

Report on ethnic minority students' inner perception

Empowerment of ethnic Minority Students In Vietnam



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CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION
STRAND 1

EMSIV PROJECT

Empowerment of ethnic Minority Students In Vietnam

Report on ethnic minority students' inner perception Milestone MS1

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PROJECT PARTNERSHIP

PARTNER NAME	COUNTRY	PARTNER'S MAIN ROLE
Consorzio Interuniversitario AlmaLaurea (AL)	Italy	Project coordinator WP2 leader – Ethnic minority graduates track WP6 leader – Management
Hanoi University (HANU)	Vietnam	National coordinator WP5 leader – Sustainability
Tay Nguyen University (TNU)	Vietnam	Organizer of local WP4 meeting number 3: Seminar, conference and focus group
Thai Nguyen University (ThaiNU)	Vietnam	WP4 leader – Dissemination
Nha Trang University (NTA)	Vietnam	Organizer of local WP4 meeting number 8: Seminar, conference and focus group
Agriculture and Forestry Research & Development Center for Mountains Region (ADC)	Vietnam	Will contribute with past experience on ethnic minority women and experience on focus group with Vietnamese stakeholders
Management Board of Hanoi Industrial Zones and Processing & Export Areas (HIZA-CES)	Vietnam	Organizer of WP4 and WP5 meetings numbers 7 and 9: Seminar, conference and focus group and final conference
Polytechnic of Porto (IPP)	Portugal	WP1 leader: Inner and outer perception on ethnic minority students
University of Insubria (UNINS)	Italy	WP3 leader – Transferability of EU best practices on ethnic minorities' inclusion and employability

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INTRODUCTION

The present document has been developed within the framework of **Work Package 1 – Inner and outer perception on ethnic minority students**.

It aims at providing the perception of the students belonging to ethnic minority groups enrolled in the four Vietnamese universities partners of the EMSIV Project. An online survey was conducted, and data were collected in May 2024. The collected data are to be analysed in June-July 2024 and represent the baseline for the recommendation paper to be presented and delivered during the meeting planned in month 9 of the project implementation.

In addition to the four Vietnamese partner universities of the EMSIV Project, two new universities joined the initiative and expressed their willing to involve their students in the survey. As results, the two new universities who are part of the analysis are: Quang Ninh University of Industry and Halong University. These two universities, located in the eastern part of Vietnam, allow the project to increase its impact at national level and beyond the scope of the partnership.

The data collected through the survey, will be integrated in the results of the seminars and conferences planned during the project life cycle.

The involvement of Vietnamese students, graduates, academic staff, companies and other stakeholders in the seminars and conferences to be organized within the framework of the project will promote and increase the society's awareness on ethnic minorities topic, especially related to students and graduates and their transition into the labour market.

The establishment and promotion of the permanent dialogue among all interested Vietnamese stakeholders on ethnic minority students will be created, and it will serve as the baseline for the project's sustainability. The permanent dialogue will support networking among Vietnamese stakeholders in order to facilitate a continuous and systematic discussion on the needs to be taken into consideration and actions to be taken for the promotion of ethnic minorities topic.

PROJECT OVERVIEW

The EMSIV Project, “*Empowerment of Ethnic Minority Students in Vietnam*”, is in line with the EU overarching priority “*Sustainable Growth and Job*” and it intends to promote a comprehensive dialogue on ethnic minorities in higher education in Vietnam by enhancing the networking among national stakeholders and, subsequently, to promote their commitment for a successful inclusion of ethnic minority students into the labour market.

Vietnam is a multi-ethnic country, consisting of 53 different minority ethnic groups, where, despite being provided with better education than their parents, ethnic minority youth still experience discrimination and multiple difficulties in employment. Reducing the barriers faced by ethnic minority students when transitioning into the labour market, and promoting their empowerment by the provision of effective tools for increasing their employability potential and social inclusion are core objects of this initiative.

EMSIV project specifically aims at analysing the self-perception of Vietnamese minority students related to entering to the labour market, as well as the attitude of employers towards minority graduates. Such activities are composed of capacity transfer in favour of beneficiary universities’ staff so as to foster the employability and social inclusion of students belonging to an ethnic minority with EU partners sharing their strategies and tools developed within the field of protection, empowerment and inclusion of ethnic minorities.

The initiative aims at raising the awareness of civil society, stakeholders, and policy makers on the issue of ethnic minority students’ inclusion in society and into the labour market, leading to the establishment of a permanent forum on ethnic minority youth. The set-up of the forum will promote a continuous and systematic dialogue on the actions, needs and priorities to be addressed to foster the inclusion and empowerment of ethnic minority youth in Vietnam.

The main expected results are the following:

- i. Release of Recommendation paper on ethnic minority students’ inner and outer perception
- ii. Release of Recommendation paper on strategies and tools for enhancement of ethnic minority employability
- iii. Release the Report on ethnic minority graduates tracking
- iv. Organization of focus groups, seminars and conferences
- v. Creation of the Permanent forum on ethnic youth

SURVEY DESIGN AND IMPLEMENTATION

Survey coverage

“Inner perception of ethnic minority students” is a population survey (meaning that we aim to survey the whole population of interest, rather just than a sample) of almost all students belonging to ethnic minority groups enrolled in six Vietnamese higher education institutions, for which the Higher Education Institutions (HEIs) have the contact details. For the first time, we will have the opportunity to measure and understand the perception of the Vietnamese students belonging to ethnic minority groups enrolled across the four Higher Education Providers (HEPs) in Vietnam, partners of the EMSIV Project, plus the two universities who joined the initiative.

The partner universities expressed their interest in having comparison among the 53 ethnic minority groups and the majority group of students (Kinh). For this reason, the surveys were extended also to students belonging to Kinh group, on a voluntary based approach. Each university informed the students that the survey was mainly intended to ethnic minority groups, but the involvement of the majority group (Kinh) in the study can allow for a better understanding of the study topic. The Kinh group represents around 1/3 of the surveyed population. The inclusion of this group allows for the comparison with ethnic minority groups. Furthermore, it creates an interesting baseline for drafting recommendations and suggestions for improving the academic path of students, as well as policy recommendation for the minority groups.

Given the uses of Students perception, it is important to collect information about students of the six HEPs in Vietnam involved in the study, to high standards of detail, completeness, accuracy, and consistency. With six providers in the coverage, a centralised population survey of all students belonging to ethnic minority groups was deemed the most suitable option, as opposed to a sample survey.

Student data on demographic and course characteristics from HEPs was collected by a centralized database. As mentioned, the students target population includes all students belonging to ethnic minority groups enrolled in the six Vietnamese HEIs plus the majority group (Kinh) of students that were contacted. For example, Thai Nguyen University

concentrates the survey to all students of the two Campuses (Ha Giang and Lao Cai Campuses), where the majority of students belong to ethnic minority groups (Ha Giang Campus has 580 students enrolled and, among them, 500 belong to minority groups, while Lao Cai Campus has 2,062 students, among which 1,515 are from minority groups).

Students' participation was voluntary and responses were anonymous. There was no institutional or legal obligation to respond, and no personal information such as name or e-mail was collected. This information was provided in the survey's introduction and students had to actively give their informed consent to participate in the study.

Sampling frame

Although ethnic minority students were the target population of the survey, in practice some under-coverage is inevitable as some students contact details may be unavailable, or due to other reasons. We herewith call the list of all cases we can include as the "sampling frame". Using the coverage criteria outlined above, a sampling frame was developed. This contains contact details (e-mail addresses, phone numbers or other details available in the respective university) for all students eligible to take part in the survey. The contact details of students were exclusively managed by each university and a unique link developed for the survey purposes was disseminated to the respective students.

Role of Higher Education providers

Our model of open centralisation means that the Polytechnic of Porto (WP leader) was responsible for setting up the online survey, while the Vietnamese universities were responsible for delivering the survey. The WP leader depends critically on providers to ensure the survey is delivered successfully, response rates are maximised, and bias is not introduced.

The primary role of providers (Vietnamese universities) can be summarised in three activities:

- i. Collecting contact details to support the creation of an accurate and comprehensive sampling frame;
- ii. Disseminating the Survey link to students contact details;
- iii. Promoting the survey to create brand awareness among prospective respondents.

Role of WP leader, project coordinator and partners

Methodological decisions about the survey design and implementation were made by the entire Consortium, with input from WP leader and Quality Assurance Committee.

During the project kick off meeting, the WP leader presented the draft sections and main contents of the questionnaire to the Vietnamese partners, to be analysed, adapted and approved.

The survey results contain the necessary information and allow for the option to download and analyse the data.

The WP leader has also provided to the Vietnamese universities with the Guidelines for the Process of Cross-Cultural Adaptation of Self-Report measures.

Survey targets

It was important to ensure an acceptable participation of students, which is the reason why the involved universities decided to send the questionnaire to all students belonging to ethnic minority groups. The total population of such target group is approximately 27,000 students enrolled in all six universities.

Nevertheless, the universities shared the link to the entire population of students (including those belonging to Kinh group) in case they were interested to be part of the study. Thai Nguyen University also concentrated the efforts on the two Campuses of the University (Lao Cai Campus and Ha Giang Campus) as mentioned in the section Survey coverage.

As the EMSIV Project focuses on ethnic minority groups, we considered as target and total population the students belonging to ethnic minority groups of the six universities involved in the study. **The total population is therefore 27,148** students belonging to ethnic minority groups.

The survey was sent to more than 65,000 students, including those belonging to Kinh group. We have anticipated a response rate in line with other surveys carried out at European level (for example Eurograduate 2018 initiative: average response rate 15.8). However, due to the commitment and efforts of the Vietnamese partners a total of 14,603 responses were received: 9,495 of which belonging to ethnic minority groups and 5,108 belonging to Kinh group. The response rate of students belonging to ethnic minority groups was 34.9% ($= 9,495/27,148 \times 100$) which is extremely valuable and relevant from the statistical point of view.

Survey questions

The students questionnaire design was based on the international literature review and scholars experiences in this sector¹. The questionnaire is divided into 6 sections, as follows:

SECTION 1 – Introduction, informed consent and respondent information

SECTION 2 – Higher Education Self-Efficacy²

SECTION 3 – Transition-to-work Self-Efficacy³

SECTION 4 – Soft Skills Self-Efficacy⁴

SECTION 5 – Perceptions on barriers to the entrance into the labour market

SECTION 6 – Perceptions on support to the entrance into the labour market

The questionnaire was finalised in consultation with the entire Project consortium, especially with the reviews of the Vietnamese partners in order to be adapted to the national context.

Online survey design

The survey questionnaire was hosted on Google Forms platform and set up by the WP leader. The online survey was accessed through a unique URL (link⁵) and sent to students via e-mail and/or Zalo (the most popular chat application used in Vietnam for communications).

The survey can be conducted on multiple devices (desktop and mobile) with in-built compatibility functions. Respondents are provided with a short explanation to help them with specific questions as they go through the survey.

Data collection

Students survey data is collected in different instalments, called cohorts. Each cohort represents a group of graduates who are attending the university in their:

- a. 1st year
- b. 2nd year
- c. 3rd year

¹ Social Cognitive Theory, Bandura, 1986

² HESE-SV9; Vieira et al., 2017; Vieira & Alves, 2023

³ TWSE-SF9; Vieira & Coimbra, 2005; Vieira & Alves, 2023

⁴ TPS-SE; Vieira, 2014; Audibert et al., 2020

⁵ <https://forms.gle/sQvJt3DTa8j4bWEz6>

- d. 4th year
- e. 5th year
- f. 6th year
- g. beyond the 6th year

Data collection started in May 2024. An invitation e-mail or message was sent to all students, using the contact details available in the administrative offices of each provider. The e-mail and message contained the link to the survey, which was unique for each student.

Aiming at maximising response rates, students could access the survey several times and submit it when all responses were completed. Additionally, during the 4-week field period, up to 2 e-mails and/or messages were sent to students as a reminder to fill out the questionnaire.

Opt-outs

Students were able to opt out from the survey and any further communication through a number of different channels. The e-mail invitations and online survey provided direct access to information on how to opt-out. An introduction explanatory message was set-up:

"Our University is participating in an international project Erasmus+ co-funded by the European Union, involving as main beneficiaries 4 Vietnamese Universities (Hanoi University, Thai Nguyen University, Tay Nguyen University and Nha Trang University), that aims is to enhance students' employability. In this context, to know your opinion is fundamental. There are no right or wrong answers and the data collected is anonymous. Personal data (for example, gender, age) will be divulged only as aggregate and anonymous statistics. Provision of data is optional and you may withdraw from the survey at any time, although failure to answer is an obstacle to this project success.

Each University will be the owner of data collected from its students.

Our focus is to know your opinion based on your personal experience.

Thank you for your collaboration"

And the in the first Section, the first question was the informed consent:

"I have read and understood the information in the introduction. By choosing "yes", I voluntarily agree to participate in this study"

- a. Yes
- b. No

It is important to mention that there was no obligation or any other constraint for the students to fill the questionnaire.

Data cleaning and processing

DATA CLEANING

All the answers were received in a Microsoft Excel file. The WP leader uploaded the data on to the IBM SPSS program and checked for missing data or errors in the responses. For instance, in the question on age, some students answered with the year of their birth instead of their age. These data were converted into age. Once cleaned and checked that all data are anonymised, the WP leader will proceed with the analysis of findings and draft the recommendation paper.

DATA CAPTURE

All data were collected in a single location provided by the same software used to administer the survey.

DATA SOURCES

The information used come from the following source:

Students survey: includes all information related to gender, age, belonging University, academic year, field of study (list used from MOTIVE project questionnaire, developed under the 609781 Erasmus+ Project) and ethnic group.

Data analysis and comparison variables

The data collected will be analysed by the WP leader and shared with the Quality Assurance Committee. Then, the WP leader will proceed with the following analysis of variables and with the draft of the recommendation paper.

The main variables available for comparison are: gender, age, academic year and ethnic group.

The WP leader analysts will work in collaboration with analysts from the statistic Office of the project coordinator (AlmaLaurea) to undertake extensive analysis. This work will focus on assessing the extent to which the achieved sample for the survey can show similar characteristics to the population of all students belonging to ethnic minority groups and this aspect will be analysed in more detail during the future focus groups planned in the framework of the project.

Privacy and data protection

Parties involved in processing:

- The interested categories are students enrolled in the Vietnamese universities who took part in the survey.

- The data collected are totally anonymised (**no** personal data are requested through the questionnaire, such as name, surname, date of birth or any other information that may identify a specific respondent).
- Each University is the owner of data collected from the students enrolled in the respective university.
- No personal data are transferred to third parties.

Purposes:

As part of the EMSIV project objectives, the Consortium promotes and tries to enhance the dialogue regarding the topic of ethnic minorities students' perception and their future in the labour market. The main scope of the survey is to analyse students' perception and the data will be treated in a completely anonymous way.

The data, provided voluntarily upon the completion of the questionnaire, may be processed for the following purposes:

- Preparation of statistical reports linked to the questionnaire and any further surveys, in order to assess the self-perception of students;
- Draft and provision of recommendations to facilitate entry into the labour market and professional training;
- Preparation of statistical reports (by processing various sections of the questionnaire), and facilitation of entry into the labour market and professional training through the delivery of recommendation(s) to Higher Education Institutions, to Policy makers, to the Business community and to other Stakeholders.

Legal bases:

For the purpose referred, the data provided will only be processed if each student has so agreed and filled out the questionnaire.

The data are stored and protected with appropriate security measures. In particular, the data are stored in anonymous form.

In any case, any publication and dissemination of the data collected for statistical purposes shall take place exclusively in an anonymous and aggregated form. Under no circumstances shall it therefore be possible to trace the identity of the data subjects.

In order to ensure the full anonymization of the data collected, the Quality assurance Committee and the analysts consider that for a specific collective of students, for variables

with less than 3 respondents, that specific indicator is to be eliminated from the analysis. This procedure avoids any possible way to identify a subject.

CONCLUSIONS

The world of work is transforming very rapidly, and this trend is accelerated after the CoViD-19 pandemic. Most jobs will disappear by 2040 and will be replaced by new ones. Demand for highly skilled, socially engaged people is both increasing and changing. In this context, Education and Culture are key to build cohesive societies. The stakeholders involved in the educational sector, in all countries, seek to step up investment in education and skills. Several studies at international level underlined the necessity and the need to improve data availability to help policy makers in addressing higher education challenges and ensure efficient investment.

In recent years, the Vietnamese authorities issued several priority policies for investment in education and training development for ethnic minority and mountainous areas; among these we would like to mention Decree No. 86/2015/ND-CP (October 2, 2015) which stipulates a school tuition fee exemption, reduction in and support for learning costs, Decree No. 116/2016/ND-CP (July 18, 2016) which indicates different policies to support pupils and secondary schools in extremely disadvantaged areas. Government Decree No. 57/2017/ND-CP outlines the policies on enrolment prioritization and learning support for preschool children, pupils and students from ethnic minority groups with very few people. A particular attention is given to pupils and students from these groups, in order to allow them and give priority to attend preschools, ethnic boarding and semi-boarding secondary schools; and after graduation from senior secondary schools, they will be admitted to public university preparatory schools, training institutions, colleges, and universities⁶.

Given the above-mentioned challenges in Vietnam, the EMSIV project tries to address some of them and has, for that purpose, launched a pilot survey in 6 Vietnamese universities with the intention to lay the ground for a more productive dialogue among different stakeholders.

We would like to mention that a preliminary data analysis already revealed important results. For example, for the most requested skill by the business community ("Analysis and problem-

⁶ Figures on ethnic minority women & men in Vietnam, from the findings of Surveys on the socio-economic situation amongst 53 Ethnic Minority Groups 2015-2019, United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), 2021.

solving”), 33% students assessed themselves as “Fairly confident” or “Not at all confident”. Also, only 7% rated themselves as “Very confident” in that skill. Additionally, regarding the perception of approaching the labour market, *“difficulties in finding information about employment”* seems to be the most significant barrier identified by the students.

The detailed results of the survey will be presented in the “Recommendation paper on ethnic minority students’ inner and outer perception”, that represents the deliverable of the work package no. 1 “Inner and outer perception on ethnic minority students”.

This study provides a unique opportunity to compare the perception of students belonging to ethnic minority groups considering their future path from education to the labour market. It will allow to highlight the perspective on the relevance of higher education for policy makers, the general public, and researchers.

ANNEX I: STUDENTS QUESTIONNAIRE (VIETNAMESE LANGUAGE)

Đại học đang tham gia vào một dự án quốc tế Erasmus + do Liên minh châu Âu đồng tài trợ, nhằm mục đích nâng cao năng lực việc làm cho sinh viên, với các đơn vị thụ hưởng chính là 4 trường Đại học tại Việt Nam (Trường Đại học Hà Nội, Đại học Thái Nguyên, Trường Đại học Tây Nguyên, Trường Đại học Nha Trang, Trường Đại học Công nghiệp Quảng Ninh và Trường Đại học Hạ Long). Để thực hiện dự án này, ý kiến đóng góp của bạn rất cần thiết. Trong bảng câu hỏi không có câu trả lời đúng hay sai và dữ liệu được thu thập sẽ được ẩn danh. Các dữ liệu cá nhân (ví dụ: giới tính, tuổi tác) sẽ chỉ được trình bày dưới dạng số liệu thống kê tổng hợp ẩn danh. Việc cung cấp dữ liệu là hoàn toàn tình nguyện và bạn có thể dừng khảo sát bất cứ lúc nào. Tuy nhiên, chúng tôi rất mong muốn sự hợp tác từ bạn để đóng góp cho sự thành công của dự án này.

Mỗi trường đại học sẽ là chủ sở hữu dữ liệu được thu thập từ sinh viên của trường mình.

Trọng tâm của chúng tôi là biết ý kiến của bạn dựa trên kinh nghiệm cá nhân của bạn.

Cảm ơn sự hợp tác của bạn!

BẢNG CÂU HỎI KHẢO SÁT SINH VIÊN

PHẦN 1 - GIỚI THIỆU VÀ THÔNG TIN NGƯỜI TRẢ LỜI

1.1. Tôi đã đọc và hiểu thông tin trong phần giới thiệu. Bằng cách chọn "Có", tôi tự nguyện đồng ý tham gia vào nghiên cứu này.

Có ☐

Không ☐

1.2. Xin vui lòng, cho biết giới tính của bạn:

Nam ☐

Nữ ☐

Không muốn trả lời ☐

1.3. Vui lòng cho biết tuổi của bạn:

1.4 Xin vui lòng, cho biết trường đại học của bạn

a. Trường Đại học Hà Nội ☐

b. Đại học Thái Nguyên ☐

c. Trường Đại học Tây Nguyên ☐

d. Trường Đại học Nha Trang ☐

1.5 Hiện tại bạn là sinh viên đại học năm mấy?

a. Năm thứ 1 ☐

b. Năm thứ 2 ☐

- c. Năm thứ 3 ☐
- d. Năm thứ 4 ☐
- e. Năm thứ 5 ☐
- f. Năm thứ 6 ☐
- g. hơn thứ 6 ☐

1.6. Chọn lĩnh vực của khóa học bạn đang tham gia tại trường

a. Khoa học giáo dục và đào tạo giáo viên <input type="checkbox"/>	k. Sản xuất và chế biến <input type="checkbox"/>
b. Nghệ thuật <input type="checkbox"/>	l. Kiến trúc và xây dựng <input type="checkbox"/>
c. Nhân văn <input type="checkbox"/>	m. Nông, lâm nghiệp và thủy sản <input type="checkbox"/>
d. Báo chí và thông tin <input type="checkbox"/>	n. Thuốc thú y và sức khỏe <input type="checkbox"/>
e. Kinh doanh và Quản lý <input type="checkbox"/>	o. Du lịch, Khách sạn, Thể thao và Dịch vụ Cá nhân <input type="checkbox"/>
f. Pháp luật <input type="checkbox"/>	p. Dịch vụ vận tải <input type="checkbox"/>
g. Khoa học sự sống và khoa học tự nhiên <input type="checkbox"/>	q. Môi trường và bảo vệ môi trường <input type="checkbox"/>
h. Toán học và thống kê <input type="checkbox"/>	r. An ninh, quốc phòng <input type="checkbox"/>
i. Khoa học máy tính và công nghệ thông tin <input type="checkbox"/>	s. Khác <input type="checkbox"/>
j. Khoa học kỹ thuật và công nghệ <input type="checkbox"/>	

1.7. Bạn là dân tộc thiểu số nào?

1 Bana <input type="checkbox"/>	19 Hà nhĩ <input type="checkbox"/>	37 Nùng <input type="checkbox"/>
2 Bô y <input type="checkbox"/>	20 Hoa <input type="checkbox"/>	38 Ó đu <input type="checkbox"/>
3 Bơ-ru <input type="checkbox"/>	21 Hre <input type="checkbox"/>	39 Pà thên <input type="checkbox"/>
4 Bru-vân kiêu <input type="checkbox"/>	22 Kháng <input type="checkbox"/>	40 Phù lá <input type="checkbox"/>
5 Chăm <input type="checkbox"/>	23 Khmer <input type="checkbox"/>	41 Pu péo <input type="checkbox"/>
6 Chơ ro <input type="checkbox"/>	24 Khơ mú <input type="checkbox"/>	42 Ra glay <input type="checkbox"/>
7 Chu-ru <input type="checkbox"/>	25 La chí <input type="checkbox"/>	43 Rơ măm <input type="checkbox"/>
8 Chứt <input type="checkbox"/>	26 La ha <input type="checkbox"/>	44 Sán chay <input type="checkbox"/>
9 Co <input type="checkbox"/>	27 La hủ <input type="checkbox"/>	45 Sán diu <input type="checkbox"/>
10 Cơ ho <input type="checkbox"/>	28 Lào <input type="checkbox"/>	46 Si la <input type="checkbox"/>
11 Cờ lao <input type="checkbox"/>	29 Lô lô <input type="checkbox"/>	47 Tà ôi <input type="checkbox"/>
12 Cơ tu <input type="checkbox"/>	30 Lự <input type="checkbox"/>	48 Tày <input type="checkbox"/>
13 Cống <input type="checkbox"/>	31 Mạ <input type="checkbox"/>	49 Thái <input type="checkbox"/>
14 Dao <input type="checkbox"/>	32 Mảng <input type="checkbox"/>	50 Thổ <input type="checkbox"/>
15 Ê-đê <input type="checkbox"/>	33 Mnông <input type="checkbox"/>	51 Xinh mun <input type="checkbox"/>
16 Gia rai <input type="checkbox"/>	34 Mông <input type="checkbox"/>	52 Xơ đăng <input type="checkbox"/>
17 Giáy <input type="checkbox"/>	35 Mường <input type="checkbox"/>	53 Xiêng <input type="checkbox"/>
18 Giẻ-triêng <input type="checkbox"/>	36 Ngái <input type="checkbox"/>	54 Kinh <input type="checkbox"/>

2. Đối với mỗi hoạt động bên dưới, hãy cho biết mức độ bạn cảm thấy tự tin vào khả năng hiện tại của mình để thực hiện từng hoạt động, chọn câu trả lời của bạn theo thang điểm sau:

1= Không tự tin chút nào	4= Tự tin
2= Không tự tin lắm	5= Rất tự tin
3= Khá tự tin	6= Hoàn toàn tự tin

[illegible]

3. Đối với mỗi hoạt động bên dưới, hãy cho biết mức độ bạn cảm thấy tự tin vào khả năng hiện tại của mình để thực hiện từng hoạt động, chọn câu trả lời của bạn theo thang điểm sau:

1= Không tự tin chút nào	4= Tự tin
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3= Khá tự tin	6= Hoàn toàn tự tin

[illegible]

3.7. Đăng ký xin việc tại các Trung tâm việc làm (bao gồm văn phòng hỗ trợ sinh viên ở trường Đại học, tổ chức phi lợi nhuận và cơ quan việc làm thương mại trực tuyến và ngoại tuyến)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8. Nhận tư vấn từ bất kỳ tổ chức nào có thể hỗ trợ tuyển dụng làm việc (Trung tâm việc làm, v.v.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9. Đăng ký tham gia vào Trung tâm việc làm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHẦN 4 – HIỆU QUẢ TỰ CHỦ VỚI KỸ NĂNG MỀM (TPS-SE; VIEIRA, 2014; AUDIBERT VÀ CỘNG SỰ, 2020)

4. Dưới đây là danh sách một số kỹ năng có thể được sử dụng trong công việc. Vui lòng đánh giá **mức độ mà bạn cảm thấy tự tin** vào khả năng của mình với từng kỹ năng, chọn câu trả lời của bạn theo thang điểm sau:

1= Không tự tin chút nào

4= Rất tự tin

2= Khá tự tin

5= Hoàn toàn tự tin

3= Tự tin

Kỹ năng mềm	Mức độ tự tin				
	1	2	3	4	5
4.1 Phân tích và giải quyết vấn đề	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Ra quyết định	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Lập kế hoạch và tổ chức	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Quản lý thời gian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Giao tiếp bằng lời nói	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Giao tiếp bằng văn bản	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Quản lý mối quan hệ giữa các cá nhân và quản lý xung đột	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Tính linh hoạt và thích ứng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9 Làm việc theo nhóm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 Sử dụng công nghệ thông tin và truyền thông	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11 Chuyên môn khoa học và kỹ thuật từ một lĩnh vực kiến thức cụ thể	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHẦN 5 - NHẬN THỨC VỀ RÀO CẢN KHI THAM GIA THỊ TRƯỜNG LAO ĐỘNG

5. Các yếu tố sau đây có thể là rào cản cho việc bạn tham gia vào thị trường lao động. Xin vui lòng cho biết mức độ đồng ý của bạn đối với từng yếu tố được nêu theo thang điểm sau:

1= Hoàn toàn không đồng ý

4= Đồng ý

2= Không đồng ý

5= Hoàn toàn đồng ý

3= Không có ý kiến

Các yếu tố rào cản	Mức độ đồng ý				
	1	2	3	4	5
5.1. Thiếu kỹ năng về ngôn ngữ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2. Nghĩa vụ và trách nhiệm với gia đình	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Khó khăn trong việc tìm kiếm thông tin về việc làm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4. Sự khác biệt về văn hóa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5. Định kiến về dân tộc thiểu số	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6. Thiêu mạng lưới kết nối	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7. Thiêu bằng cấp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8. Thiêu kỹ năng cho các ngành nghề có nhu cầu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9. Phân biệt tuổi tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10. Phân biệt giới tính	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHẦN 6 - NHẬN THỨC VỀ SỰ HỖ TRỢ KHI THAM GIA THỊ TRƯỜNG LAO ĐỘNG

6. Xin vui lòng cho biết mức độ đồng ý của bạn đối với từng hoạt động dưới đây trong việc hỗ trợ bạn tham gia vào thị trường lao động như thế nào.

1= Hoàn toàn không đồng ý

4= Đồng ý

2= Không đồng ý

5= Hoàn toàn đồng ý

3= Không có ý kiến

Các hoạt động hỗ trợ	Mức độ đồng ý				
	1	2	3	4	5
6.1. Đào tạo kỹ năng tìm kiếm việc làm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2. Hướng nghiệp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3. Đào tạo ngoại ngữ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4. Đào tạo kỹ năng mềm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5. Hỗ trợ kinh phí đào tạo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6. Hỗ trợ mạng lưới chuyên nghiệp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7. Hòa giải/Tham vấn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEX II: STUDENTS QUESTIONNAIRE (ENGLISH LANGUAGE)

Our University is participating in an international project Erasmus+ co-funded by the European Union, involving as main beneficiaries 6 Vietnamese Universities (Hanoi University, Thai Nguyen University, Tay Nguyen University, Nha Trang University, Quang Ninh University of Industry, Halong University), that aims is to enhance students' employability. In this context, to know your opinion is fundamental. There are no right or wrong answers and the data collected is anonymous. Personal data (for example, gender, age) will be divulged only as aggregate and anonymous statistics. Provision of data is optional and you may withdraw from the survey at any time, although failure to answer is an obstacle to this project success.

Each University will be the owner of data collected from its students.

Our focus is to know your opinion based on your personal experience.

Thank you for your collaboration.

Students Survey

SECTION 1 - Introduction, informed consent and respondent information

1.1. I have read and understood the information in the introduction. By choosing "yes", I voluntarily agree to participate in this study.

- a. Yes
- b. No

1.2. Please, indicate your gender:

- a. Male
- b. Female
- c. Prefer not to say

1.3. Please, indicate your age:

1.4 Please, indicate your University

- a. Hanoi University
- b. Thai Nguyen University
- c. Tay Nguyen University
- d. Nha Trang University
- e. Halong University
- f. Quang Ninh University of Industry

1.5 Which year are you in University now?

- a. 1st year
- b. 2nd year
- c. 3rd year
- d. 4th year
- e. 5th year
- f. 6th year
- g. more than 6th

1.6. Select the field of the course you are attending:

- a. Educational and training science
- b. Arts
- c. Humanity
- d. Journalism and information
- e. Business and Administrative studies
- f. Law
- g. Life and natural sciences
- h. Mathematics and statistics
- i. Computer science and information technology
- j. Technical sciences and technology
- k. Manufacturing and processing
- l. Architecture and construction
- m. Agriculture, forestry and fisheries
- n. Veterinary medicine and health
- o. Tourism, Hospitality, Sport and Personal Services
- p. Transportation services
- q. Environment and protection
- r. Security and national defence
- s. Others

1.7 Select your ethnic group:

19	Bana	<input type="checkbox"/>	19	Hà nhì	<input type="checkbox"/>	37	Nùng	<input type="checkbox"/>
20	Bô y	<input type="checkbox"/>	20	Hoa	<input type="checkbox"/>	38	Ơ đư	<input type="checkbox"/>
21	Brâu	<input type="checkbox"/>	21	Hrê	<input type="checkbox"/>	39	Pà thên	<input type="checkbox"/>
22	Bru-vân kiêu	<input type="checkbox"/>	22	Kháng	<input type="checkbox"/>	40	Phù lá	<input type="checkbox"/>
23	Chăm	<input type="checkbox"/>	23	Khmer	<input type="checkbox"/>	41	Pu péo	<input type="checkbox"/>
24	Chơ ro	<input type="checkbox"/>	24	Khơ mú	<input type="checkbox"/>	42	Ra glay	<input type="checkbox"/>
25	Chu-ru	<input type="checkbox"/>	25	La chí	<input type="checkbox"/>	43	Rơ măm	<input type="checkbox"/>
26	Chứt	<input type="checkbox"/>	26	La ha	<input type="checkbox"/>	44	Sán chay	<input type="checkbox"/>
27	Co	<input type="checkbox"/>	27	La hủ	<input type="checkbox"/>	45	Sán diu	<input type="checkbox"/>
28	Cơ ho	<input type="checkbox"/>	28	Lào	<input type="checkbox"/>	46	Sì la	<input type="checkbox"/>
29	Cờ lao	<input type="checkbox"/>	29	Lô lô	<input type="checkbox"/>	47	Tà ôi	<input type="checkbox"/>
30	Cơ tu	<input type="checkbox"/>	30	Lự	<input type="checkbox"/>	48	Tày	<input type="checkbox"/>
31	Cống	<input type="checkbox"/>	31	Mạ	<input type="checkbox"/>	49	Thái	<input type="checkbox"/>
32	Dao	<input type="checkbox"/>	32	Mảng	<input type="checkbox"/>	50	Thổ	<input type="checkbox"/>

33	Ê-đê	<input type="checkbox"/>	33	Mnông	<input type="checkbox"/>	51	Xinh mun	<input type="checkbox"/>
34	Gia rai	<input type="checkbox"/>	34	Mông	<input type="checkbox"/>	52	Xơ đăg	<input type="checkbox"/>
35	Giáy	<input type="checkbox"/>	35	Mường	<input type="checkbox"/>	53	Xtiêng	<input type="checkbox"/>
36	Gié-triêng	<input type="checkbox"/>	36	Ngái	<input type="checkbox"/>	54	Kinh	<input type="checkbox"/>

SECTION 2 - Higher Education Self-Efficacy (HESE-SV9; Vieira et al., 2017; Vieira & Alves, 2023)

2. For each sentence, indicate to what extent you feel confident in your current ability to carry out the activity presented, selecting your answer according to the following scale:

1= Not at all confident 2= Not very confident 3= Fairly confident 4= Confident 5= Very confident 6= Totally confident

- 2.1. Ask colleagues for help with course activities
- 2.2. Apply the knowledge learned in the course in practical situations
- 2.3. Understand the content covered in the course
- 2.4. Make decisions related to my education/training
- 2.5. Cooperate with colleagues in course activities
- 2.6. Motivate myself to carry out course-related activities
- 2.7. Establish friendships with course colleagues
- 2.8. Update the knowledge acquired in the course
- 2.9. Solve unexpected problems related to my education/training

SECTION 3 Transition-to-work Self-Efficacy (TWSE-SF9; Vieira & Coimbra, 2005; Vieira & Alves, 2023)

3. For each sentence, indicate to what extent you feel confident in your current ability to carry out the activity presented, selecting your answer according to the following scale:

1= Not at all confident 2= Not very confident 3= Fairly confident 4= Confident 5= Very confident 6= Totally confident

- 3.1. Adapt myself to my workplace demands
- 3.2. Accomplish all the tasks my job demands
- 3.3. Engage myself in carrying out all my job duties
- 3.4. Not to let myself be devastated with defeatist thoughts after a job refusal
- 3.5. Manage to deal with frustration after a job refusal
- 3.6. Keep on thinking I am going to find a job after a job refusal
- 3.7. Register myself in a Job Centre (including the university student support office, non for profit and commercial job agency both online and offline)
- 3.8. Get advice in any institution that helps in the transition-to-work (Job Centres, etc.)
- 3.9. Enrol in Job agency

SECTION 4 - Soft Skills Self-Efficacy (TPS-SE; Vieira, 2014; Audibert et al., 2020)

4. Below there is a list of several skills that can be used at work. Rate the extent to which you feel confident in your ability to do each of them, selecting your answer according to the following scale

1= Not at all confident 2= Fairly confident 3= Confident 4= Very confident 5= Totally confident

- 4.1 Analysis and problem-solving
- 4.2 Decision-making
- 4.3 Planning and organization
- 4.4 Time management
- 4.5 Oral communication
- 4.6 Written communication
- 4.7 Interpersonal relationships and conflict management

- 4.8 Flexibility and adaptation
- 4.9 Team Work
- 4.10 Use of information and communication technologies
- 4.11 Technical and scientific expertise from a specific area of knowledge

SECTION 5 - Perceptions on barriers to entrance into the labour market

5. The following factors may be a barrier for your entrance into the labour market. Please, for each of them, indicate your level of agreement.

1= Strongly disagree 2= Disagree 3= Neither agree nor disagree 4= Agree 5= Strongly agree

- 5.1. Lack of language skills
- 5.2. Family commitments and role
- 5.3. Difficulties in finding information about employment
- 5.4. Cultural differences
- 5.5. Ethnic based stereotypes
- 5.6. Lack of informal network
- 5.7. Lack of qualifications
- 5.8. Lack of skills for professions in demand
- 5.9. Age based discrimination
- 5.10. Gender based discrimination

SECTION 6 - Perceptions on support to entrance into the labour market

6. Please, indicate how much each aspect below may support your entrance into the labour market.

1= Strongly disagree 2= Disagree 3= Neither agree nor disagree 4= Agree 5= Strongly agree

- 6.1. Job-search skills training
- 6.2. Career guidance
- 6.3. Foreign language training
- 6.4. Soft Skills training
- 6.5. Financial support for trainings
- 6.6. Professional network facilitation
- 6.7. Mediation/Mentoring