

Report on ethnic minority graduates outer perception

Empowerment of ethnic Minority Students In Vietnam



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ERASMUS+ PROGRAMME

CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION

STRAND 1

EMSIV PROJECT

**Empowerment of ethnic Minority Students In
Vietnam**

Report on ethnic minority graduates' outer perception Milestone MS2

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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 point of view of Vietnamese firms in terms of skill needs gap related to ethnic minority graduates. An online survey was conducted and data were collected in May 2024. Data will be analysed in June-July 2024 which shall represent the baseline for the recommendation paper to be presented and delivered during the meeting planned in month 9 of the project implementation.

The data collected through the survey will be integrated with 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 awareness of society 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 as pillar of the project's sustainability. The permanent dialogue will support the networking among Vietnamese stakeholders in order to facilitate a continuous and systematic communication and dialog on the needs to be taken into consideration and actions to be performed for the promotion of ethnic minorities students and graduates employability

PROJECT OVERVIEW

The EMSIV Project, “*Empowerment of Ethnic Minority Students in Vietnam*”, in line with the EU overarching priority “*Sustainable Growth and Job*”, is intended to promote a comprehensive dialogue on ethnic minorities in higher education in Vietnam by enhancing the networking among national stakeholders in order 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 ethnic minority groups, where, despite a progress in better education than that of their parents’ generation, ethnic minority youth still experience discrimination and multiple difficulties in employment. Reducing the barriers faced by ethnic minorities’ students when transitioning in to 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 the initiative.

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

On the other side, it is underlined the necessity to also better understand the point of view of the business community, how the firms apprehend the skills of graduates, and the willingness of companies to hire graduates belonging to ethnic minority groups.

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 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 of 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

Outer perception of ethnic minority graduates is a population survey planned in the project description, of at least 30 companies to be contacted in Vietnam. The main actor in this process is the EMSIV Project partner Management Board of Hanoi Industrial Zones and Processing & Export Areas (HIZA-CES). With 10 industrial zones in operation by the end of 2023, industrial zones in Hanoi are home to 712 business realities, including 301 Foreign Direct Investment projects and 411 domestic investments. There are 27 countries and territories of foreign investors including some major countries as Japan, North Korea, China, Singapore, Taiwan, Hong Kong and the United States of America. Over the last three years, jobs were created for approximately 170 000 employees every year. According to the development plan of period, vision to 2050, the Hanoi Industrial Zones and Export Processing Zones Authority recommends the integration to the Hanoi Master Plan to maintain, develop and expand 25 industrial zones. Currently, there are 3 Industrial Zones under implementation of infrastructure investments until 2025.

The survey results will give us the opportunity to measure and understand the perception of the Vietnamese firms related to the Vietnamese graduates' skills, the relative gaps and need, as well as the firms willingness to hire graduates belonging to ethnic minority groups.

The main provider in the coverage is represented by HIZA-CES; University partners of the EMSIV Project will ask the companies that they are cooperating with to fill in the questionnaire, and the partner Agriculture and Forestry Research & Development Center for Mountainous Region will also retrieve the point of view of NGO entities. The report and following documents will consider as wording the entire population (firms + non-profit entities) as “firms”, “companies” or “business community”.

The main information collected about the firms are related to the year of activity start, size of the company¹, ethnic group of company owner (with option of “prefer not say”), employee belonging to ethnic minority groups, as well as questions related to the importance of skills requested and the level of skills of recent graduates will give a larger point of view on the firms.

¹ Initially the questionnaire was drafted with the thresholds used in Europe (less than 10 employees, from 10 to 50 and from 51 to 250. Seeing the composition of companies present in the Industrial Zones, upon the request of the Vietnamese partners were added two more thresholds: from 251 to 1,000 employees and more than 1,000)

Given the topic and the target groups, there is no institutional or legal compulsion to respond, and there is no collection of personal information data (names, e-mails or other sensitive data that can identify a specific person or organisation).

Sampling frame

The sample has been chosen by the representative of HIZA-CES, and the employer survey link was sent to the managers of 304 firms located in Vietnam. The contact details are exclusively managed by the survey link sender (HIZA-CES or universities) using a unique link developed for the employer survey purposes. In addition, partner Universities sent the questionnaire to some companies they cooperate with as well.

Once the Employer survey is set-up online, providers begin sharing the link with the firms.

Once compiled and approved by the providers, the set of contact details are stored by each provider (HIZA-CES or Vietnamese university) and not shared externally.

Role of survey developer and 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 partners were responsible for delivering the survey, ensuring that firms are also surveyed. 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 (HIZA-CES or universities) can be summarised in three activities:

- i. Collecting and maintaining contact details to support the creation of an accurate and comprehensive sampling frame;
- ii. Disseminating the Survey link to firms 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 inputs 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 be analysed, adapted and approved to the Vietnamese partners.

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

Survey targets

It is important to ensure an acceptable response rate, considering that the companies' approach is "time is money", but a response rate of at least 10% is expected to be reached². The EMSIV employer survey was carried out trying to reach the highest possible response rate (with at least one reminder made during the work field).

The 'headline' response rates for the Employers survey are defined as:

- Numerator: Count of records with a valid response to a minimum of 1 (pre-determined) set of core questions (classified with a status of 'survey completed').
- Denominator: Count of all records in the target population.

At the end of work field, 74 companies replied to the questionnaire with a response rate of 24.3%.

Survey questions

The Employers questionnaire design was based and utilised a substantial proportion of established questions suggested by WP leader, with some revisions, where appropriate.

The questionnaire was finalised in consultation with the entire project consortium, where HIZA-CES played an important role in fine-tuning the questionnaire and adapting it to the local context.

The questionnaire is divided into 4 sections:

- ***SECTION 1 – Introduction, consent and Company/Organization information***
- ***SECTION 2 – Respondent information***
- ***SECTION 3 – Soft Skills Importance***
- ***SECTION 4 – Higher education graduates skills level***

Sections 3 and 4 are the same as the one used for the students' survey. This will allow for the comparison of the two groups: students' and employers' perceptions and points of view.

Online survey design

The survey questionnaire was hosted on Google Forms platform and set up by the WP leader.

² In the case of Italy (Sportello Appalti Imprese, entity who delivers consultancy to local companies) the response rate of CAWI surveys among companies is between 4 and 8% – see the Methodological Notes: https://www.sportelloappaltimprese.it/media/cms_page_media/19/Appendice%20metodologica%20indagini%20cawi%20e%20cati_2.pdf

The online survey was accessed through a unique URL (link³) and sent to companies 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

The survey data of firms were collected in one instalment, known as cohort. The cohort represents a group of firms belonging to four different types:

- public,
- private,
- non-profit,
- FDI funded firms.

(FDI funded firms are the majority in the Industrial Zones, so this group was added to the questionnaire as it was deemed representative by the EMSIV Project partners).

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 survey link that was unique for all students.

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 are sent to students as a reminder to fill in the questionnaire.

Opt-outs

Employers 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 instrument provided direct access to information on how to opt-out. An introduction explanatory message was set-up:

*"We are 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) and additional 2 Universities who joint the initiative: Quang Ninh University of Industry and Halong University), that aims is to contribute to adjust the profile of Higher Education graduates to the skills required by the labour market. In this context, to know your opinion is fundamental. There are no right or wrong answers. Data will be analysed only as aggregate and anonymous statistics. Provision of data is optional and you may withdraw from the survey at any time.
Our focus is to know your opinion based on your personal experience.
Thank you for your collaboration."*

In the first Section, the first question was the informed consent:

³ <https://forms.gle/LKJzQhiPMDjtAm7c6>

“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

Data processing

DATA CAPTURE

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

DATA SOURCES

The information used came from the following source:

Employers survey: includes main information to describe the company as start of activity, number of employees, type (public, private, FDI or non-profit), economic activity field, owner’s ethnic group, if the company has employed people from ethnic minority groups, questions regarding skills importance and assessment of graduates skills, as well as a question related to the willingness to hire graduates from ethnic minority groups.

Data analysis and comparison variables

The data collected will be primarily analysed by the WP leader and shared with the Quality Assurance Committee.

The main variables are all available for comparison (size and type of the company, etc.).

Privacy and data protection

Parties involved in processing:

The interested categories are companies active in Vietnam who took part in the survey.

The data collected are totally anonymised (no personal data are requests through the questionnaire, as name of owner or person who fills in the questionnaire, name of the company, address or any other information that may identify a specific respondent).

HIZA-CES and universities are the owners of the data collected.

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, and, on the other side, the companies’ point of view. The main scope of the survey is to

analyse the skills needs by the companies and their willingness to hire graduates belonging to ethnic minority groups.

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 companies needs and their willingness to hire graduates;
- Facilitation of entry into the labour market, as well as professional training of graduates and measuring of the skills gap;
- 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 Business community and to other Stakeholders.

Legal bases:

For the purposes referred, the data provided will only be processed if each company representative gives the consent and fills in 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. Therefore, under no circumstances shall it 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 if the variables correspond to **less than 3 respondents (1 or 2)** for a specific group of companies, that specific indicator is to be eliminated from the analysis in order to avoid any possible way to identify a subject (for example in a collective of respondents there are 2 companies belonging to the NGO group).

CONCLUSIONS

The global economy's competitiveness is affected by its capacity to prevent skill gaps and shortages in the labour market, especially when companies and their investments can be the main contributors to a faster economic recovery. An efficient system of skill needs identification would greatly improve any local economy for coping successfully with the present global situation.

At European level, the community initiative “*New skills for new jobs*” has triggered activities related to analysing skills demand and supply, as well as skills mismatch, including the development of an employer survey on current and future skills needs in Europe.

As in Europe, the global economy faces similar challenges. Vietnam is not an exception. The past dialogues with HEIs and companies that we have had during the last years of cooperation between EU and Vietnam, stress/enhance/highlight the need to provide Vietnamese young generations with new opportunities to improve their knowledge, skills and competences, as well as to improve matching knowledge, skills and competences to the needs of society and of the economy.

Recently, most of the information on skills development came mainly from household and employee surveys: trends in the labour market, demand and supply of skills, skills mismatch, etc. Recurrent analysis of individual cross-sectional data and their extrapolation into the future indicates significant structural changes over time. Despite the critical nature of such structural data, they do not allow for a total understanding of changing skills requirements, of developments in occupations at the workplace, and of the complexity of such analysis.

Therefore, the EMSIV Project is trying to analyse such topic within the Vietnamese context, combining it with the willingness of companies to hire graduates belonging to ethnic minority groups.

As main findings, we would like to mention that, in a scale from 1 to 6, the business community’s willingness to hire graduates belonging to ethnic minority groups is 3. More than half of the respondent companies have or have had contact with one or more graduates at work. For more than 60% of the respondent companies “**Analysis and problem solving**” is the most important skill that a graduate should have; and just around 20% of companies assessed the skill “Technical and scientific expertise from a specific area of knowledge” as the most important. Regarding “Analysis and problem solving”, the companies assessed the level of recent graduates with that specific skill as “average” (more than half of the companies) and “low” (approximately one third)⁴.

It is important to underline here that more than 40% of the companies declared a “high willingness” to hire a student belonging to an ethnic minority group⁵.

⁴ On a scale: 1 = Very low; 2 = Low; 3 = Average; 4 = High; 5 = Very high; DN = Do not know/Does not apply

⁵ The question is: *Which is your (or your Company/Organization) willingness to hire graduates from ethnic minority groups?* (answers possibilities: 1 = Very low 2 = Low 3 = Average 4 = High 5 = Very high DN = Do not know/Does not apply)

The more detailed results of the survey are presented in the “**Recommendation paper on ethnic minority students’ inner and outer perception**”, that is also the deliverable of the work package no. 1 “**Inner and outer perception on ethnic minority students**”.

In this context, Vietnam’s labour market will have multiple factors working in its favour. Among these, having a relatively younger workforce when compared to its Asian counterparts (Japan, South Korea, China, etc.) provides Vietnam with a demographic advantage. Moreover, being a member of several free-trade agreements gives the country easier access to scores of national markets globally. The country recently upgraded its strategic partnership with the United States of America in sustainability, innovation and skills development, which is expected to create new jobs.

In the upcoming years, Vietnam is aiming to transition into a high-income nation by prioritising its digital economy and becoming a fully digital society by 2030⁶ through greater technological integration (online services, digital education, etc.). A key-factor to achieve these ambitious goals will be identifying and closing the skills gaps by equipping the workforce with labour market’s capabilities requests across Vietnam’s economy, and within this context the cooperation and dialogue among business community and higher education sector is crucial. In this context, the cooperation initiatives between the European Union and Vietnam represent an important pillar on the exchange of good practices, the increase of cooperation sectors and fields, as well as a crucial factor of added-value knowledge from both regions, Europe and Vietnam.

⁶<https://www.cnn.com/2023/07/12/vietnams-digitalization-efforts-fuel-startup-scene.html>

ANNEX I: EMPLOYER QUESTIONNAIRE (VIETNAMESE LANGUAGE)

BẢNG CÂU HỎI KHẢO SÁT NHÀ TUYỂN DỤNG

PHẦN 1 – THÔNG TIN CHUNG VÀ SỰ ĐỒNG THUẬN THAM GIA CỦA NHÀ TUYỂN DỤNG

Tổ chức của chúng tôi đang tham gia vào một dự án quốc tế Erasmus + do Liên minh châu Âu đồng tài trợ - nhằm góp phần nâng cao năng lực việc làm của sinh viên tốt nghiệp tại các cơ sở Giáo dục Đại học theo các kỹ năng theo yêu cầu của thị trường lao động, với các đơn vị thụ hưởng chính là 4 trường Đại học ở Việt Nam (Trường Đại học Hà Nội, Đại học Thái Nguyên, Trường Đại học Tây Nguyên và Trường Đại học Nha Trang). Để thực hiện dự án này, ý kiến đóng góp của quý đơn vị là rất cần thiết. Trong bảng câu hỏi này sẽ không có câu trả lời đúng hay sai. Tất cả dữ liệu thu thập được sẽ được phân tích dưới dạng số liệu thống kê tổng hợp và ẩn danh. Việc cung cấp dữ liệu là hoàn toàn tự nguyện, quý đơn vị có thể đề xuất không tham gia cuộc khảo sát bất cứ khi nào.

Trọng tâm của bảng câu hỏi là chúng muốn biết ý kiến của quý đơn vị dựa trên kinh nghiệm tuyển dụng và sử dụng lao động trong suốt thời gian hoạt động.

Cảm ơn sự hợp tác của Quý đơn vị!

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. Đối với mỗi câu hỏi, anh/chị vui lòng chọn mô tả đúng nhất về quý đơn vị (có thể chọn nhiều câu trả lời)

1.2.1 Năm thành lập của Quý đơn vị:

1.2.2 Số lượng lao động

- a. Dưới 10 nhân viên ☐
- b. Từ 10 đến 50 nhân viên ☐
- c. Từ 51 đến 250 nhân viên ☐
- d. Từ 251 đến 1000 nhân viên ☐
- e. Trên 1000 nhân viên ☐

1.2.3 Loại hình đơn vị

- a. Nhà nước ☐
- b. Tư nhân ☐

c. Phi lợi nhuận <input type="checkbox"/>			
d. Doanh nghiệp FDI <input type="checkbox"/>			
1.2.4 Lĩnh vực hoạt động kinh tế			
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"/>			
1.2.5 Người đứng đầu đơn vị có phải là người dân tộc thiểu số không?			
a. Không: <input type="checkbox"/>			
b. Không muốn nói: <input type="checkbox"/>			
c. Nếu anh/chị sẵn lòng trả lời, vui lòng cho biết (những) người đứng đầu đơn vị là dân tộc thiểu số nào sau đây:			
1 Bana <input type="checkbox"/>	19 Hà nhì <input type="checkbox"/>	37 Nùng <input type="checkbox"/>	
2 Bố y <input type="checkbox"/>	20 Hoa <input type="checkbox"/>	38 Ó đu <input type="checkbox"/>	
3 Brâu <input type="checkbox"/>	21 Hrê <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	Xtiêng	<input type="checkbox"/>
18	Gié-triêng	<input type="checkbox"/>	36	Ngái	<input type="checkbox"/>	54	Kinh	<input type="checkbox"/>

1.2.6. Đơn vị anh/chị có tuyển dụng hoặc đã tuyển dụng những người từ các nhóm dân tộc thiểu số không?

Có ☐

Không ☐

PHẦN 2 - THÔNG TIN NGƯỜI TRẢ LỜI

2.1. Vui lòng chọn giới tính của anh/chị:

Nam ☐

Nữ ☐

Không muốn trả lời ☐

2.2. Xin vui lòng, cho biết tuổi của anh/chị

Dưới 30 ☐

Từ 51-60 ☐

Từ 31-40 ☐

Trên 61 ☐

Từ 41-50 ☐

Không muốn trả lời ☐

2.3. Vui lòng cho biết trình độ học vấn của anh/chị

Sau đại học ☐

Đại học ☐

Trung học ☐

Dưới trung học ☐

2.4. Vui lòng cho biết anh/chị là người dân tộc nào? (người điền vào bảng câu hỏi)

1	Bana	<input type="checkbox"/>	19	Hà nhì	<input type="checkbox"/>	37	Nùng	<input type="checkbox"/>
2	Bố y	<input type="checkbox"/>	20	Hoa	<input type="checkbox"/>	38	Ơ đư	<input type="checkbox"/>
3	Brâu	<input type="checkbox"/>	21	Hrê	<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	Chút	<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 dừ	<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	Cổng	<input type="checkbox"/>	31	Mạ	<input type="checkbox"/>	49	Thái	<input type="checkbox"/>
14	Dao	<input type="checkbox"/>	32	Măng	<input type="checkbox"/>	50	Thổ	<input type="checkbox"/>
15	Ê-ê	<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	Xtiêng	<input type="checkbox"/>
18	Gié-triêng	<input type="checkbox"/>	36	Ngái	<input type="checkbox"/>	54	Kinh	<input type="checkbox"/>

2.5. Cho biết vị trí của anh/chị trong đơn vị anh/chị đang công tác

[01] VỊ TRÍ QUẢN LÝ CẤP CAO NHẤT ☐

Là những vị trí cao nhất và chịu trách nhiệm cho toàn bộ tổ chức của đơn vị. Là nhà quản lý hàng đầu chịu trách nhiệm quản lý công việc của cấp dưới, giám sát việc lập kế hoạch tổng thể của tổ chức, phối hợp với cấp dưới để thực hiện kế hoạch và duy trì quyền kiểm soát tiến trình của tổ chức.

[02] VỊ TRÍ QUẢN LÝ CẤP TRUNG ☐

Dưới cấp bậc cao nhất và chịu trách nhiệm trực tiếp cho công việc quản lý cấp thấp hơn. Họ có thể chịu trách nhiệm trực tiếp cho các nhà quản lý cùng cấp hoặc các nhà quản lý cấp dưới. Họ có thể giám sát nhân viên điều hành trong công việc hành chính hoặc chuyên môn sâu (ví dụ: kỹ sư hoặc nhà phân tích tài chính, v.v.). Họ chịu trách nhiệm thực hiện các kế hoạch tổng thể để đạt được các mục tiêu của tổ chức

[03] VỊ TRÍ THAM GIA VẬN HÀNH, THỰC HIỆN CÔNG VIỆC ☐

Ở cấp bậc thấp nhất, các nhà quản lý hoặc giám sát viên cấp cơ sở thường hoạt động và chịu trách nhiệm về công việc của nhân viên (không quản lý). Các nhà quản lý này rất quan trọng đối với sự thành công của các mục tiêu của tổ chức, vì họ chịu trách nhiệm cho các hoạt động hàng ngày của đơn vị diễn ra suôn sẻ.

2.6. Mức độ sẵn sàng (của anh/chị hoặc đơn vị của anh/chị) về tuyển dụng sinh viên dân tộc thiểu số tốt nghiệp từ các cơ sở giáo dục đại học

- | | | | |
|-------------|--------------------------|------------|--------------------------|
| 1. Rất thấp | <input type="checkbox"/> | 4. Cao | <input type="checkbox"/> |
| 2. Thấp | <input type="checkbox"/> | 5. Rất cao | <input type="checkbox"/> |

3. Trung bình ☐

6. Không biết/không tuyển dụng ☐

2.7. Vui lòng chọn mô tả đúng nhất quan điểm của anh/chị về sinh viên mới tốt nghiệp đại học (dưới 5 năm kể từ khi tốt nghiệp):

- a. Tôi tuyển dụng và lựa chọn sinh viên mới tốt nghiệp ☐
- b. Tôi đã (hoặc đã có) liên lạc với một hoặc nhiều sinh viên mới tốt nghiệp tại nơi làm việc của tôi ☐
- c. Tôi không có liên lạc với sinh viên mới tốt nghiệp tại nơi làm việc của tôi nhưng tôi có quan điểm về chủ đề này ☐
- d. Tôi không có ý kiến gì về chủ đề này ☐

PHẦN 3 - TẦM QUAN TRỌNG CỦA KỸ NĂNG MỀM

Dưới đây là danh sách một số kỹ năng có thể được sử dụng trong công việc. Theo anh/chị, 5 kỹ năng nào là quan trọng nhất mà sinh viên tốt nghiệp đại học phải có khi làm việc trong Công ty / Tổ chức? *Xin vui lòng chỉ chọn 5 kỹ năng.*

- | | |
|--|--------------------------|
| 3.1. Phân tích và giải quyết vấn đề | <input type="checkbox"/> |
| 3.2. Ra quyết định | <input type="checkbox"/> |
| 3.3. Lập kế hoạch và tổ chức | <input type="checkbox"/> |
| 3.4. Quản lý thời gian | <input type="checkbox"/> |
| 3.5. Giao tiếp bằng lời nói | <input type="checkbox"/> |
| 3.6. Giao tiếp bằng văn bản | <input type="checkbox"/> |
| 3.7. Quản lý mối quan hệ giữa các cá nhân và quản lý xung đột | <input type="checkbox"/> |
| 3.8. Linh hoạt và thích ứng | <input type="checkbox"/> |
| 3.9. Làm việc theo nhóm | <input type="checkbox"/> |
| 3.10. Sử dụng công nghệ thông tin và truyền thông | <input type="checkbox"/> |
| 3.11. Chuyên môn khoa học và kỹ thuật từ một lĩnh vực kiến thức cụ thể | <input type="checkbox"/> |

PHẦN 4 - TRÌNH ĐỘ KỸ NĂNG CỦA SINH VIÊN TỐT NGHIỆP ĐẠI HỌC

Với các kỹ năng được liệt kê phía dưới, bạn hãy vui lòng lựa chọn mô tả đúng nhất về trình độ kỹ năng của sinh viên tốt nghiệp gần đây cho từng kỹ năng.

1 = Rất thấp; 2 = Thấp; 3 = Trung bình; 4 = Cao; 5 = DN rất cao; 6 = Không biết / Không áp dụng

Kỹ năng của sinh viên tốt nghiệp đại học	Mức độ đánh giá					
	1	2	3	4	5	6
Phân tích và giải quyết vấn đề	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ra quyết định	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lập kế hoạch và tổ chức	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quản lý thời gian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giao tiếp bằng lời nói	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giao tiếp bằng văn bản	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	<input type="checkbox"/>
Tính linh hoạt và thích ứng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Làm việc theo nhóm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sử dụng công nghệ thông tin và truyền thông	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	<input type="checkbox"/>

ANNEX II: EMPLOYER QUESTIONNAIRE (ENGLISH LANGUAGE)

Employers Survey (version-22April2024)

SECTION 1 – Introduction, consent and Company/Organization information

“We are 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) and additional 2 Universities who joint the initiative: Quang Ninh University of Industry and Halong University), that aims is to contribute to adjust the profile of Higher Education graduates to the skills required by the labour market. In this context, to know your opinion is fundamental. There are no right or wrong answers. Data will be analysed only as aggregate and anonymous statistics. Provision of data is optional and you may withdraw from the survey at any time. Our focus is to know your opinion based on your personal experience.

Thank you for your collaboration.

The owner of data collected will be Management Board of Hanoi Industrial Zones and Processing & Export Areas
(FOR THE QUESTIONNAIRES SENT BY HIZA CES)

1.1. I have read and understood the information in the introduction. By choosing “yes”, I voluntarily agree to participate in this study. Yes No

1.2. Please, for each question, select the option that best describes the Company/Organization.

1.2.1. Start of Company/Organization activity (year):

1.2.2. Number of employees: _ Less than 10 employees/Between 10 to 50 employees/Between 51 to 250 employees/Between 251 to 1000 employees/More than 1000 employees

1.2.3. Type: public/private/non-profit/FDI funded

1.2.4. Economic activity field:

- 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

1.2.5. Owner ethnic group:

- a. No ethnic group
- b. Prefer not to say
- c. If you prefer to indicate the owner ethnic group, please choose from the following list:

1	Bana	<input type="checkbox"/>	19	Hà nhì	<input type="checkbox"/>	37	Nùng	<input type="checkbox"/>
2	Bố y	<input type="checkbox"/>	20	Hoa	<input type="checkbox"/>	38	Ố đu	<input type="checkbox"/>
3	Brâu	<input type="checkbox"/>	21	Hrê	<input type="checkbox"/>	39	Pà thên	<input type="checkbox"/>
4	Bru-vân kiều	<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 đìu	<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	Xtiêng	<input type="checkbox"/>
18	Gié-triêng	<input type="checkbox"/>	36	Ngái	<input type="checkbox"/>	54	Kinh	<input type="checkbox"/>

1.2.6. Do you employ or have employed people from ethic minority groups? Yes/No

SECTION 2 - Respondent information

2.1. Please, select your gender: Male / Female / Prefer not to answer

2.2. Please, indicate your age: 30 or less, 31-40, 41-50, 51-60, 61 or more, / Prefer not to answer

2.3. Please, indicate your academic qualifications:

Postgraduate Education

Higher Education

Secondary Education

Less than Secondary Education

2.4. Please, select your ethnic group (the person who fill the questionnaire):

1	Bana	<input type="checkbox"/>	19	Hà nhì	<input type="checkbox"/>	37	Nùng	<input type="checkbox"/>
2	Bố y	<input type="checkbox"/>	20	Hoa	<input type="checkbox"/>	38	Ố đu	<input type="checkbox"/>

3	Brâu	<input type="checkbox"/>	21	Hrê	<input type="checkbox"/>	39	Pà thên	<input type="checkbox"/>
4	Bru-vân kiều	<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	Chút	<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 dừ	<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	Xtiêng	<input type="checkbox"/>
18	Gié-triêng	<input type="checkbox"/>	36	Ngái	<input type="checkbox"/>	54	Kinh	<input type="checkbox"/>

2.5. Indicate your position in the Company/Organization:

[01] TOP LEVEL

Are the very top hierarchical levels and responsible for the whole organisation. Top managers are responsible for the upper layer of middle managers, typically overseeing overall organization planning, working with middle managers to implement planning, and maintaining control over the organization's progress.

[02] MIDDLE LEVEL

Are below top hierarchical levels and directly responsible for lower level managerial work. They may be directly responsible for other middle or first line managers. They may supervise operating staff such as administrative assistance and specialists (e.g. engineers or financial analysts etc.). They are responsible for implementing overall organisational plans to achieve organisational goals

[03] LOW LEVEL/OPERATIONAL LEVEL

Are at the lowest hierarchical level, first line managers or supervisors generally operate and are responsible for operational (non-managerial) employee work. First line managers are vital to the success of organisational goals, as they are responsible for smooth daily operations.

2.6. Which is your (or your Company/Organization) willingness to hire graduates from ethnic minority groups?

1 = Very low 2 = Low 3 = Average 4 = High 5 = Very high DN = Do not know/Does not apply

2.7. Please select the option that best describes your knowledge about the skills of recent higher education graduates (less than 5 years since graduation):

- ☐ I have (or have had) contact with one or more recent graduates at my work
☐ I do recruitment and selection of recent graduates
☐ I do not have contact with recent graduates at my work but I have a general opinion on this subject
☐ I have no opinion on this subject

SECTION 3 - Soft Skills Importance

3. Below there is a list of several skills that can be used at work. In your opinion, which 5 skills are most important that higher education graduates have to work in the Company/Organization? Please, you may only select 5 skills.

- 3.1 Analysis and problem-solving
- 3.2 Decision-making
- 3.3 Planning and organization
- 3.4 Time management
- 3.5 Oral communication
- 3.6 Written communication
- 3.7 Interpersonal relationships and conflict management
- 3.8 Flexibility and adaptation
- 3.9 Team Work
- 3.10 Use of information and communication technologies
- 3.11 Technical and scientific expertise from a specific area of knowledge

SECTION 4 - Higher education graduates skills level

4. Please, for each skill presented below, select the option that in your opinion best describes the skills level of recent graduates.

1 = Very low 2 = Low 3 = Average 4 = High 5 = Very high DN = Do not know/Does not apply

- 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