

## WP2 Report – Double Degree Survey Results

---

### Framework

A major objective of the REDEEM project consists in providing a multi-stakeholder perspective of Double Degrees (DD). In line with that objective, the findings presented in this report focus in particular on the reality and perceptions of DD graduates. This group perhaps plays a larger role in that it accumulates both the experience of the academic context and entry to the labour market. Graduates are, so to speak, direct beneficiaries of DD programmes and those who carry the idea and concept of double degree from an academic context to the industrial/entrepreneurial milieu. In addition, they act as a bridge between universities and companies in order to build on and adjust curricula and educational offers.

Generally speaking, the purport of Double Degrees is to be “a means to broaden educational offer, advance internationalisation of Higher Education Institutions (HEIs), reach international reputation and visibility, strengthen academic and research partnerships with strategic partners based on a strong institutional partnerships” (Goodman, Rüländ: 2013; Obst et al. 2011: 28)”. Since the 1990s, the trend has been to implement programmes that explore ways of establishing new collaborations and partnerships in this field. Nevertheless, according to the 2015 Bologna Process Implementation Report, the number of students who benefit from this experience has been considerably low. The REDEEM project is in line with the European strategy to enhance and expand the breadth of DD programmes.

The work focuses on two key aspects: the first is more objective in nature, which offers a view of how matters stand at present in view of the labour market. This aspect makes it possible to characterise employment integration and status standards of DD graduates. The second is more subjective, which addresses not only the graduates’ perceptions of the impact that a Double Degree had on their career but also the major motivational factors that led them to embark on a Double Degree.

We must bear in mind the diversity of realities with respect to the universe of DD graduates. We cannot speak of a Double Degree without considering academic mobility, not only in terms of partner universities but also of students who took Double Degrees in the framework of a programme and originated from third countries. The fact that graduates from 66 nationalities spread around 75 countries who concluded their programme between 2005 and 2015 materialises in a huge difference of realities. Global results should be read carefully because they end up being more indicative than actually conclusive, in particular with respect to employment status characterisation, in which factors like seniority and location seem to be very important.

## Methodology and analytical dimensions

The universe surveyed includes all graduates of each partner institution who participated and earned a Double Degree between 2004/05 and 2014/15. By choosing this time period the purpose was to understand realities of graduates who experienced double degree programmes in different periods. An online questionnaire was conducted to garner information through a Limesurvey platform. The global response rate was 25.2% against a universe of 6546 graduates. Table 1 shows the response rates per partner.

**Table 1: Response rates**

	<b>N</b>	<b>n</b>	<b>Response rate</b>
IST	235	90	38.3%
KIT	400	119	29.8%
KTH	1862	552	29.6%
POLITO	2461	477	19.4%
TUD	392	114	29.1%
UCL	201	52	25.9%
UPC	900	246	27.3%
<b>Redeem Consortium</b>	<b>6546</b>	<b>1650</b>	<b>25.6%</b>

To facilitate analysis graduates were divided into categories according to graduation year:

**Table 2: Graduate categories according to graduation year**

<b>Type of graduate</b>	<b>Graduation year</b>
Recent Graduates	2013/14 , 2014/15
Medium Graduates	2011/12 , 2012/13
Older Graduates	2009/10 , 2010/11
Much Older Graduates	2004/05 to 2008/09

Findings were presented on the basis of global indicators which reflect the consortium reality. Nevertheless, we should bear in mind that the findings cluster together different contexts and realities and, in some cases, are considerable disparate. Moreover, one should note the considerable disparities in the proposed dimensions with respect to the double degree graduate population among the partner institutions, which varies from the smallest universe of UCL, with 201 graduates, to the largest of POLITO, with 2461 graduates, for the same reference period. Given this situation, we also chose to provide specific information per partner institution, but it does not need to be read with the same sort of care. Moreover, it allows us to perceive the specific realities of each “school/country” pair in terms of double degrees.

## Analytical dimensions

As already indicated above, the survey focuses on two key dimensions. The objective dimension consists of a number of indicators that characterise the current graduate employment status whereas the subjective dimension encompasses the motives that led them to take a DD and also their perceptions of the skills gained and competitive advantages, if any, for the labour market. An objective and short number of indicators was chosen, such as:

- Current employment status
- Employment
- Place of residence
- Salary
- Type of contract
- Duties performed (whether in the area of study or not)
- Employer's field of activity

The subjective dimension was basically drawn on the partners' accumulated experience in order to build up a number of indicators, which is divided into 3 large groups:

- Motivational factors for taking a double degree;
- Perception of the role of double degrees with respect to learning/gain of certain skills
- Competitive advantages for the labour market that a double degree may offer.

When collecting information, graduates were given the opportunity to submit suggestions for improvement and general comments on the global experience of conferring a more exploratory nature on the information collection process.

## Characterisation of surveyed graduates

- An overwhelming majority of surveyed graduates are male, 76.6%. The male to female ratio is 4 to 1.
- The average age is 28,5.
- Recent graduates are the most represented group, 36.4%. Not surprisingly, much older graduates are the less represented group, 17.0%.
- Most graduates are 2<sup>nd</sup> cycle graduates, 91.0%, while only 6.1% are 1<sup>st</sup> cycle graduates.
- 49.3% of surveyed graduates are working outside their home country.

Graduate characterisation is based on the fact that the partner institutions are different in size and reality, in particular with respect to the number of programmes and the number of students, among other aspects. Location and geographical origin are the most affected indicators by the Consortium heterogeneity. The largest percentage of surveyed graduates resides in Western and Southern Europe, with respectively 39.8% and 20.8%. Nevertheless, the geographical origin gives us a different scenario, with 55.8% of surveyed graduates originating from Southern Europe. The marked differences in the distribution of surveyed graduates in these two indicators (place of residence and origin), suggest that we are faced with a significant scenario of professional/post-academic mobility, which is confirmed when the percentage of surveyed graduates, who are currently residing abroad is identified, which is 49.3%.

**Table 3: Current location/place of residence**

Current location / Residence	%
Western Europe	39.8%
Southern Europe	20.8%
Northern Europe	15.2%
South America	7.5%
North America	5.6%
South Asia	1.7%
East Asia	1.5%
Western Asia	1.1%
Southeast Asia	1.0%
Oceania	0.8%
Central America	0.8%
Eastern Europe	0.8%
East Africa	0.7%
North Africa	0.1%
West Africa	0.1%
Central Asia	0.1%
N/A	2.4%

**Table 4: Geographical Origin**

<b>Geographical origin</b>	<b>%</b>
Southern Europe	55.8%
South America	16.3%
Western Europe	13.6%
South Asia	4.2%
East Asia	1.9%
North America	1.4%
Eastern Europe	1.3%
North Africa	1.1%
East Africa	0.9%
Central America	0.8%
Western Asia	0.6%
Double nationality	0.5%
Central Africa	0.4%
Southeast Asia	0.3%
Northern Europe	0.2%
N/A	0.5%

**Table 5: Sex**

<b>Sex</b>	<b>%</b>
Female	19.3%
Male	76.6%
N/A	4.0%

Graduation seniority is a relevant indicator in that one cannot compare the employment situation of graduates who are at very different stages of their personal and professional life. It is also necessary to take into account that Double Degrees have been an evolving reality and that there are less “older and much older graduates” than “recent and medium”. According to table 6, the data ultimately emphasises the reality of more recent graduates and, as a result, the labour market of more recent years.

**Table 6: Graduation seniority**

<b>Seniority</b>	<b>%</b>
Recent Graduates	36.4%
Medium Graduates	23.8%
Older Graduates	16.9%
Much Older Graduates	17.0%
N/A	5.7%

## Current employment status of surveyed graduates

Table 7: Employment status

Current situation	%
Paid activity	86.2%
Grant holder	4.8%
Unemployed	7.2%
N/A	1.7%

Globally speaking, 91.1% of graduates currently perform a paid activity (Grant holders and employees<sup>1</sup>). Taking a closer look, the current graduate situation shows that “employee” is the most common category, with 79.8% of graduates (Table X). There is a low percentage of self-employment, as only 3.7% of graduates are self-employed. It can also be stressed that only 1.5% of self-employed people have employees.

Table 8: Current situation in detail

Current situation in detail	%
Employee	79.8%
Grant holder	4.8%
Paid trainee	2.8%
Self-employed person with employees	1.5%
Self-employed person without employees	2.2%
Unemployed	7.2%
N/A	1.7%

Despite the relevance of global indicators, these cannot be read without tapping into the effect of graduation seniority because these are considerably different employment integration contexts and realities. Table 9 shows the current situation in terms of graduation seniority. Unsurprisingly, it is possible to identify that recent graduates are the largest contributors to the percentage of global unemployment. These graduates are at an early stage of their career.

<sup>1</sup> An employed person means the graduates who are in one of the following situations: Employee, self-employed with and without employees, intern and taking a paid internship.

Table 9: Professional situation Vs. Graduation seniority

Current situation in detail	Recent Graduates	Medium Graduates	Older Graduates	Much Older Graduates
Employee	73.5%	78.8%	85.1%	88.3%
Grant holder	6.7%	6.4%	2.5%	2.3%
Paid trainee	4.3%	3.1%	0.7%	0.7%
Self-employed person (employees)	0.5%	1.5%	2.9%	2.7%
Self-employed person (no employees)	1.9%	0.8%	4.7%	2.3%
Unemployed	10.8%	7.7%	2.5%	2.7%
N/A	2.4%	1.8%	1.4%	1.0%

As far as salary is concerned, we can observe that graduates globally earn, on average, € 3618. But, once again, considering that the Consortium is heterogeneous and the realities and contexts of each partner institution are different, this is a merely indicative value. Nevertheless, one interesting point to be stressed is that the latest OECD figures should be used for a term of reference/comparison. In OECD countries the monthly salary is, on average, €3376<sup>2</sup> (value for 2015). Factors such as seniority and location must be taken into account to obtain a more suitable interpretation of average salary for graduate jobs. As regards seniority (Table 10), it is not surprising to observe the pattern, because those graduates who already concluded their studies longer ago earn, on average, a higher salary.

Table 10: Remuneration Vs. Seniority

Seniority	Gross average monthly income
Recent Graduates	€ 3.067
Medium Graduates	€ 3.301
Older Graduates	€ 3.986
Much Older Graduates	€ 4.630

As regards current location, there are also marked differences which result from the specific features of the different economic contexts in each area. The purpose is not to compare these values, but to provide information as it is and to better understand global remuneration levels.

<sup>2</sup> OECD figure concern annual remuneration. The value was obtained by dividing the annual average by 12.

Table 11: Remuneration Vs. Location

Residence	Gross average monthly income
Central America	€ 3.796
Central Asia	€ 500
East Africa	€ 1.612
East Asia	€ 2.578
Eastern Europe	€ 1.415
North America	€ 6.607
Northern Europe	€ 3.805
Oceania	€ 4.840
South America	€ 2.472
South Asia	€ 1.740
Southeast Asia	€ 4.785
Southern Europe	€ 2.728
Western Asia	€ 2.295
Western Europe	€ 3.917
<b>GLOBAL</b>	<b>€ 3.618</b>

By establishing a relationship between location with seniority, the previously observed average remuneration pattern (much older graduates with higher remuneration) is again the rule, albeit with a few exceptions.

Table 12: Remuneration Vs. Seniority Vs. Location

Residence	Recent Graduates	Medium Graduates	Older Graduates	Much Older Graduates
Central America	€ 3.946	€ 6.186	-	€ 2.849
East Africa	€ 2.765	€ 691	€ 1.600	-
East Asia	€ 1.969	€ 2.832	€ 2.975	€ 5.000
Eastern Europe	€ 1.133	€ 1.265	€ 966	€ 2.278
North America	€ 4.897	€ 5.794	€ 7.954	€ 6.814
Northern Europe	€ 3.440	€ 3.635	€ 4.352	€ 4.649
Oceania	-	-	€ 4.278	€ 7.650
South America	€ 2.299	€ 1.990	€ 2.902	€ 3.242
South Asia	€ 1.309	€ 2.604		€ 715
Southeast Asia	€ 3.950	€ 2.194	€ 10.200	€ 16.500
Southern Europe	€ 2.484	€ 2.539	€ 2.578	€ 3.505
Western Asia	€ 2.526	€ 1.156	€ 3.000	€ 3.350
Western Europe	€ 3.258	€ 3.623	€ 4.383	€ 5.045

## Motivational factors

Table 13: Motivational Factors - Global

Motivation (1 -Not Important; 5- Extremely Important)	Average (Global)
Living in a different country during my studies	4,6
Interacting with new cultures	4,4
Having access to more job opportunities	4,2
Increasing the opportunities for a professional career in a country other than my own	4,2
Experiencing a different education environment	4,2
Stepping out my comfort zone to improve my ability to work independently	4,1
Learning a new language	4,0
A perspective of getting the job or jobs I aspire to	4,0
Having two academic degrees conferred by two different higher education institutions	4,0
Increasing the possibility to live in a different country more or less permanently	3,8
Studying in a certain identified higher education institution	3,7
A perspective of getting better paid than graduates with a single degree	3,0

All motivational aspects are, at different levels, important. Aside from the potential income growths which, while not being totally not important, has a considerable smaller amount of importance, all other aspects were important for DD graduates. A more in-depth analysis is necessary, but it is noticeable that "Living in a different country during my studies" is/was the most important aspect. "Interacting with new cultures" ranks second. It is interesting to observe that cultural/social related motivations are considered more important than more "corporate" or "Labour market" ones. This is the pattern observed in the group as a whole and also in the graduation period breakdown where the "Living in a different country during my studies" and "Interacting with new cultures" are always the major motives.

As previously mentioned, nearly half of the surveyed graduates are working outside their home country. Among these graduates a slightly different pattern in terms of motivational factors is observed. While the key motive for taking a DD is the same as in the overall results, the top 3 is different when compared with graduates who are working in their home country. Aspects related to professional mobility and labour market rank higher than the "cultural/social" aspects, which are present on the top 3 of graduates who are not in a professional mobility situation. This issue should be noted and addressed in upcoming projects/works as it suggests that people who were in an current mobility experience had more career/professional motives than those who were not.

Table 14: Motivational factors – graduates working in their home country

Motivation (1 -Not Important; 5- Extremely Important)	Average (Working in home country)
Living in a different country during my studies	4,6
Interacting with new cultures	4,5
Experiencing a different education environment	4,3
Having access to more job opportunities	4,3
Stepping out my comfort zone to improve my ability to work independently	4,3
Learning a new language	4,2
Increasing the opportunities for a professional career in a country other than my own	4,1
A perspective of getting the job or jobs I aspire to	4,1
Having two academic degrees conferred by two different higher education institutions	4,1
Increasing the possibility to live in a different country more or less permanently	3,8
Studying in a certain identified higher education institution	3,6
A perspective of getting better paid than graduates with a single degree	3,2

Table 15: Motivational factors – graduates working outside their home country

Motivation (1 -Not Important; 5- Extremely Important)	Average (Working outside home country)
Living in a different country during my studies	4,5
Increasing the opportunities for a professional career in a country other than my own	4,4
Having access to more job opportunities	4,4
Interacting with new cultures	4,3
Experiencing a different education environment	4,2
Stepping out my comfort zone to improve my ability to work independently	4,1
Having two academic degrees conferred by two different higher education institutions	4,1
A perspective of getting the job or jobs I aspire to	4,0
Learning a new language	4,0
Increasing the possibility to live in a different country more or less permanently	3,9
Studying in a certain identified higher education institution	3,8
A perspective of getting better paid than graduates with a single degree	3,1

In order to facilitate analysis of motivational aspects, 3 main factors were built from the larger list of motivation variables<sup>3</sup>. A factorial analysis was carried out, which allowed there large motivational dimensions to be built: cultural, professional and academic. It is confirmed that, on average, the cultural dimension takes on greater importance in relation to other dimensions (professional and academic), which share the same level of importance (table 16).

<sup>3</sup> Annex ... – Factorial analysis

Table 16: General motivational factors

Dimension	Average
Cultural	4,2
Professional	3,9
Academic	3,9

The same trend is found when variables 'location' and 'seniority' are included in the analysis (tables 17 and 18). Cultural aspects continue to be assumed as the most relevant for the decision of taking a DD, and academic and professional motives are very close to each other.

Table 17: General motivational factors by location

Location	Cultural	Professional	Academic
In home country	4,3	3,9	4,0
Outside home country	4,2	4,0	4,0

Table 18: General motivational factors by seniority

Seniority	Cultural	Professional	Academic
Recent Graduates	4,2	3,9	4,0
Medium Graduates	4,2	3,9	3,9
Older Graduates	4,2	3,8	3,9
Much older Graduates	4,2	3,8	3,9

## Impact – Skills gained

Table 19: % of agreement with skills gained

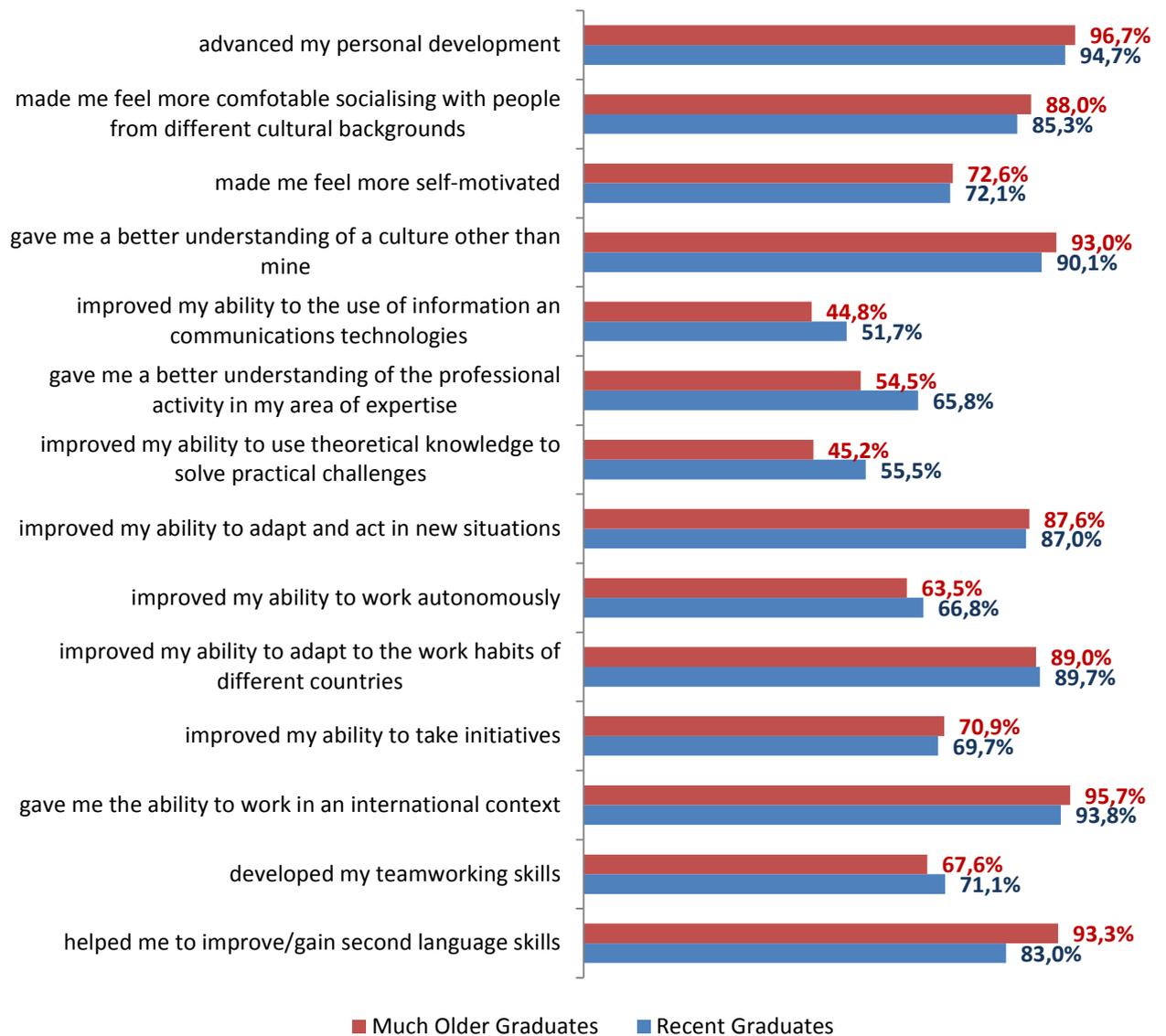
Skills gained	% agreement <sup>4</sup>
gave me the ability to work in an international context	93.5%
advanced my personal development	93.4%
gave me a better understanding of a culture other than mine	91.2%
improved my ability to adapt to the work habits of different countries	88.4%
improved my ability to adapt and act in new situations	86.3%
helped me to improve/gain second language skills	86.0%
made me feel more comfortable socialising with people from different cultural backgrounds	85.3%
made me feel more self-motivated	71.1%
improved my ability to take initiatives	71.0%
developed my team-working skills	70.1%
improved my ability to work autonomously	65.0%
gave me a better understanding of the professional activity in my area of expertise	60.2%
improved my ability to use theoretical knowledge to solve practical challenges	52.6%
improved my ability to the use of information an communications technologies	46.9%

It is relevant to measure the graduate perception of the role played by the DD in the development of additional academic skills. The very nature of a DD requires that the distinguishing experience will also potentially result in a diverse or at least unique number of skills that a single degree cannot provide.

Unsurprisingly, the majority of graduates consider that the DD experience gave them the ability to work in an international context. While "International context" might be a quite vague concept and can encompass several different understandings the main idea is to get a hint of how an international academic experience potentially gives graduates an ability to perform a job which addresses the challenges of a global labour market, both mobility wise and global connectivity wise. This would suggest that the skills that are directly or indirectly linked to the mobility experience have a larger percentage of agreement. It is conspicuous that the percentage of agreement steadily decreases in skills that are not necessarily associated with a mobility experience and may be acquired in an equally efficient manner in a programme without mobility. Nevertheless, agreement percentages are considerably high, and only skills in information and communication technologies fall short of 50%.

<sup>4</sup> The scale used is: "strongly disagree, disagree, agree, strongly agree". The percentage of "Agree" responses consists in adding the percentage of "Agree" and "Strongly Agree".

Figure 1: % 'agree' responses - Recent Graduate Vs. Much Older Graduates



With regard to the differences in context/environment between those who graduated more recently and those who graduated longer ago, there is not a pattern or a clear trend. In some items, a more striking difference stands out between Recent Graduates and Much Older Graduates (Figure 1), in particular in terms of “better understanding of the professional activity in my area of expertise” where the percentage of ‘agree’ responses among much older graduates is actually about 10% smaller than recent graduates. A similar difference is observed in item “Helped me improve/gain second language skills” but in the opposite direction, which means that there is a lower percentage of graduates who agree that a DD has helped them with new skills in a new language. The other item which shows the most obvious difference is “ability to use theoretical knowledge to solve practical challenges” where recent graduates a larger percentage of ‘agree’ responses.

In other items there are less marked differences. One can even say that, apart from the abovementioned exceptions there are no big differences in terms of perceptions of skills acquired between recent and older graduates. In addition, considering that the most striking differences are around 10% and only occur in 3 items, one can suggest that over the 20 years covered by the batch of surveyed graduates, the perceptions of acquired skills are similar.

There are some constraints in measuring skills based on perceptions to the detriment of an objective measurement through a certain number of performance evaluation metrics, in particular because these graduates do not have the perception of a “single degree” in building up skills. In this regard, the analysis of acquired skills will be later compared with the perception of a number of students who did not take a Double Degree.

## Impact – Competitive advantages in the labour market

The third analysed dimension, which also relies on graduate perceptions, consists of the potential competitive advantages for the labour market that Double Degrees may offer (Table 20).

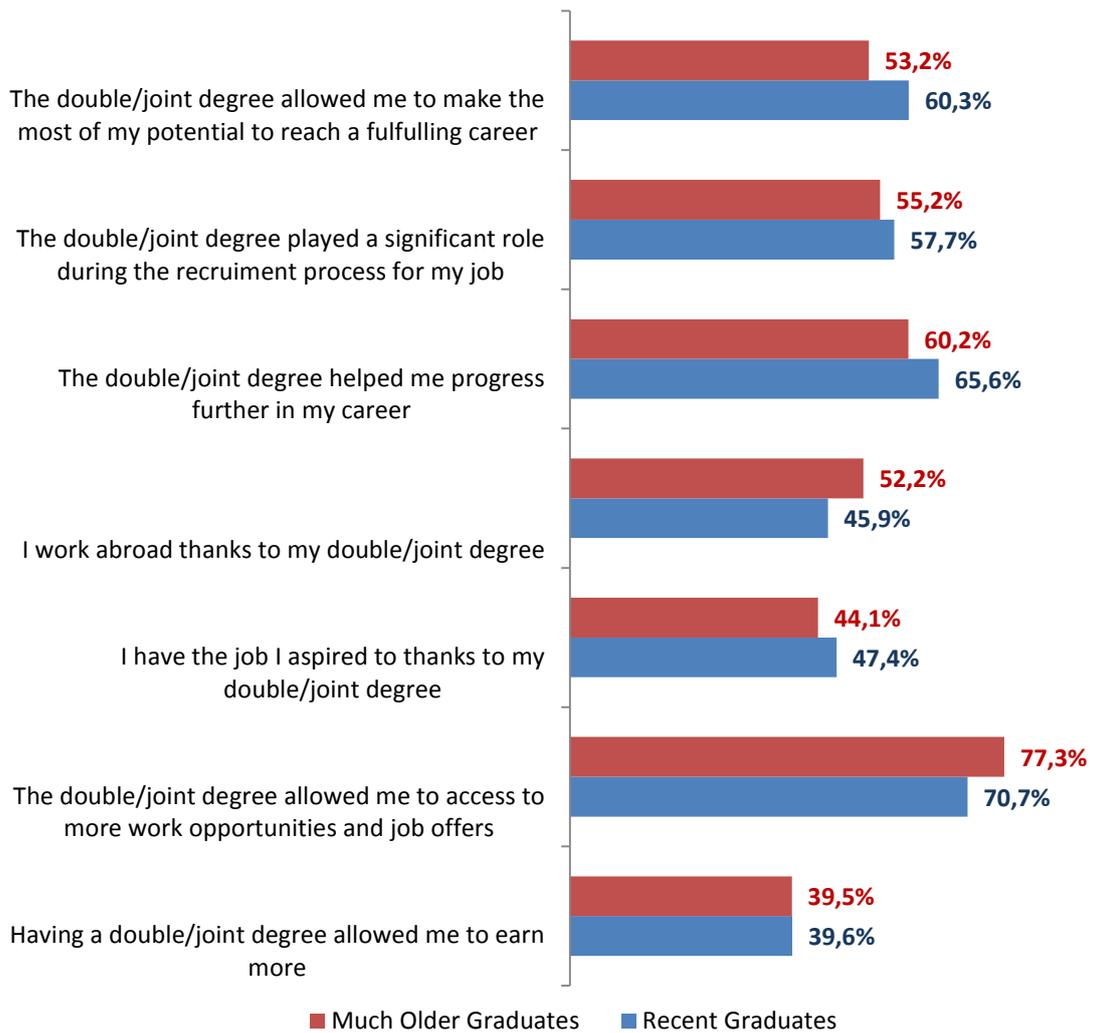
**Table 20: percentage of agreement with competitive advantages**

Labour Market Gain	% of agreement
The double/joint degree allowed me to access to more work opportunities and job offers	72,7%
The double/joint degree helped me progress further in my career	63,1%
The double/joint degree allowed me to make the most of my potential to reach a fulfilling career	58,4%
The double/joint degree played a significant role during the recruitment process for my job	58,1%
I work abroad thanks to my double/joint degree	48,8%
I have the job I aspired to thanks to my double/joint degree	45,4%
Having a double/joint degree allowed me to earn more	38,4%

As regards the fact that a Double Degree is seen as an advantage in the labour market, graduates have disparate opinions concerning acquired skills. The contribution of the Double Degree to more job opportunities and offers, with a percentage of agreement of 72.7% is the category where there is a considerable majority of agreement while only 38.4% of respondents agree that the Double Degree allowed them to earn more. In other categories, graduates share disparate opinions, with a number of variables moving towards a relative majority of agreement: ‘to progress further in my career’, ‘to make the most of the potential to reach a fulfilling career’ and a ‘significant role during the recruitment process’ and another one towards a relative majority of disagreement: ‘work abroad’ and ‘having the aspired job’.

The graduation time issue is particularly relevant when examining this analysis dimension in that professional integration and career development of DD graduates took place in considerably different contexts and the comparison between much more recent graduate perceptions and those of much older graduates may give out an idea of the relationship between these graduates with the labour market (Graph 2).

Figure 2: % of 'agree' responses - Recent Graduate Vs. Much Older Graduates



## Satisfaction and Recommendation

Overall, the recommendation levels are quite positive. An overwhelming majority of 96.7% of graduates recommend a DD to a higher education student or candidate (Table 21). The recommendation percentages are very positive irrespective of the time context of graduation. Despite very close values, much older graduates show slightly higher values. Considering the performance of the “recommendation” indicator, it is no surprise that DD graduates also showed high satisfaction levels with their programme (Table 22).

**Table 21: Recommendation of double degree**

<b>% of graduates who recommend a DD to a HE student/Candidate</b>	<b>96.7%</b>
Recent Graduates	96.1%
Medium Graduates	95.9%
Older Graduates	98.6%
Much Older Graduates	97.3%

**Table 22: Average level of satisfaction**

<b>Overall satisfaction (1 - Not satisfied; 5 - Extremely satisfied)</b>	<b>4,3</b>
Medium Graduates	4,2
Older Graduates	4,3
Pre-Historic Graduates	4,3
Recent Graduates	4,3

## WP2 report – Control group survey

---

### Framework, methodology and analytical dimensions

A separate analysis of DD graduates is important in that it provides a characterisation and a notion of their reality. Nevertheless, it does not allow for drawing a conclusion whether a DD brings any added-value. Because one of the major REDEEM objectives is to identify DD added-value, a decision was made to conduct a control group survey. This control group includes graduates of the same programmes as those analysed in the first survey but with only a single degree awarded by one institution. Through the differences found between both groups it is possible to obtain a picture whether it is an advantage to get a DD or not.

The analysis dimensions and the respective questionnaire remained the same except for the necessary semantic (and not merely semantic) adaptations to the characteristics of the new population. An objective dimension remained unchanged in order to identify current employment status, where objectively one can confirm whether there are advantages or not, and the subjective dimensions in terms of obtained skills and advantages in tackling the labour market. The motivational dimension remained only for single degree graduates who participated in any type of academic mobility with the purpose of identifying whether the motives for this type of programme are different from those which led students to enter Double Degrees. These two subjective dimensions have also a limitation in that each group is unaware of the reality of the other group.

The findings of the control group are provided basically in comparison with the findings of the previous survey, while stressing the major differences.

**Table 23: Response rates**

	<b>N</b>	<b>n</b>	<b>Response rate</b>
IST	191	14	7.3%
KTH	500	61	12,2%
POLITO	13678	634	4,6%
TUD	1099	174	15,8%
UCL	2448	239	9,8%
<b>Redeem Consortium</b>	<b>17916</b>	<b>1122</b>	<b>6,3%</b>

## Characterisation of surveyed graduates

The group of single degree graduates is rather similar to the group of double degree graduates. It mostly includes individuals of the male sex (79.5%) and more recent graduates account for the largest percentage of responses. In terms of average age, this group presents a slightly larger average, 29.3 years of age against 28.5 observed in the group of double degree graduates. With respect to age and gender, a comparison between two similar groups was ensured.

Table 24: Sex

Gender	%
Female	18.5%
Male	79.4%
N/A	2.1%

Table 25: Graduation seniority

Seniority	%
Recent Graduates	42%
Medium Graduates	30%
Older Graduates	15%
Much Older Graduates	10%
N/R	3%

With respect to current location, Southern Europe and Western Europe continue to be the most represented locations. Whereas the percentage of graduates residing in Western Europe is similar to that observed in double degrees, the percentage of graduates residing in Southern Europe is considerably higher: respectively 38.3% Vs. 39.8% and 43.4% Vs. 20.8%. In both groups, the location should be read carefully because there are some partners with a larger representation in absolute terms in surveyed population. Findings became somewhat biased because POLITO is, in absolute terms, the institution that contributed with the largest number of graduates. Nevertheless, it is appropriate to introduce the professional/post-academic mobility indicator, in the case of single degree graduates, the percentage of mobility is 28.1%, well below the percentage of 49.3% observed in the group of double degree graduates. Leaving biases aside, it is a fact that two of the surveyed groups, the one which did not have a DD experience much lower mobility percentages than the group that had that experience.

Table 26: Current location/place of residence

Current location/residence	%
Southern Europe	43.4%
Western Europe	38.3%
Northern Europe	7.2%
North America	3.8%
East Asia	1.3%
South America	1.3%
Western Asia	0.8%
South Asia	0.7%
Southeast Asia	0.5%
Oceania	0.4%
Eastern Europe	0.3%
Central America	0.2%
East Africa	0.2%
North Africa	0.1%
N/A	1.4%

It is important to stress that in spite of being single degree graduates, this does not mean that there are not mobility experiences. 37.6% of respondents participated in academic mobility programmes. The motivational facts to participate in this type of programmes will be discussed below.

Table 27: Academic mobility programmes

Participation in academic mobility programmes	n	%
No	579	61.1%
Yes	356	37.6%
N/A	12	1.3%

## Employment status of surveyed graduates + comparison

Employment status does not vary much. Only a few variations are found but it is nothing much visible. We can say that with respect to the current situation, there are not marked differences between single and double degree graduates. This is found both in the aggregate analysis and in the more detailed analysis.

**Table 28: Current situation**

<b>Current situation</b>	<b>% Single Degree</b>	<b>% Double Degree</b>
Employed	88.1%	86.3%
Grant holder	4.5%	4.8%
Unemployed	6.7%	7.2%
N/R	0.7%	1.7%

**Table 29: Detailed current situation**

<b>Detailed current situation</b>	<b>% Single Degree</b>	<b>% Double Degree</b>
Employee	81,8%	79,8%
Grant holder	4,5%	4,8%
Paid trainee	1,4%	2,8%
Self-employed person with employees	1,7%	1,5%
Self-employed person without employees	3,2%	2,2%
Unemployed	6,7%	7,2%
N/R	0,7%	1,7%

The patterns found above in the relationship between the current situation and graduation seniority are recurrent. The decreasing trend in the percentage of unemployed people is also recurrent among single degree graduates. Some details may be referred, namely, the largest percentage of “Self Employment” in all seniority categories in the group of single degree graduates and also similar percentages of unemployed graduates in the categories “Medium Graduates” and “Older graduates” when compared with the largest difference, respectively 7.7% and 2.5% in the case of double degree graduates.

Table 30: Current situation Vs. Seniority

Detailed current situation	Recent Graduates	Medium Graduates	Older Graduates	Much Older Graduates
Employee	77.8%	84.5%	84.1%	86.7%
Grant holder	6.5%	3.5%	4.3%	1.0%
Paid trainee	2.5%	0.7%	0.0%	0.0%
Self-employed person (with employees)	0.7%	1.4%	2.9%	5.1%
Self-employed person (with no employees)	3.0%	3.2%	2.9%	5.1%
Unemployed	8.7%	5.6%	5.1%	2.0%
N/R	0.7%	1.1%	0.7%	0.0%

With respect to salary, the previously made observation regarding the reading constraints of the global value is recurrent. For single degree graduates the global average of monthly salary is €3146, considerably lower than €3618 of double degree graduates. The location issue should be highlighted, in that the largest percentage of respondents was working abroad, in Southern Europe, where salaries are lower than those in Western and Northern Europe. Against this background, it becomes more pertinent the analysis and comparison of remuneration by location. The comparison is limited to Southern, Northern and Western Europe where the largest percentage of graduates is concentrated. There is a small absolute number of graduates in some of other areas that makes the use of average a good indicator unfeasible.

Table 31: Average gross monthly income

Current location	Single Degree	Double Degree
Western Europe	4.037 €	3.917 €
Southern Europe	2.092 €	2.728 €
Northern Europe	3.891 €	3.805 €

There is not a clear pattern in Western and Northern Europe with respect to graduates, where the average is slightly higher than in single degree graduates. Nevertheless, in the case of graduates in Southern Europe, there is not only a reverse situation but also the difference is considerably marked, € 2,092 against € 2,278.

Considering seniority, the more senior a graduate is the higher his or her average salary. In almost all groups, double degree graduates have a higher average salary than single degree graduates. Nevertheless, the only case this is not found is in the group of much older graduates.

Table 32: Average gross monthly income Vs Graduate seniority

Seniority	Single Degree	Double Degree
Recent Graduates	€ 2.669	€ 3.067
Medium Graduates	€ 3.000	€ 3.301
Older Graduates	€ 3.465	€ 3.986
Much Older Graduates	€ 4.763	€ 4.630

The relationship between seniority and location in terms of average salary does not show a clear pattern either. It is necessary to consider the specific features of the “Location” + “Seniority” pair to find some characteristics to be worth stressing. One of the cases that stand out is that recent graduates in Southern Europe show the largest average difference between SD and DD, and the latter have the largest figure. Besides, only geographical area shows us a clear pattern, in which all DD graduates have a higher average salary than SD.

Table 33: Income / Graduate Seniority / Location

Current Location	Recent Graduates		Medium Graduates		Older Graduates		Much Older Graduates	
	SD	DD	SD	DD	SD	DD	SD	DD
Western Europe	€3,511	€3,258	€3,919	€3,623	€4,364	€4,383	€4,931	€5,045
Southern Europe	€1,826	€2,484	€2,272	€2,539	€2,395	€2,578	€3,028	€3,505
Northern Europe	€3,557	€3,440	€3,042	€3,635	€4,183	€4,352	€4,128	€4.649

With respect to employment status, their behaviour is very similar irrespective of location and the time that elapsed from graduation. Nevertheless, some marked differences appear but without an obvious pattern or trend in terms of salary. It is safe to say that it is at the level of salary that there are differences between SD and DD but salary is a variable, which depends a lot on the context, in particular the period of time in the labour market and geographical location. It is premature to say whether there is a cause/effect relationship between having a DD and earning a higher salary, but, in the specific case of Southern Europe, it can be said that it is true that DD graduates always account for higher averages. In the other two regions there is not a clear pattern.

## Impact – Competitive advantages in the labour market

Table 34: Labour market gain

Labour market gain	Single degree	Double Degree	% Difference
Have a higher salary/income	57.3%	38.4%	18.9%
Access to more work opportunities and job offers	77.2%	72.7%	4.5%
Having the job you aspired to	59.9%	45.4%	14.5%
Work abroad	57.3%	48.8%	8.5%
Progress further in your career	67.2%	63.1%	4.1%
Make the most of your potential to reach a fulfilling career	62.9%	58.4%	4.5%

It is important to contextualize the perception that each group of graduates had before the questions they responded. Double degree graduates face the advantages listed by assuming a comparison of having a DD with what would be without it. The same exercise is made for single degree graduates by taking on a comparison between having and not having a degree. This fact may partly explain why all these categories have a level of much higher agreement among single degree graduates. Nevertheless, it is possible to make some interesting interpretations, in particular the level of agreement with “Having the job I aspired to” and “Work Abroad” have a higher percentage of agreement in the group of single degree graduates. It is interesting to note that single degree graduates agree more with the statement that their simple degree empowers them to work abroad.

## Impact – Skills gained

Table 35: Skills gained - % of agreement

Skills gained	Single Degree	Double Degree	% Difference
advanced your personal development	86.2%	93.4%	-7.2%
improved your ability to work autonomously	83.7%	65.0%	18.7%
improved your ability to adapt and act in new situations	82.5%	86.3%	-3.8%
developed your teamworking skills	77.9%	70.1%	7.8%
improved your ability to use theoretical knowledge to solve practical challenges	76.2%	52.6%	23.6%
improved your ability to the use of information and communications technologies	68.2%	46.9%	21.3%
improved your ability to take initiatives	67.7%	71.0%	-3.3%
gave you the ability to work in an international context	63.9%	93.5%	-29.6%
made you feel more self-motivated	60.3%	71.1%	-10.8%
helped you to improve/gain new language skills	58.8%	86.0%	-27.2%
made you feel more comfortable socialising with people from different cultural backgrounds	53.4%	85.3%	-31.9%
gave you a better understanding of the professional activity in your area of expertise	52.1%	60.2%	-8.1%
improved your ability to adapt to the work habits of different countries	44.5%	88.4%	-43.9%
gave you a better understanding of a culture other than yours	41.1%	91.2%	-50.1%

Higher percentage of agreement in double degree graduates

Higher percentage of agreement in single degree graduates

It comes as no surprise that the items that have the biggest difference in terms of % of agreement are the ones that relate to experiences with other countries in terms of cultural understanding and socialising and work habits. Still in these sort of skills the % of single degree graduates who claim to have gained these skills is considerable. All the skills where the single degree graduate has a higher % of agreement are not at all associated with mobility and deal with skills that concern directly with the performance of the job.

## Motivational factors for participating in mobility programmes

Table 36: Academic mobility programmes motivations

Motivation (1 -Not Important; 5- Extremely Important)	Single Degree	Double Degree
Living in a different country during my studies	4,5	4,6
Interacting with new cultures	4,4	4,4
Stepping out my comfort zone to improve my ability to work independently	4,3	4,1
Learning a new language	4,1	4,0
Experiencing a different education environment	4,1	4,2
Having access to more job opportunities	3,9	4,2
Increasing the opportunities for a professional career in a country other than my own	3,8	4,2
Increasing the possibility to live in a different country more or less permanently	3,8	3,8
A perspective of getting the job or jobs I aspire to	3,4	4,0
Studying in a certain identified higher education institution	3,3	3,7

As mentioned above, 37,6% of the single degree graduates participated in academic mobility programmes which is a considerably different experience from entering double degree programmes. It therefore appears reasonable to consider that the perception of each graduate group of the motives is different. Nevertheless, it is relevant to compare the level of importance attached by each group to this. There are no striking differences in importance attached. The average values are very close in several motivates, but somewhat marked differences appear in two items, i.e. the perspective of getting a job or jobs that the graduate aspires to and studying in a particular higher education institution. The former clearly implies concerns with career while the latter refers to academic concerns. Access to more job opportunities is somewhat more important for double degree graduates.

It is also important to mention that 37,6% of these graduates are working outside their country of origin. It is a smaller percentage than the mobility observer among the double degree graduates (49,3%). This could hint that student exchange programmes lead to less professional mobility than double degrees, however such claim needs further investigation because the number of different nationalities is smaller than the single degree group (46) than on the double degree group (65).

## Satisfaction with the programme (Single Degree) and awareness of double degree programmes

Satisfaction with attendance of a double degree is high and remains almost unchanged, regardless of graduation seniority. Nevertheless, it is somewhat lower than that of double degree graduates with their degree.

Table 37: Satisfaction

	Single Degree	Double Degree
<b>Overall satisfaction (1 – Not Satisfied; 5 – Extremely Satisfied)</b>	<b>3,9</b>	<b>4,3</b>
Recent Graduates	3,9	4,3
Medium Graduates	3,9	4,2
Older Graduates	4,0	4,3
Much Older Graduates	3,9	4,3

As for the awareness single degree graduate have of double degree programmes, 80.9% have indicated that they are aware of the existence of double degree programmes. Of this group, 51.4% stated that they would consider entering a double degree. In light of this, it is possible to identify a good potential of recruitment and/or promotion of double degrees given that the scenario is neither unknown nor totally denied. The major motives, among numerous other motives, for not entering a double degree, even though they have considered to take it and the reason is the lack of programmes that students want to attend, and the fact that they do not want to go into a mobility programme for so much time, the lack of financial resources and the fact the curriculum is not sufficient to fill a vacancy.

## Final Remarks

In light of two similar groups in terms of age, gender and graduation seniority, we can say that there are no marked differences between the groups that obtained a double degree and those that did not, however some differences exist and are worth being addressed to in future studies and investigation. First of all there is a slightly higher average satisfaction levels among double degree graduates, 4,3 against 3,9 among single degree graduates. The remaining differences are not as global and are observed only in certain subgroups, such as the graduates currently located in southern europe in which double degree graduates earn more than single degree graduates no matter how long ago they graduated. In Northern and Western Europe there is no such pattern.

We suspect that graduate seniority might not be a key variable in terms of understanding the added value of a double degree as there is no apparent influence, the professional situation and perceptions are fairly similar in each graduate seniority group which hints that little has changed in terms of how graduates face their double degree in the last ten years . The current location on the other side would be a very relevant issue by itself in any analysis concerning labour market and professional situation and the REDEEM project is no exception, some of the major differences were observed in current location breakdown.