4% in 2016 to 66.9% in 2025 (with an annual increase of over 5 percentage points since 2022). When graduates from online universities are excluded, the results are broadly in line with those described for the graduate population as a whole. In addition to the reduction in purchasing power in recent years due to the economic landscape, this shows that graduates increasingly believe that it is important for their investment in education to be recognised, including from a financial point of view.

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