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GRADUATES' EMPLOYABILITY TRACKING

Comparative report: 2021 -2020 graduates

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"MOnitoring Trends In Vietnamese graduates' Employment"
MOTIVE Project

609781 - EPP-1-2019-1-IT-EPPKA2-CBHE-SP

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"Monitoring Trends In Vietnamese graduates' Employment" Project

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EXCUTIVE SUMMARY

This report is written under the umbrella of MOTIVE Project with the aims of building a joint Center for the Ministry of Education and Training of Vietnam and higher educational institutions in Vietnam to track the employability of the graduates with the high-quality data that allow policy makers and other stakeholders to improve the educational system as a hole through better and targeted policies.

This is the second pilot of the employability tracking survey which was conducted online in late 2022 with 6,666 respondents (valid questionnaires) out of 13,701 fresh graduates of 2021, representing a response rate of 48.6%, contacted from 9 Vietnamese member institutions of the Project. The survey took into consideration the bachelor and diploma degree levels (full time university and college graduates), no Master, no associate degree levels or others.

The proportion of two genders of the sample is 23.8% for male and 76.2% for female. These survey subjects are classified into 21 different study fields as defined by Circular 24 issued by the Ministry of Education and Training in 2017, namely: Humanity (24.6%); Business and Administrative studies (16.4%); Tourism, Hospitality, Sport and Personal Services (13.6%); Educational and training science (5.5%); Arts (3%); Social Science and Behaviour (8.7%); Journalism and Information (10.4%); Laws (1.8%); Life and Natural Sciences (0.4%); Mathematics and Statistics (0.6%); Computer Science and Information Technology (3.7%); Technical Science and Technology (0.3%); Engineering (1.0%); Manufacturing and Processing (0.5%); Agriculture, Forestry and Fisheries (3.8%); Veterinary, Medicine and Health (4.2%); Social Service (0.3%); Environment and Protection (1.2%). These % refers to the studies programmes present in the 9 HEIs partner of the Project. In terms of graduation ranking, there are 18.8% of graduates achieve Average, 64.9% achieve Merit, 14% got Distinction and 2.3% got High Distinction. The main areas studied in the report include: Employment rate, Working experience after graduation, The influence of graduation on employment, Employment status by gender, study fields, graduation ranking, Characteristics of unemployed graduates like the length of unemployment, reasons for unemployment, their activeness in job seeking, their readiness to start a new job and reasons for not seeking job, their satisfaction towards skills/competence built from university by unemployed graduates, Unemployment description by gender, study fields, graduation ranking, Characteristics of employed graduates with the employment description, their self-evaluation and gender discrepancy across different employment status.

The key findings of the report are as follows:

The percentage of graduates who had a job at the time of survey is quite high (88.6%). Among them, an impressive 53.5% of respondents shared that they had already commenced their professional journey immediately after achieving their graduation. 91.2% of the surveyed graduates (compared with 81.3% in 2020) assumed that earning bachelor degree had positive effects on their job with the order of effects from higher to lower levels on the dimensions of higher positions in the organisation, higher personal income, improved professional skills, functions upgrading.

Comparing the employment status according to gender, study fields, graduation ranking, several results have been reported. The two genders of male and female have a quite balance

between each other (90.0% and 88.0% responsively). The highest probability of getting jobs after graduation can be seen in the study fields of Tourism, Hospitality, Sport and Personal Services (code 681), Computer science and information technology and Engineering, with at least 96.0% of student respondents confirmed that they were employed. Compared to the survey results in 2020, the percentage of graduates who had jobs after graduation increased considerably for the graduates with high distinction, distinction, and merit. Students having average graduation status seem to be less likely to get jobs.

Regarding the unemployed graduates (6.3%), the jobless time was mostly around 1 to 6 months. The most popular reasons of unemployment were personal ones, unsuitable positions and their inability to respond to the needs of the employers. Among the unemployed graduates, 89.0% were actively looking for work, 37.9% were ready to start a new job in 2 weeks, 194 respondents (34.2%) were ready to start a new job after 2 weeks. Comparing the unemployment status by gender, study fields, graduation ranking, the results show that the ratio between the two genders was quite equal. Concerning the aspects of study fields, Business and Administrative studies is the field having the highest rates of unemployed graduates, with more than 20.0% of respondents confirmed that they hadn't found a job at all. Regarding the temporary unemployment status, graduates of three fields of Humanity, Social science and behaviour, and Educational and Training Science had the highest proportion (more than 10.0%) among the total surveyed graduates of these fields.

The description of employed graduates cover different dimensions:
In terms of job location, Hanoi occupied 61.9% of the graduates. In terms of organizational types, the largest proportion was private enterprises (63.0%), followed by foreign joint venture (18.9%), and government entities (9.3%). About job tittle, jobs requiring a high level of specialization take the highest proportion (34.7%). 76.3% of respondents have low-level/operational level job positions, while only 2.3% of response graduates have high level jobs. 50.0% of respondents worked completely in the same category, 36% graduates worked partly in the same category, only 14% of graduates did not work in the same category. Nearly 48.8% and 33.8% of the graduates got a fixed-term employment contract and a permanent employment contract, respectively. 92.0% worked in a full-time job. 42.0% of the graduates got the monthly income of above 6 - 9 million VND, while graduates who earn above 9 - 12 million VND and above 3 - 6 million VND take up 28.8% and 13.5% respectively. Compared with 2020, graduates who earn above 9 - 12 million VND increase from 23.1% to 28.8%, the level of above 3 - 6 million VND obviously decrease from 20% to 13.5%. More than 90.0% of the graduates were satisfied of different levels with their job.
Regarding the self-evaluation, most students felt from normal to totally satisfied with skills built from the university. More than three – quarters of the respondents appreciated knowledge obtained from the university. More than 70.0% were satisfied and totally satisfied with the job seeking skills equipped by the university.

A further detailed analysis of the employment status between male and female was conducted in this report. Some interesting findings were found. The relationship between gender and the current employment situation was not statistically significant. There was a significant association between gender and the type of private sector and governmental sector where

respondents worked. In term of jobs requiring a high level of specialization, there were two third of female. Within the category of Director/Executive positions, a total of 50 individuals were employed. Among them, 13 were males, accounting for 26.0% of the total male population, while 37 were females, representing 74.0% of the total female population. The data of full time and part time job by gender in 2021 shows that female tended to shift the job from part – time job to full time job by increasing 7.6% from 64.4% to 72.0%. There was a significantly higher rate of female graduates to work in the job of completely the same with their major. Regarding monthly income, men were more dominant than women at high salaries level (above 15 million VND/month). In average salary (from 6-9 million VND/month), the proportion of women was counted higher significantly than men by 54.0%. Putting all together, the ability of approaching the job after graduation, the effectiveness of seeking a job, especially in senior management level of the male was greater than the female. On the other hand, the fresh graduate women tended to pay more attention to stable job even of the average salary and feel satisfied with the average position level in their career.

I. INTRODUCTION

1.1 The societal functions of higher education sector

Higher Education played major societal functions as equip their graduates with the skills, knowledge and competencies needed to successfully enter competitive labour market, and more importantly to obtain good jobs and maintain their employability throughout their working lives, contribute to national economies and societies in terms of creativity, innovation, entrepreneurship needed to ensure economic growth, to boost the innovative capacities of society and to keep up with rapidly changing labour market demand and technologies as well as promote international mobility, as a powerful means to foster intercultural understanding, more competencies and work options. For achieving these goals, it is important to collect high quality data that help to produce better and targeted policies over teaching and training activities. The MOTIVE project uses graduate tracking as a way of collecting high quality data. Through the set-up of the first Higher Education Institutions Center for Graduates Tracking in Vietnam which regularly runs surveys on Vietnamese graduates to monitor graduate transition from Higher Education to the labour markets as well as their employment status, the project aims to support the governance of the Higher Education system in Vietnam.

1.2 Background

It was recorded in the Statistical Yearbook of 2022 of Vietnam that in 2020, there were 242 higher education institutions, training 1,906,000 students and achieving the number of 242,400 graduates. Every year, thousands of young college and university graduates enter the labour market in Vietnam, with an average annual number of 240,000 graduates from 2019 to 2021. However, it is reported by the Ministry of Education and Training that the number of graduates who suffer from unemployment has reached 200,000 since 2015 and for those who work, 60.0% are not working in their study fields. This poses big questions for policy makers and educational institutions in terms of strategic planning and training quality management.

In Vietnam, the General Statistics Office is responsible for collecting national and regional statistical information and producing reports on the status of labour market participation. Those reports draw a general picture of the labour market in Vietnam, but there is no in-depth analysis of the factors constituting employability of young workers, especially new graduates. This report is written under the umbrella of the Motive project aiming at building a Center for Graduates tracking for Vietnam academic institutions.

The Center has the mission of providing a scientific approach and tool for collecting graduate data. In late 2022 and early 2023, the second pilot survey was conducted with the participation of 9 higher education institutions in Vietnam, representing 3.7% of the total HEIs in Vietnam. The total graduation population of the 9 higher education institutions involved in MOTIVE project are 13,701, representing around 6.0% of the total population of graduates in Vietnam in 2021. This report aims to analyse and better understand the employability of new graduates in Vietnam, with the two-fold objective of helping orient the students who are about to graduate and to offer universities an effective, timely tool for analyzing and assessing the professional success of their graduates. Specifically, the report

looks into the employment condition of new graduates in the labour market using a wide range of indicators like employment rate, type of contract, job position, salary and identifying the impact of factors like gender, study field, graduation ranking on employability.

1.3 Structure of the report

The structure of the report follows the above discussed four societal functions of higher education and presents core indicators with respect to:

- Employment rate
- Working experience after graduation
- Influence of graduation
- Employment status by gender, study fields, graduation ranking
- Unemployed graduates
- Length of unemployment
- Reasons for unemployment
- Activeness in job seeking
- Readiness to start a new job
- Inactive graduates: Reasons for not job seeking
- Satisfaction towards skills/competence built from university by unemployed graduates
- Unemployment description by gender, study fields, graduation ranking
- Employed graduates
- Employment description
- Self-evaluation
- Gender discrepancy

The second pilot report intends to provide a concise picture based on core indicators on all of these outcomes.

1.4 Sample and Methodology

This report is written based on a survey conducted under the umbrella of the MOTIVE Project with the participation of nine colleges and universities in Vietnam: Thai Nguyen University, Halong University, Hanoi University, Academy of Journalism and Communication, Vietnam National University of Agriculture, Posts and Telecommunications Institute of Technology, Hanoi Tourism College, Hanoi University of Home Affairs and National University of Art Education.

The questionnaire was built according to the survey form of the Consortium of Italian Universities AlmaLaurea (2019) - the organization that provides professional support for the MOTIVE Project. This survey has been conducted with graduates of 78 universities in Italy since 1994, and has now been revised and applied to suit Vietnam context. This questionnaire pilot was conducted first in Vietnam in late 2021 and was revised for the second pilot of this time.

The data of this report was collected online in late 2022 with respondents being students who graduated in 2021 and early 2022 from the above institutions. To be more specific, among 6,666 valid responses, there are 5,787 students graduated in 2021 (86.8%) and 879 students graduated in March 2022 (13.2%). The survey was conducted 1 year from graduation day to ensure the ability to track graduate employability after one year participating in the labour market.

13,701 graduates belonging to the 9 HEIs involved in the survey were contacted, representing the total population of graduates belonging to the 9 HEIs.

The graduate data (i.e. lists of graduates) and the contact details of the graduates are only accessible locally at the higher education institutions and it is not possible for the higher education institutions to pass them on. The survey will be drawn locally by the higher education institutions which invite the selected graduates to participate in the survey.

The MOTIVE consortium recommends the use of an online questionnaire, because it is relatively inexpensive and easy to implement on a large scale compared to other modes of data collection.

The data collection process includes three main steps. The first step is to invite students to participate in the survey. The next step is to match administrative graduate data with their self-reported responses in the survey. The final step is cleaning the data, coding and reporting data.

Out of this number of graduates, the survey received 6,689 responses, counting for 48.8% of total population. After cleaning and filtering the data, the usable data included 6,666 observations (99.6% of the responses and 48.6 % of the total graduate population). Among these observations, the percentage of the male and female is 23.8% and 76.2% respectively. These survey subjects are classified into 21 different study fields as defined by Circular 24 issued by the Ministry of Education and Training in 2017, namely: Humanity (24.6%); Business and Administrative studies (16.4%); Tourism, Hospitality, Sport and Personal Services (13.6%); Educational and training science (5.5%); Arts (3%); Social Science and Behaviour (8.7%); Journalism and Information (10.4%); Laws (1.8%); Life and Natural Sciences (0.4%); Mathematics and Statistics (0.6%); Computer Science and Information Technology (3.7%); Technical Science and Technology (0.3%); Engineering (1%); Manufacturing and Processing (0.5%); Agriculture, Forestry and Fisheries (3.8%); Veterinary, Medicine and Health (4.2%); Social Service (0.3%); Environment and Protection (1.2%). In terms of graduation ranking, there are 18.8% of graduates achieve Average, 64.9% achieve Merit, 14% got Distinction and 2.3% got High Distinction.

The data is processed using Nvivo, MAXQDA and SPSS, software package for qualitative data analysis and mixed methods research software, in which the main analytical method is descriptive statistics. Descriptive statistic method is used to measure the employability of new graduates through descriptions of current employment and job status in aspects such as type of business organization, type of contract, type of job, position in the organization and average income.

The data processing took place considering a specific statistic strategy: after the survey period ended, it was proceeded with the survey export file checks, data import into processing software, transforming/recoding data into target variables, missing value definition, labelling

and coding checks, then proceeded with the plausibility checks, identifying and removing (in)valid cases.

II. EMPLOYMENT STATUS

2.1. Employment rate

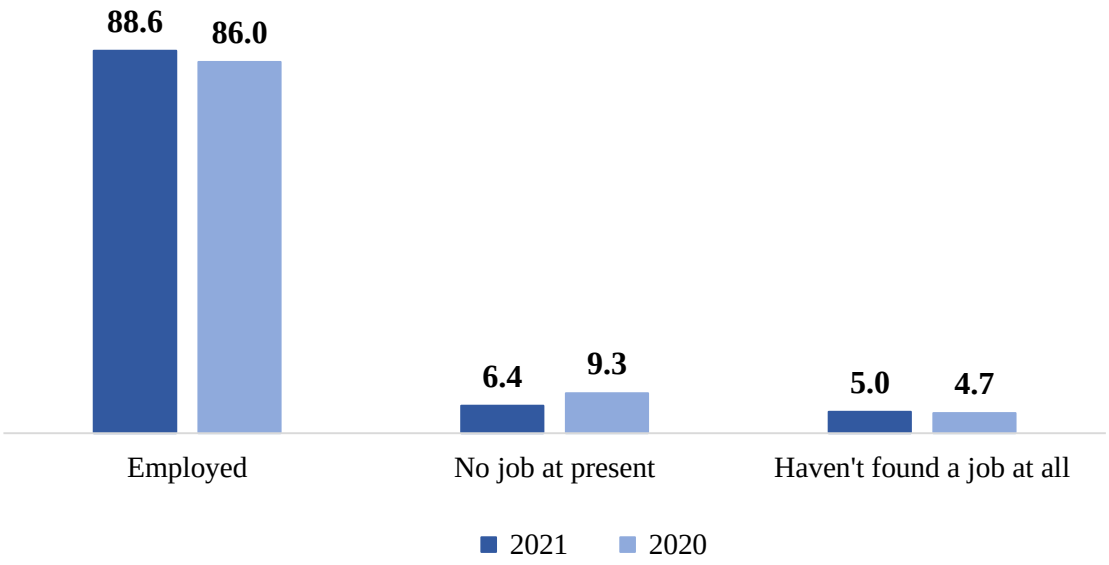
The table 1 shows the data on the proportion of 2 separate groups: employed and unemployed graduates. The unemployment graduates are divided in two groups: those who does not have a job at the survey moment and those who haven't found a job at all since graduation. Among 6,660 graduates participating in the survey, there are 5,901 respondents who have a job, accounting for 88.6%, 423-have no job at the moment, accounting for 6.4%. 336 could not find a job at all, accounting for 5.0%. The findings show that the percentage of graduates who have a job is quite high (88.6%) in the comparison with the rate of 67.7% in 2021 recorded by the Vietnam Government Statistics Office and it increases by 2.6% compared to the first period report. The number of graduates without a job at the time of survey and those who have not yet found a job is relatively low. While 6.4% respondents without a job in the second report, the percentage of graduates without a job is slightly higher, at 9.3%. Only 5% of respondents haven't found a job at all compared to 4.7% in 2020. These numbers also show the need for reasonable policies and solutions to solve the problem of unemployment after graduation.

Table 1: Number of employed and unemployed graduates in 2021

No. of interviewed	Employed	%	No job at present	%	Haven't found a job at all	%
6,660	5,901	88.6	423	6.4	336	5.0

For clearer view of the comparison in percentage of employed and unemployed graduates in 2021 and 2020, we see the figure below.

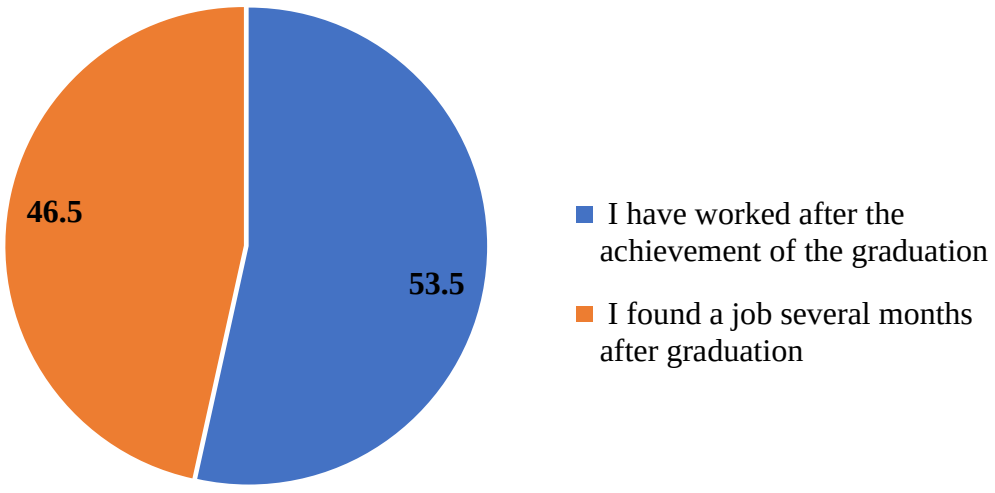
Figure 1: Employed and unemployed graduates in 2021 and 2020 (%)



2.2. Working experience after graduation

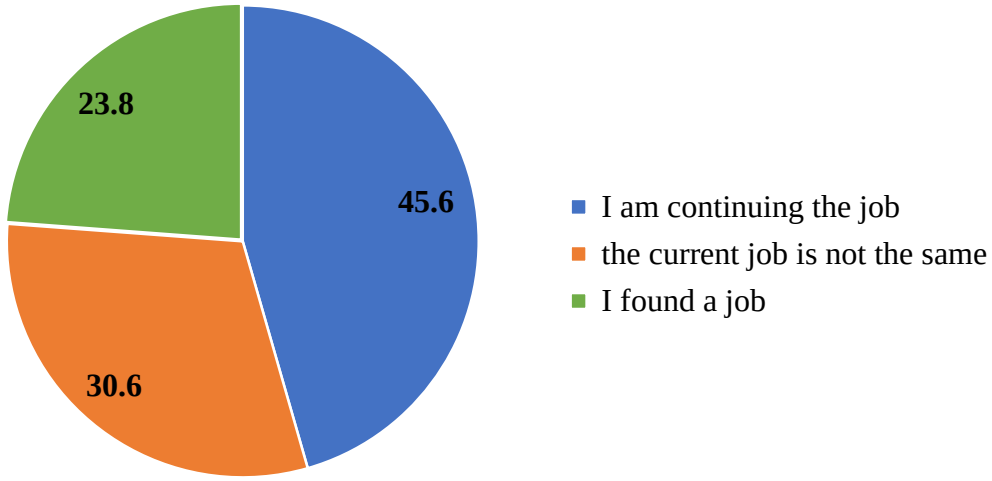
The survey on working experience after graduation in 2021 reveals that among the surveyed individuals, 46.5% revealed that they successfully found employment several months after completing their studies. This indicates a slight time gap between their graduation and securing a job. In contrast, an impressive 53.5% of respondents shared that they had already commenced their professional journey immediately after achieving their graduation. These statistics reflect positive outcomes, indicating that graduates in 2021 obtained employment relatively early, specifically within a few months of graduation. The data portrays a promising scenario for graduates in 2021, with a majority successfully obtaining employment after completing their studies. This showcases their resilience, adaptability, and the valuable skills they bring to the job market.

Figure 2: Working experience after graduation in 2021 (%)



Compared with graduates in 2020, with regards to working experience after graduation, nearly half of respondents 45.6% showed that they continued the job that they had got before graduation. While 30.6% of respondents had got the job before graduation but changed their jobs at least once after graduation and another 23.8% of respondents have just found their first job within one year after graduation. These meaningful numbers reflect positive information that graduates could find a job very early.

Figure 3: Working experience after graduation in 2020 (%)



The comparison between work experience after graduation in 2020 and 2021 reveals a positive trend. While the majority of students in 2021 obtained employment within a few months after graduating, in 2020, 23.8% of students took up to one year to find a job after graduation.

The researchers also survey on whether the amount of time it takes to find a job can vary in 2021 and 2020.

In 2021, the largest proportion (48.1%) secured employment within just one month after graduating. Additionally, 8.2% of the respondents found a job within two months, while 20.1% were successful in securing employment within three months. These figures demonstrate that a significant number of graduates were able to find job opportunities relatively quickly after completing their studies. As the time period extends, the percentages gradually decline. For instance, 5.9% of respondents took four months, 4.7% found employment within five months, and the percentages continue to decrease for subsequent months. Although fewer individuals required longer periods to find a job, the overall trend showcases a favorable outcome for the majority of graduates in 2021. These findings reflect a positive job market for the surveyed individuals, suggesting that a considerable percentage of graduates were able to secure employment within the first few months after graduation. It demonstrates the effectiveness of their job-seeking efforts and the demand for their skills and qualifications in the professional landscape of 2021.

Table 2: Number of months to find a job in 2021 and 2020

	2021		2020	
I found a job … months after graduation (months)	**Number**	**%**	**Number**	**%**
1	1,816	48.1	99	21.5
2	310	8.2	77	16.7
3	758	20.1	64	13.9
4	221	5.9	63	13.7
5	176	4.7	48	10.4
6	255	6.8	30	6.5
7	51	1.4	34	7.4
8	48	1.3	7	1.5
9	22	0.6	8	1.7
10	18	0.5	7	1.5
11	32	0.8	2	0.4
12	48	1.3	11	2.4
13	12	0.3	6	1.3
14	3	0.1	1	0.2
16	1	0.0	2	0.4
20	1	0.0	1	0.2
Total respondents	3,772	100.0	460	100.0

As it can be seen from the table, 99 of 460 graduates in 2020 who got their first job after graduation (excluding those who got their job before or at the time of graduation), accounting for 21.5% said that they get the job right after graduation. 16.7%, 13.9% and 13.7% of respondents have been recruited after 1, 2, 3 moths of graduation respectively 415 out of 460 of respondents have jobs within 6 months from graduation. These numbers show us the positive signal that a large number of graduates has a good preparation for joining the labour market.

The comparison of the number of months it took to find a job in 2021 and 2020, as depicted in the provided table, reveals a positive trend regarding the employment rate of graduates upon graduation. In general, the data indicates that graduates in 2021 were able to secure employment relatively early after graduation compared to graduates in 2020. In 2021, the majority of respondents (48.1%) reported successfully securing employment within one month after graduation. This stands in contrast to the data from 2020, where only 21.5% of graduates were able to find a job within the same timeframe. The significant increase in the percentage of graduates finding employment early in their careers in 2021 suggests a more favorable job market and increased opportunities for recent graduates. In 2021, the majority of respondents (48.1%) reported successfully securing employment within one month after graduation, indicating a swift transition into the workforce. This stands in contrast to the data from 2020, where only 21.5% of graduates were able to find a job within the same timeframe. The higher percentages of individuals finding jobs within one to three months after graduation in 2021 also highlight the positive outcomes and increased efficiency in the job-seeking process for recent graduates in that year.

2.3. The Influence of graduation

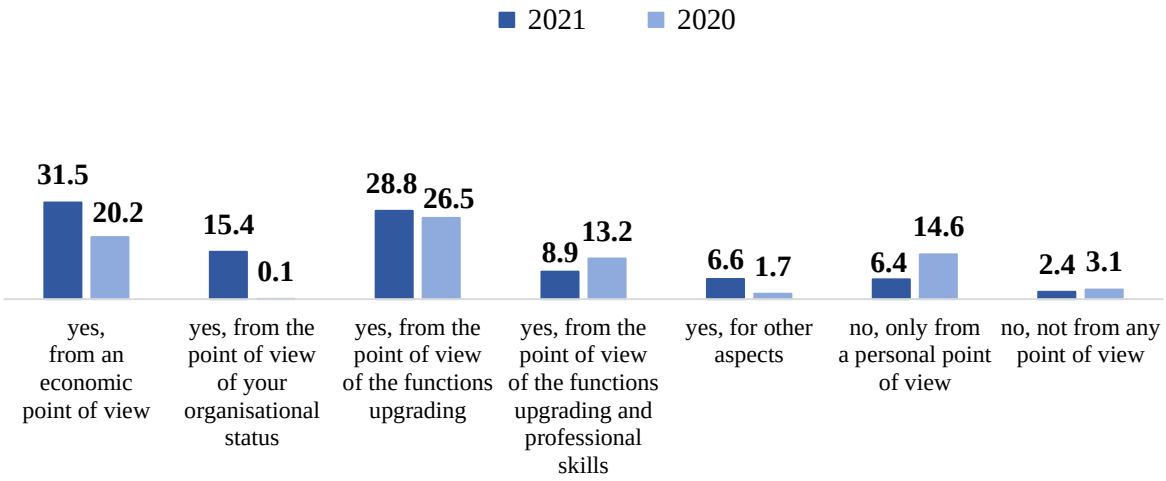
Regarding the effect of graduation on students' employment, 91.2% of graduates assume that earning bachelor's degree had a positive effect on their jobs. This rate of agreement is much higher than that of pilot 1 (81.3%). Among it, 1,151 respondents (31.5%) think from an economic perspective (higher income); 562 graduates (15.4%) think from the organizational status; 1,051 graduates (28.8%) think from the perspective of the functions upgrading; 325 graduates (8.9%) think from the perspective of the functions upgrading and professional skills; 242 graduates (6.6%) think from other aspects. It can easily be witnessed that from both pilots the majority of respondents agrees that graduation can help elevate their income, reach higher organizational positions and elaborate their abilities.

Table 3: Influence of graduation in 2021

Influence of graduation	Number	%
yes, from an economic point of view	1,151	31.5
yes, from the point of view of your organizational status	562	15.4
yes, from the point of view of the functions upgrading	1,051	28.8
yes, from the point of view of the functions upgrading and professional skills	325	8.9
yes, for other aspects	242	6.6
no, only from a personal point of view	233	6.4
no, not from any point of view	89	2.4
Total respondents	3,653	100.0
No answers	2,248	
TOTAL INTERVIEWED IN EMPLOYMENT	5,901	

In 2020, regarding the effect of graduation on students' employment, 81.3% of graduates assume that earning bachelor's degree had a positive effect on their job. Among that, 714 respondents (20.2%) think from an economic perspective (higher income); 4 graduates (0.1%) think from an economic perspective and workplace status; 852 graduates (26.5%) think from the work position status; 426 graduates (13.2%) think from the perspective of the functions upgrading; 54 graduates (1.7%) think from the perspective of the functions upgrading and professional skills; 469 graduates (14.6%) think form the point of the professional skills; 99 graduates (3.1%) think from other aspects.

Figure 4: Influence of graduation in 2021 and 2020 (%)



It can easily be witnessed from both pilots of the survey that the majority of respondents agrees that graduation can help elevate their income, reach higher organizational positions and elaborate their abilities. However, while the number of respondents value the influence of their degrees in their organizational status falls from the top place at 26.5% to the 3rd place at 15.4%, the ratio of the 2 other factors accelerate in the 2nd pilot, from 20.2% to 31.5% for economic influence, and from 13.2% to 28.8% for the functions upgrading.

2.4. Employment status by gender, study fields, graduation ranking

2.4.1. Employment status by gender

Table 4: Employment status by gender in 2021

	2021 Graduation	Employed	%
Male	1,589	1,423	89.6
Female	5,077	4,478	88.2
TOTAL	6,666	5,901	88.5

The table shows that in 2021, the total graduates were more than six thousand graduates of different study fields. Of which, the female graduates represents triple in terms of numbers, than the male graduates. The reason is that in the 9 universities involved in MOTIVE project, about 60.0% of graduates are women and in Vietnam, women have a higher propensity to answer to surveys.

The percentage of male graduates who had jobs after graduation was 90.0%, a little higher than that of female graduates at 88.0%. In total, female graduates also account for higher probability of getting jobs after graduations. Their percentage was nearly triple compared to the employed male graduates.

Compared to the employment status of the graduates in 2020, it is noticeable that the percentage of graduates who had jobs after graduation has increased, by 5.2% for the male graduates, by 1.6% for the female graduates, and by 3.0% for both genders. It seems that the labor market in Vietnam has been recovering gradually from the Covid-19 pandemic.

2.4.2. Employment status by study fields

The table shows the study fields that graduates are the most likely to get jobs after graduation. Accordingly, Tourism, Hospitality, Sport and Personal Services (code 681), Computer science and information technology and Engineering are three jobs that have got the highest probability of getting jobs after graduation, with at least 96.0% of student respondents confirmed that they were employed. The second tier of highly probable employment, with the percentage around 91.0% to 93.0%, includes study fields of Humanity (code 722), Journalism and information, and Veterinary medicine and health. These jobs have been at high trend recently. The third tier of students that are most likely to get jobs after graduation, with the percentage above 80.0%, include Business and Administrative studies, Educational and training science, Arts, Social science and behaviour, Business and Administrative studies, Laws, Life and natural sciences, Manufacturing and processing, Social service, and Tourism, Hospitality, Sport and Personal Services.

Compared to the survey result in 2020, it can be observed an improvement in employment rate of graduates in "Tourism, Hospitality, Sport and Personal Services" (for both the code 681 and the code 781). The reason is that the Covid-19 pandemic at global level and in Vietnam as well, with a negative impact particularly in this sector, has been gradually overcome. Therefore, the employment status of graduates in tourism sector has been improved, and it prospects to thrive strongly and quickly in the future.

Also, compared to 2020, the field of Computer science and information technology keeps high percentage of employment with an increasing trend. In 2020, this study field ranked in second tier of highly employed graduates; and in 2021, it ranked in the first tier at the third position. Besides, Humanity, Journalism and information are also two fields with the increase of employment percentage ranking from the third tier in 2020 to the second tier in 2021. Even though 2021 witnesses no study field with 100.0% of surveyed respondents getting employed like in 2020, the overall rate of employment in 2021 is still higher than that in 2020, as mentioned above.

Table 5: Employment status by study field in 2021

Code	Study fields of diploma and bachelor levels	No. Student Respondents	Employed	%
622	Humanity	101	54	53.5
634	Business and Administrative studies	50	41	82.0
681	Tourism, Hospitality, Sport and Personal Services	499	489	98.0
714	Educational and training science	365	309	84.7
721	Arts	200	164	82.0
722	Humanity	1,531	1,418	92.6
731	Social science and behaviour	583	479	82.2
732	Journalism and information	695	644	92.7
734	Business and Administrative studies	1,045	939	89.9
738	Laws	121	98	81.0
742	Life and natural sciences	27	23	85.2
744	Mathematics and statistics	41	31	75.6
748	Computer science and information technology	249	239	96.0
751	Technical sciences and technology	18	11	61.1
752	Engineering	72	70	97.2
754	Manufacturing and processing	36	30	83.3
762	Agriculture, forestry and fisheries	255	197	77.3
764	Veterinary medicine and health	277	253	91.3
776	Social service	21	17	81.0
781	Tourism, Hospitality, Sport and Personal Services	404	351	86.9
785	Environment and protection	76	44	57.9
	No answers		765	
	TOTAL INTERVIEWED	6,666	5,901	

2.4.3. Employment status by graduation ranking

Table 6: Employment status by graduation ranking in 2021

	2021 Graduation	%	Employed	%
Average	1,253	18.8	1,047	17.7
Merit	4,324	64.9	3,860	65.4
Distinction	934	14.0	853	14.5
High Distinction	155	2.3	141	2.4
Total	6,666	100.0	5,901	100.0

The table shows the employment status by graduation ranking. In 2021, most students got Merit graduation status, followed by Average graduation status. The students who graduated with either distinction or high distinction accounted for a percentage of less than 20.0%. The ratio of employed graduates among graduation ranking are somehow similar to that of total graduates among all the ranking. It seems that the percentage of employment after graduation is not affected too much by the graduation ranking. In particular, 91.0% of responding high distinction graduates got jobs while the percentages for the distinction, merit, and average graduates were 91.3%, 89.3%, and 83.6%, respectively. Further look on the gender differences across the rankings of the employed graduates would be discussed in the later parts of the report.

Compared to the survey results in 2020, the percentage of graduates who had jobs after graduation increased considerably for the graduates with high distinction, distinction, and merit. Students having average graduation status seem to be less likely to get jobs. These students' percentage of employment after graduation decreased a little from 84.0% in 2020 to 83.6% in 2021. The research time is too short to jump into conclusion, but it suggests a further research on the impacts of graduation ranking on employability over time.

III. GRADUATES NOT IN EMPLOYMENT

This section is attempted to provide a description of those who do not have a job at the moment of the survey, both being active and not active looking for job, no matter how long they are ready to start a new job. Among 6,666 surveyed graduates, there were 423 ones (make up for 6.3%) reported not to be in an employment, among who 336 had not been employed at all since their graduation.

Table 7: Graduate Respondents by ranking in 2021

	2021 Graduation	No job at present	%	Haven't found a job at all	%
Average	1,253	124	29.3	81	24.1
Merit	4,324	241	57.0	219	65.2
Distinction	934	50	11.8	30	8.9
High Distinction	155	8	1.9	6	1.8
Total respondents	6,666	423	100.0	336	100.0

Comparison with survey data in report in 2020, we can find out that, the percentage of unemployed graduates in 2021 is decrease from 14% to 6.3% but the percentage of fully unemployed graduates since their graduation increase from 4.7% to 5.0%.

3.1 Length of not in employment

Among the graduates not employed who answered, the majority of respondents (30.8%) feedback that they mainly stay unemployed 2 months after graduation, whereas only 19.2% in the first period says this. Meanwhile, the rate of unemployment in the 3 months duration slightly decreases by 2.0% compared to the first period (18.1% to 16.4%). This is easy to explain because the first few months after graduation is a transition period for graduates to gradually adapt to a new environment, switching from a learning environment to a working environment to study and equip themselves with the necessary requirements for their jobs.
It can be seen from the table 39 of 286 graduates (13.6%) unemployed in 10 months in 2021 compared to 2.4% in 2020. This rate increases by 10.2 %, which reveals the negative trend regarding to stable job market. In addition, the rate of unemployment in 12 months accounting for 5.6% moderately increases by 3.2% compared to 2020. In 2021, the minority percentage of graduates being unemployed in 9 months was 0.3% noticeably lower than that of 2020 (3.1%).

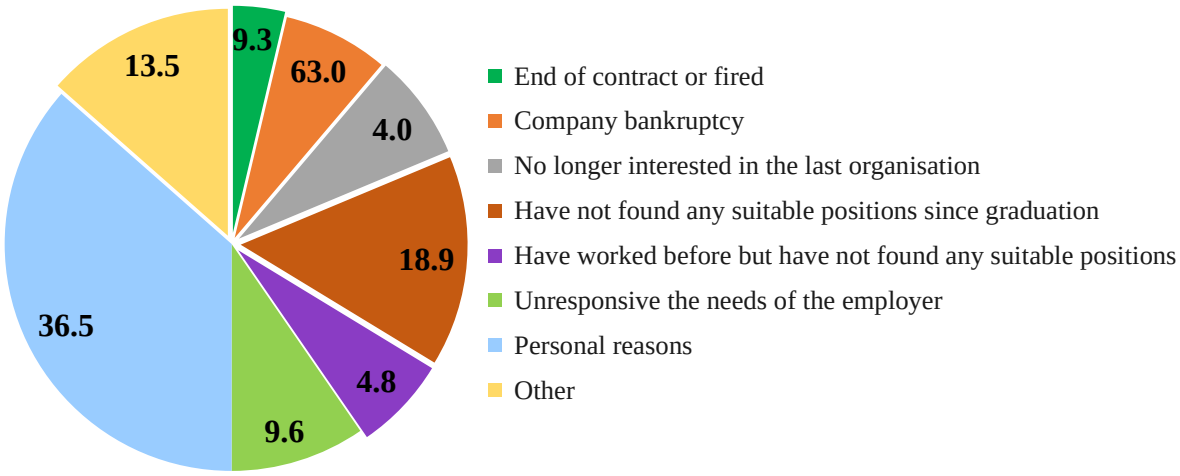
Table 8: Length of unemployment (months) in 2021 and 2020

Length of unemployment (months)	2021		2020	
	Numbers	%	Numbers	%
1	23	8.0	29	7.6
2	88	30.8	4	1.0
3	47	16.4	65	17.1
4	21	7.3	73	19.2
5	17	5.9	69	18.1
6	18	6.3	33	8.7
7	13	4.5	31	8.1
8	3	1.0	22	5.8
9	1	0.3	10	2.6
10	39	13.6	11	2.9
12	16	5.6	12	3.1
Total respondents	286	100.0	217	100.0
No answers	137		359	
Total of no job at present	423		576	

3.2 Reasons for unemployment

We should research more about the reasons why the graduates were unemployed so as to recommend the solutions for universities to increase the rate of employed graduates. The respondents who graduated in 2021 were demonstrated as follows:

Figure 5: Reasons for unemployment in 2021 (%)



In 2021, out of a total of 520 respondents, several key trends can be observed. The most prevalent reason for unemployment was personal reasons, which accounted for 36.5% of the respondents. This indicates that a significant number of individuals were not employed due to personal circumstances. The high percentage suggests that personal factors play a substantial role in individuals' decision to remain unemployed. The second most common reason was the inability to find suitable positions since graduation, with 15.0% of respondents

facing this challenge. This highlights the challenges faced by recent graduates in securing employment that aligns with their qualifications and career aspirations. It emphasizes the importance of bridging the gap between education and the demands of the job market to enhance graduates employability. Additionally, other reasons and the inability to find suitable positions despite having previous work experience accounted for over 13.5% and 6.7% respectively.

Meanwhile, in 2020, we find that the most popular reasons of being not in employment of graduates are personal ones which made up for 28.1% of respondents. Then, the reason of others and the reason of unsuitable positions though having experience make up for respectively over 16.3% and 15.2%. The graduates seem to pursue a better job after quitting. They are willing to be themselves unemployed rather than stand for the job that they lost motivation.

Comparing these figures to the data from 2020, it is evident that there have been some shifts in the reasons for unemployment. In 2020, personal reasons accounted for 28.1% of the respondents, which was lower compared to 2021. Conversely, the percentage of individuals who have not found suitable positions since graduation decreased from 14.3% in 2020 to 15.0% in 2021. Another notable change is the increase in the percentage of respondents who cited company bankruptcy as a reason for unemployment, rising from 1.9% in 2020 to 7.5% in 2021. This could be an indicator of the economic challenges faced during the specified time period.

Table 9: Reasons for unemployment in 2021 and 2020

Reasons for unemployment	2021		2020	
	Numbers	%	Numbers	%
End of contract or fired	19	3.7	11	1.9
Company bankruptcy	39	7.5	11	1.9
No longer interested in the last organisation	39	7.5	80	14.0
Have not found any suitable positions since graduation	78	15.0	82	14.3
Have worked before but have not found any suitable positions	35	6.7	87	15.2
Unresponsive the needs of the employer	50	9.6	47	8.2
Personal reasons	190	36.5	161	28.1
Other	70	13.5	93	16.3
Total respondents	520	100.0	572	100.0

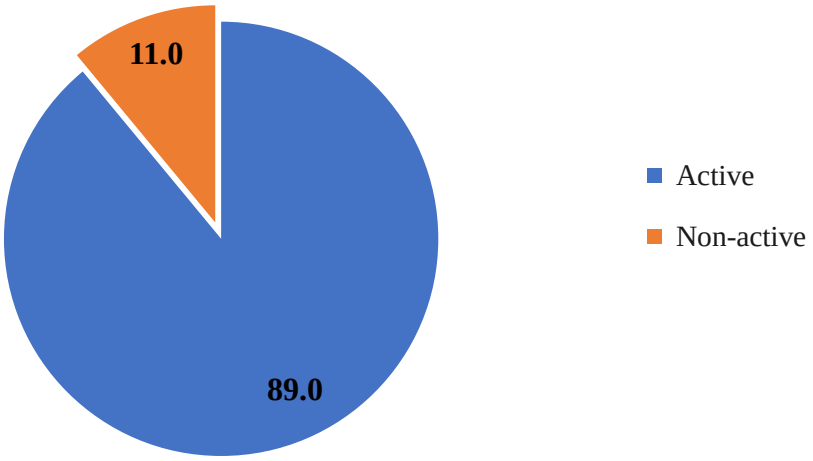
In conclusion, that personal reasons and the inability to find suitable positions remain significant factors contributing to unemployment. The increase in company bankruptcy as a reason for unemployment in 2021 highlights the potential impact of economic conditions on job availability.

3.3 Activeness in job seeking

To evaluate the graduates' willingness and activeness to seek the job, the researchers survey graduates to find out some useful information. Out of 759 respondents who graduated in

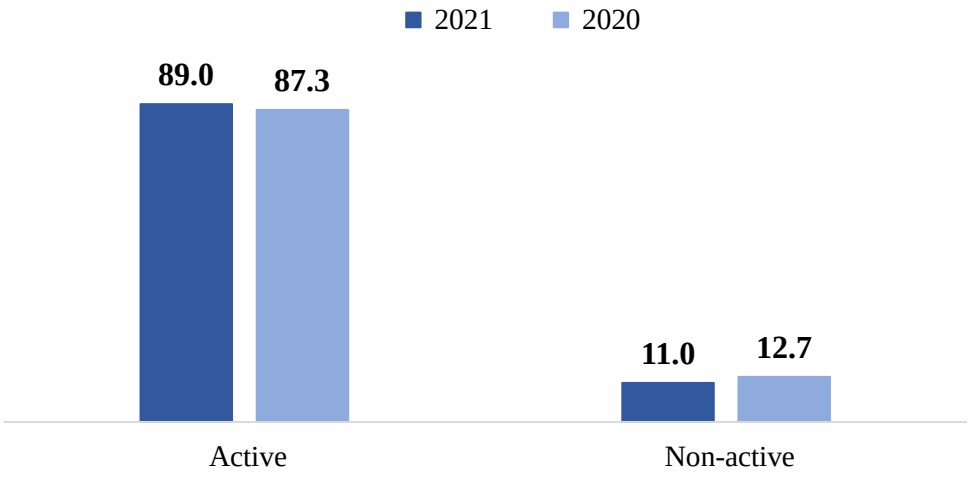
2021, a majority of survey graduates, 501 (89.0%) are actively looking for work. This rate increases approximate 2.0% compared to the first period report on 2020 graduation, (87.3%). Only 11.0% haven't been very active in job seeking. This percentage decreases 1.7% after 1 year. In general, most of graduates actively seek a job after leaving university which shows us the positive attitude of graduates joining labour market. This reflects the needs of most not yet employed graduates for job search.

Figure 6: Actively seeking a job in 2021 (%)



Compared with graduates in 2020, we can find that, the percentage of graduates who unactively seek the job decrease from 12.7% in 2020 to 11.0% in 2021. It may be due to the economic recovery after the Covid 19 pyramid promote the graduates to join the labor market.

Figure 7: Actively seeking a job in 2021 and 2020 (%)



3.4 Readiness to start a new job

According to the survey, in 2021, 215 respondents (37.9%) were ready to start a new job in 2 weeks, 194 respondents (34.2%) were ready to start a new job after 2 weeks; 159 respondents (26.5%) were not yet ready to start a new job. The total number of 759 refers to

both categories of graduates: those who does not have a job at present plus those who never had a job.

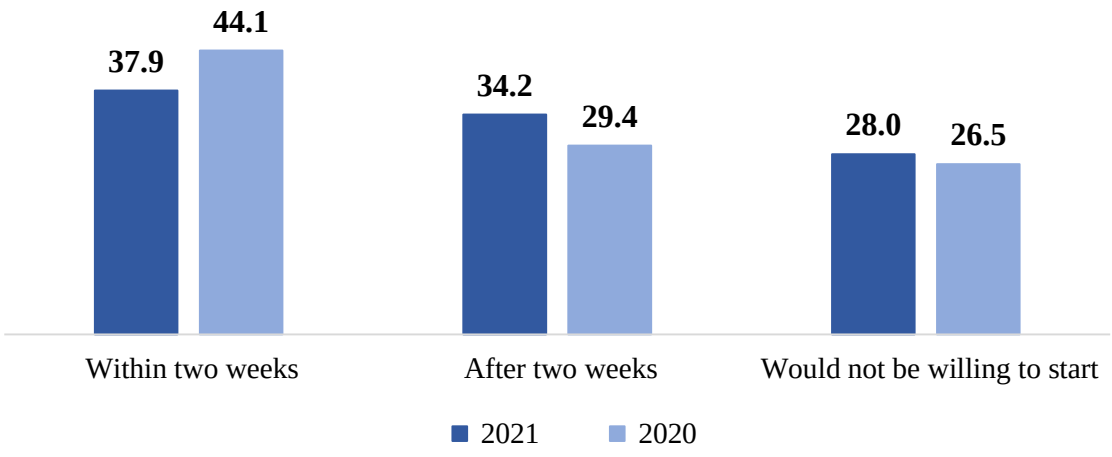
Table 10: Readiness to start a new job in 2021

	Number	%
within two weeks	215	37.9
after two weeks	194	34.2
would not be willing to start a new job	159	28.0
Total respondents	568	100.0
No answers	191	
TOTAL INTERVIEWED NOT IN EMPLOYMENT	759	

In 2020 up to 230 respondents (44.1%) were ready to start a new job in 2 weeks, 153 respondents (29.4%) were ready to start a new job after 2 weeks; 138 respondents (26.5%) were not yet ready to start a new job.

The majority of respondents from both pilots is willing to jump back in the labor market within 2 weeks of unemployment, however, the rate in pilot 2 is much lower than that of the 1st one (37.9 % and 44.1%, respectively). The figures bellows presents the comparison of graduates' readiness to start a new jobs in 2021 and 2020.

Figure 8: Readiness to start a new job in 2021 and 2020 (%)



3.5 Inactive graduates: Reasons for not job seeking

Studying the same factors affecting the graduates' not seeking for jobs as in the previous pilot, in 2021 the survey finds that graduates are inactive mainly due to other reasons (32.8%), the pursuit of further study (32.0%), and no job opportunities (17.2%). Standing at the lowest positions for both years are waiting to be called back after having passed a test (2.3%) and voluntary civil service (0.8%). In 2020, graduates are inactive mainly due to the pursuit of further study (26.9%), personal reasons (17.9%), no job opportunities (16.7%) and opening their own activities (15.4%).

Compared to the first pilot, the 2021 numbers are following a relatively similar pattern with reasons of further studies and no job opportunities, however, the ratio of "other reasons" accelerates in the 2nd pilot. This may require additional examination to study all the reasons relating to the respondents' job hunting.

Table 11: Reasons for not job seeking in 2021 and 2020

Reasons for not job seeking	**2021**		**2020**	
Influence of graduation	**Numbers**	**%**	**Numbers**	**%**
continuing studies/further training after graduation	41	32.0	21	26.9
voluntary civil service	1	0.8	2	2.6
waiting to be called back after having passed a test	3	2.3	4	5.1
opening own activity	6	4.7	12	15.4
having a break for self-orientation	5	3.9	7	9.0
personal reasons	8	6.3	14	17.9
no job opportunities	22	17.2	13	16.7
other reason	42	32.8	5	6.4
Total respondents	128	100.0	78	100.0
No answers	631		498	
TOTAL INTERVIEWED NOT IN EMPLOYMENT	759		576	

3.6 Satisfaction towards skills/competence built from university by unemployed graduates

Researchers would like to find out the evaluations on skills and competences which the unemployed graduates get from universities. With 530 respondents for 17 questions on skills and competences, table 4 presents the satisfaction levels of unemployed graduates regarding the skills and competences they acquired during their university education. The table showcases the percentages for five satisfaction categories: totally dissatisfied, dissatisfied, normal, satisfied, and totally satisfied.

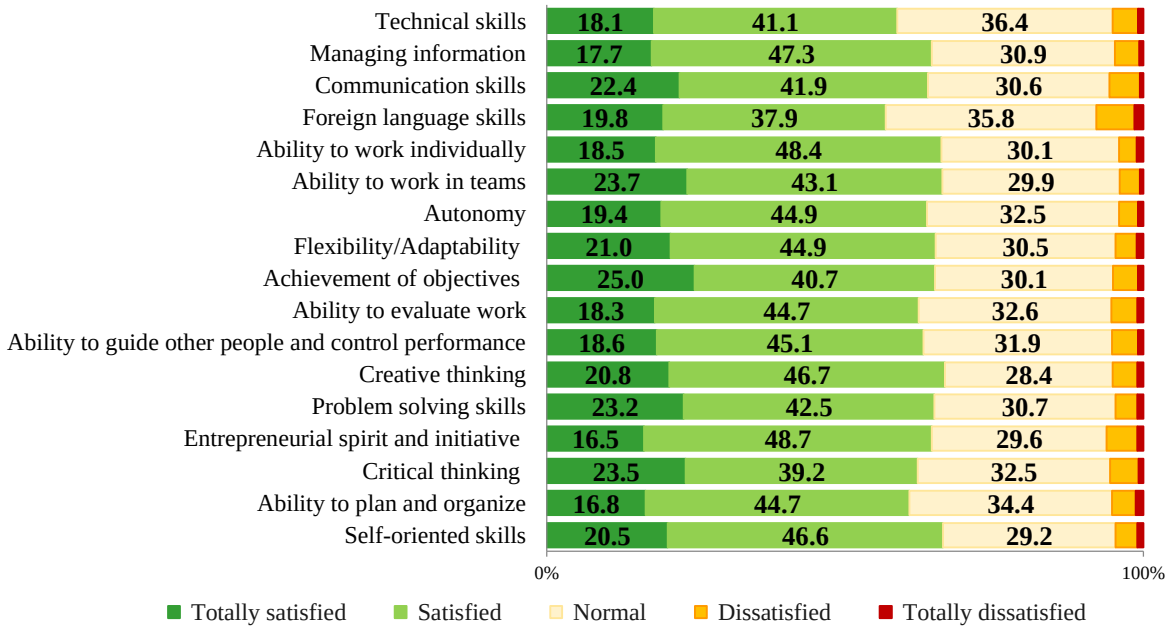
Table 12: Satisfaction towards skills/competence built from university by unemployed graduates in 2021 (%)

TT	**Competences**	**Totally dissatisfied**	**Dissatisfied**	**Normal**	**Satisfied**	**Totally satisfied**
1	Technical skills	0.9	4.3	36.4	41.1	18.1
2	Managing information	0.7	4.1	30.9	47.3	17.7
3	Communication skills	0.6	5.1	30.6	41.9	22.4
4	Foreign language skills	1.5	6.5	35.8	37.9	19.8
5	Ability to work individually	1.1	3.0	30.1	48.4	18.5
6	Ability to work in teams	0.6	3.4	29.9	43.1	23.7
7	Autonomy	0.9	3.2	32.5	44.9	19.4
8	Flexibility/Adaptability	1.1	3.6	30.5	44.9	21.0

9	Achievement of objectives	0.9	4.2	30.1	40.7	25.0
10	Ability to evaluate work	1.0	4.4	32.6	44.7	18.3
11	Ability to guide other people and control performance	0.9	4.4	31.9	45.1	18.6
12	Creative thinking	1.0	4.2	28.4	46.7	20.8
13	Problem solving skills	1.0	3.7	30.7	42.5	23.2
14	Entrepreneurial spirit and initiative	1.0	5.2	29.6	48.7	16.5
15	Critical thinking	0.8	4.8	32.5	39.2	23.5
16	Ability to plan and organize	1.3	4.0	34.4	44.7	16.8
17	Self-oriented skills	1.0	3.7	29.2	46.6	20.5

It is evident that there are variations in the satisfaction levels across different competences. Technical skills received relatively high satisfaction ratings, with 41.1% of respondents expressing satisfaction and 18.1% reporting being totally satisfied. This suggests that a significant portion of unemployed graduates is content with the technical skills they gained from their university education. Managing information is another competence that garnered positive satisfaction ratings, with 47.3% of respondents expressing satisfaction and 17.7% indicating total satisfaction. This indicates a high level of contentment among unemployed graduates in terms of their ability to handle and organize information. Communication skills were also positively rated, with 41.9% of respondents expressing satisfaction and 22.4% reporting being totally satisfied. Effective communication is crucial in various professional settings, and the high satisfaction levels suggest that graduates feel confident in this area. On the other hand, competences such as foreign language skills, critical thinking, and ability to plan and organize received relatively lower satisfaction ratings. For instance, only 19.8% and 37.9% of respondents expressed total satisfaction and satisfaction, respectively, with their foreign language skills. This suggests a potential area for improvement and highlights the need for additional support or training in these particular competences.

Figure 9: Satisfaction towards skills/competence built from university by unemployed graduates (by %)



Overall, the data indicates that unemployed graduates generally expressed satisfaction towards the skills and competences acquired during their university education. However, there are still areas with lower satisfaction levels that require attention and improvement. This information can be valuable for educational institutions and policymakers to identify areas where additional support and training programs can be implemented to enhance the satisfaction and proficiency of undergraduate students.

3.7 The description of not being in employment by gender, study fields, graduation ranking

3.7.1 Not-in-employment status by gender

Table 13: Unemployment status by gender in 2021 in %

	2021 Graduates	No job at present	%	Haven't found a job at all	%
Male	1,589	83	19.6	82	24.4
Female	5,077	340	80.4	254	75.6
TOTAL	6,666	423	100.0	336	100.0

Regarding the unemployment status, of more than six thousand students who graduated in 2021, the percentage of female graduates who had no job at the survey time was a little higher than that of male graduates, accounting for about 6.7% and 5.2% of the respondents, respectively. For this criterion, the difference was 1.5% between two genders. However, the percentage of graduates who hadn't found a job at all was about 5.0% for both male and female graduates, with the difference of less than 0.2%.

Despite the high proportion of female graduates, it seems that they are more likely to change jobs compared to male graduates. In particular, the number of female graduates not having found a job at all is much fewer than that of female graduates having no job at present. Whereas, the number of male graduates not having found a job at all is quite similar to that of male graduates having no job at present.

Compared to the survey result in 2020, it can be seen that the graduates' employability has been improved with lower unemployment rates for both genders.

3.7.2 Not-in-employment status by study fields

The table below shows the unemployment rate of each study field. Accordingly, Business and Administrative studies is the field having the highest rates of unemployed graduates, with more than 20.0% of respondents confirmed that they hadn't found a job at all. Followed is Social science and behaviour with the rate of unemployed graduates of 11.3%. Regarding the temporary unemployment status, graduates of three fields of Humanity, Social science and behaviour, and Educational and Training Science had the highest proportion (more than 10.0%) among the total surveyed graduates of these fields.

Compared to 2020, it seems that the severe impacts of the Covid-19 pandemic on the labour market have been reduced. Therefore, students graduating in 2021 are more likely to get jobs than those graduating in 2020. Especially in the field of Tourism, Hospitality, Sport and Personal Services which was strongly and negatively affected by the pandemic and have recovered quickly after the pandemic, the graduates of this field seem to be more likely to have jobs.

Table 14: Unemployment status by study fields in 2021

Code	Study fields	No. of Students respondents	No job at present	%	Haven't found a job at all	%
622	Humanity	101	36	8.5	11	3.3
634	Business and Administrative studies	50	4	0.9	5	1.5
681	Tourism, Hospitality, Sport and Personal Services	499	0	0.0	10	3.0
714	Educational and training science	365	48	11.3	4	1.2
721	Arts	200	16	3.8	20	6.0
722	Humanity	1,531	83	19.6	30	8.9
731	Social science and behaviour	583	66	15.6	38	11.3
732	Journalism and information	695	27	6.4	24	7.1
734	Business and Administrative studies	1,045	34	8.0	72	21.4
738	Laws	121	5	1.2	18	5.4
742	Life and natural sciences	27	1	0.2	3	0.9
744	Mathematics and statistics	41	1	0.2	9	2.7
748	Computer science and information technology	249	5	1.2	5	1.5
751	Technical sciences and technology	18		0.0	7	2.1
752	Engineering	72		0.0	2	0.6
754	Manufacturing and processing	36	5	1.2	1	0.3
762	Agriculture, forestry and fisheries	255	30	7.1	26	7.7
764	Veterinary medicine and health	277	19	4.5	5	1.5
776	Social service	21	4	0.9	0	0.0
	Total respondents	6,666	423	100.0	336	100.0

3.7.3 Not-in-employment status by graduation ranking

Table 15: Unemployment status by graduation ranking in 2021

	2021 Graduation	No job at present	%	Haven't found a job at all	%
Average	1,253	124	29.3	81	24.1
Merit	4,324	241	57.0	219	65.2
Distinction	934	50	11.8	30	8.9
High Distinction	155	8	1.9	6	1.8
Total respondents	6,666	423	100.0	336	100.0

Table 12 shows the not-in-employment status by graduation ranking. These was a very small proportion (less than 7.0%) of graduates of all types of ranking who have not found a job at all. This proportion was quite equal among the ranking groups, at around 5.0% to 6.5%, except the graduates with distinction degree having the smallest percentage of not having

found a job at all, only 3.2%. However, a slight difference among the groups could be found in the situation of those who had found a job but no longer stayed in that job. In which, the graduates with average degrees had the highest percentage of 9.8%, compared to other groups at around 5.0% only.

Compared to the 2020 graduation, the effects of graduation ranking on graduates' employability in 2021 seem to be clearer. Again, this requires a further study on the specific reasons for not having a job for each ranking group.

IV. EMPLOYED GRADUATES

4.1 Employment description

4.1.1 Job location

The survey results show that after graduation, most graduates choose to work in Hanoi with 2807 people (61.9%), while only 50.4% did this in the former survey period of 2020 graduation. Coming in second is 365 people in Quang Ninh (8.1%). It was followed by Thai Nguyen with 174 people (3.8%). Other provinces and cities are almost only 1.0%. As all of the studied universities are located in the North of Vietnam (specifically Hanoi, Thai Nguyen and Quang Ninh), these figures can be easily explained that most of the graduates stayed in the North. However, there was still a small but noticeable percentage of those moving to work in the further distance to the **Middle Vietnam (0.3%)** or to the South like Ho Chi Minh City (1.8%), or even to the **High Land of Viet Nam with 0.3%.** Moreover, it is interesting to notice that 1.3% of the studied graduates were working abroad, which shows a start of mobility of workforce internationally. Yet, getting back to those who stayed in the North, graduates after graduation tend to choose jobs in big cities like Hanoi to have more opportunity to work and have more job options that are suitable for themselves, or choose their professions in places where they were trained. **There was only a very modest portion of graduates moving to the mountainous areas in Northern Vietnam (2.1%).** Generally, compared to the first period report, the percentage of graduates choosing Hanoi for workplace has the most radical change whereas the rate for other regions remains stable through the time. This picture is not going against the common allocation of high skilled labour in Vietnam.

A further study on whether the graduates worked in their home town should be conducted.

Table 16: Job location in 2021

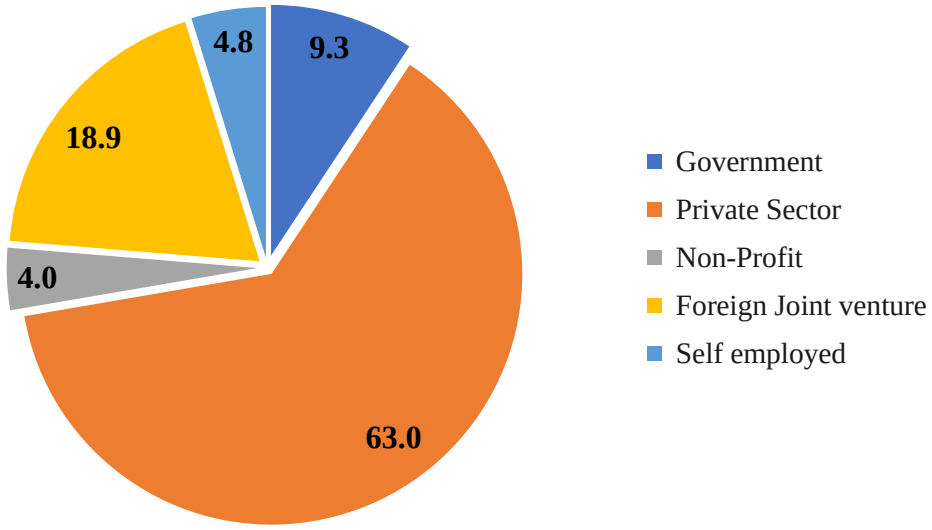
No	Name of province	Numbers	%	No	Name of province	Numbers	%
1	AnGiang	2	0.1	26	HungYen	49	1.1
2	BacGiang	55	1.2	27	KienGiang	2	0.1
3	BacKan	26	0.6	28	LaiChau	20	0.4
4	BacLieu	2	0.1	29	LamDong	2	0.1
5	BacNinh	58	1.3	30	LangSon	33	0.7
6	BaRiaVungTau	2	0.1	31	LaoCai	40	0.9
7	BenTre	4	0.1	32	LongAn	1	0.1
8	BinhDuong	8	0.2	33	NamDinh	60	1.3
9	BinhPhuoc	2	0.1	34	NgheAn	50	1.1
10	BinhThuan	3	0.1	35	NinhBinh	36	0.8
11	CaMau	1	0.1	36	NuocNgoai	59	1.3
12	CaoBang	29	0.6	37	PhuTho	47	1.1
13	DakLak	3	0.1	38	QuangBinh	5	0.1
14	DaNang	16	0.4	39	QuangNam	1	0.1
15	DienBien	7	0.2	40	QuangNinh	365	8.1
16	DongNai	7	0.2	41	QuangTri	2	0.1
17	GiaLai	2	0.1	42	SonLa	26	0.6
18	HaGiang	33	0.7	43	ThaiBinh	38	0.8
19	HaiDuong	46	1.1	44	ThaiNguyen	174	3.8
20	HaiPhong	63	1.4	45	ThanhHoa	60	1.3
21	HaNam	49	1.1	46	TuyenQuang	32	0.7
22	HaNoi	2,807	61.9	47	VinhPhuc	47	1.1
23	HaTinh	23	0.5	48	YenBai	18	0.4
24	HoaBinh	34	0.7				
25	HoChiMinh	82	1.8		Total respondents	4,531	100.0

4.1.2 Job activity sector

After graduating, students who want to work in state-owned units must perform a probationary process, make a contract, and then become an official state employee. The number of vacancies on the state payroll is very limited. Long contract period and low salary. That is why the rate of working in the state is not high, accounting for only 9.0% of the respondents, going down by half compared to the first period survey (16.9%). Meanwhile, in private enterprises, job positions are very diverse, salaries are paid according to the capacity and qualifications of the recruited people, so graduates can easily choose having a guaranteed

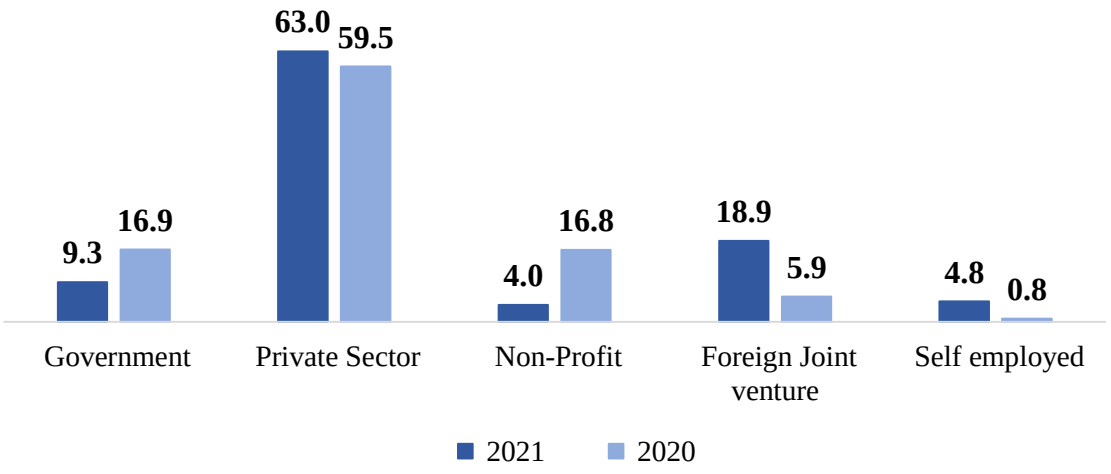
income to sustain them. That is why most graduates (63.0%) choose to work in private enterprises. Another number worked in joint ventures with foreign countries, accounting for 19.0%, increasing nearly 3.0% since the first period. This is also a working environment with many vacancies but requires students to have a certain level of foreign language to do the job. The number of self-employed students accounted for only 5.0%, dropping 1.0% since the first period of 2020, because independent work requires a lot of factors from experience, economic resources and ability of students upon graduation.

Figure 10: Job activity sector in 2021(%)



We can see the correlation figures in percentage of job activity sector as follows.

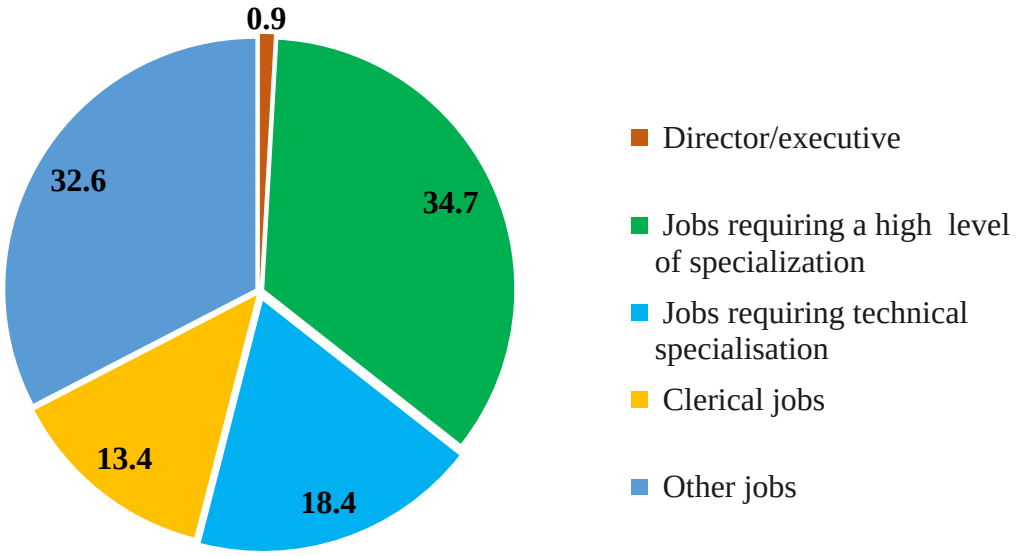
Figure 11: Job activity sector in 2021 and 2020 (%)



4.1.3 Current job

Among the total respondents who graduated in 2021, the distribution of current jobs among the respondents shows that 0.9% of individuals hold positions as directors or executives. The majority of individuals were engaged in jobs requiring a high level of specialization, accounting for 34.7% of the respondents. Additionally, jobs requiring technical specialization constituted 18.4% of the employment. Clerical jobs accounted for 13.4% of the respondents, while other jobs, which encompass various professions, represented 32.6% of the respondents. The data highlights the prevalence of jobs requiring a high level of specialization and technical specialization, while clerical jobs make up a smaller portion. The information provides insights into the current job market landscape in 2021, allowing for a better understanding of employment trends and skill demands in different sectors.

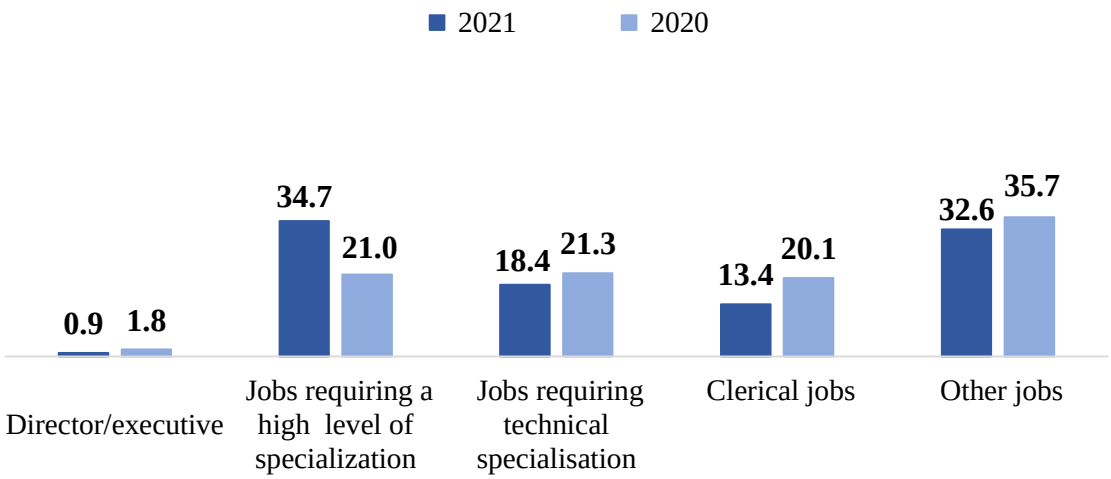
Figure 12: Current jobs of employed graduates in 2021 (%)



Meanwhile, in the report in 2020, it illustrates a quite large percentage answers are other jobs which we could not define; the percentage which made up for 20.1% belongs to clerical jobs. It is clear that the positions of newly graduate cannot be at high level job. They were required much more experience before being promoted.

Comparing the data with 2020, there have been notable changes in job distribution. The percentage of respondents in director/executive positions decreased from 1.8% in 2020 to 0.9% in 2021. Jobs requiring a high level of specialization saw a significant increase, rising from 21% in 2020 to 34.7% in 2021. Similarly, jobs requiring technical specialization increased slightly from 21.3% to 18.4%. Clerical jobs experienced a decrease, declining from 20.1% to 13.4%. Other jobs remained relatively stable, with a slight decrease from 35.7% to 32.6%. Overall, the figure indicates a shift towards jobs requiring a higher level of specialization in 2021 compared to the previous year. The decrease in director/executive positions and clerical jobs suggests a changing job landscape and potentially evolving skill demands. These findings highlight the need for individuals to acquire specialized skills to meet the demands of the current job market.

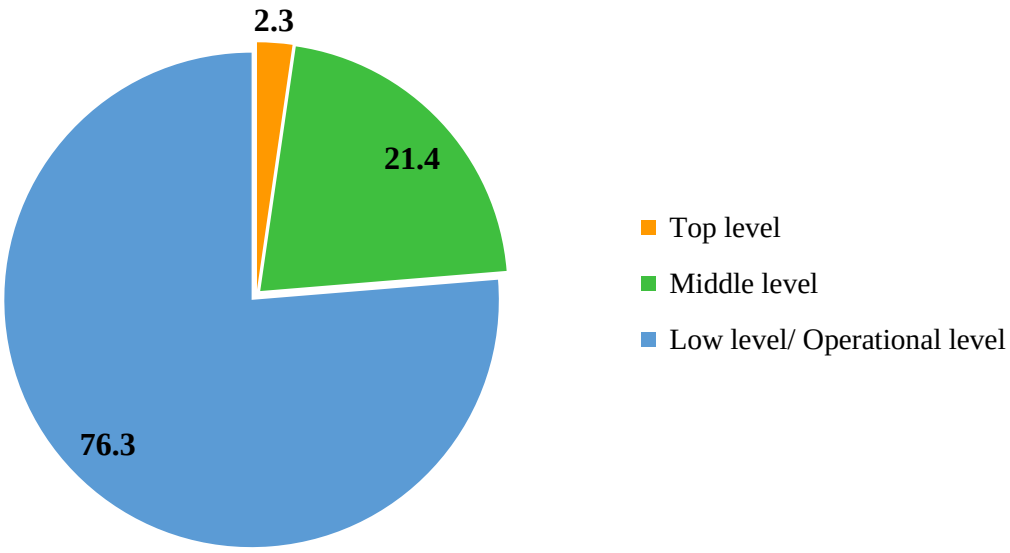
Figure 13: Current jobs of employed graduates in 2021 and 2020 (%)



4.1.4 Current Job level

In 2021, there were 4,402 survey participants. The majority of respondents (76.3%) held positions at the low level or operational level. This indicates that a significant proportion of individuals were engaged in roles that involved day-to-day operational tasks. Meanwhile, the middle-level positions accounted for 21.4% of respondents, representing a moderate share of individuals in roles with some level of managerial or supervisory responsibilities. The top-level positions, which typically entail executive or leadership roles, were held by a relatively smaller percentage of respondents, comprising only 2.3%.

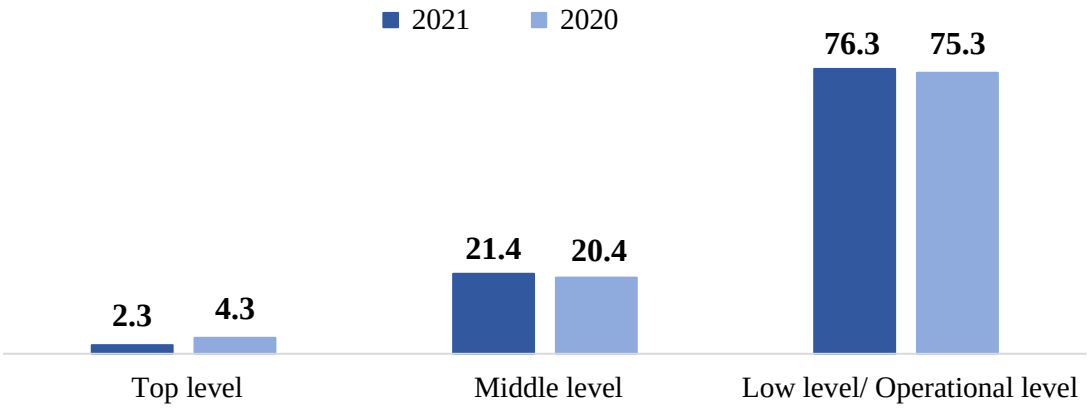
Figure 14: Current Job level among graduates in 2021 (%)



In 2020, current position is referred to the level of management in the organization, which is divided into three levels: low level/operational level, middle level like supervisors, heads of department and top level. A similarity between the responses to questions 11 and 12 on job title and position respectively is found as the majority of recent graduates have low-level/operational level job positions. 2,664 graduates who made up for 75.3% of respondents have low-level/operational level job positions. While only 4.3% of response graduates have high level jobs.

Comparing the data 2020 and 2021, we can observe the proportion of individuals in top-level positions has halved (decreased from 4.3% in 2020 to 2.3% in 2021), indicating a decline in high-level executive roles. On the other hand, the percentage of individuals in middle-level positions slightly increased from 20.4% in 2020 to 21.4% in 2021. The majority of respondents remained in low-level or operational roles, with a minimal change from 75.3% in 2020 to 76.3% in 2021. There may have been a shift in the job landscape between 2020 and 2021, with a significant decrease in top-level positions and a modest increase in middle-level positions. However, the overall distribution remained relatively stable, with the majority of individuals still occupying low-level or operational roles.

Figure 15: Current Job level among graduates in 2021 and 2020 (%)



4.1.5 Matching with major

Refer to the graduate's job match with the major, the researchers find that 49.9% of the respondents (2,197 graduates) work completely in the same category. The graduates who work partly in the same category taking a proportion 36.1% (1,591 graduates). There are only 13.9% of graduates (614 graduates) who do not work in the same category.

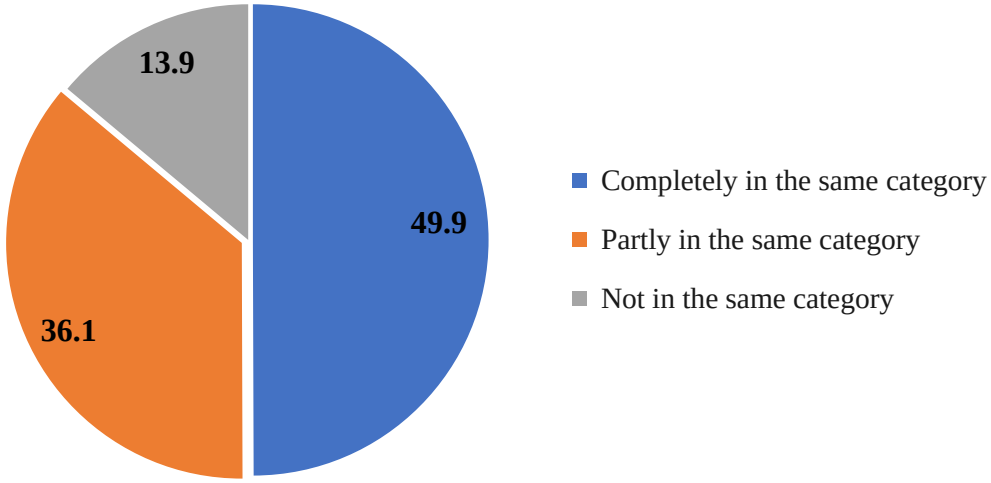
The highest percentage belongs to the graduates who work completely in the same, accounting for nearly 50% compared to the graduates who work partly or do not work in the same category. The above analysis data is based on the number of the respondents, environ 75% of the total questionnaires. In fact, there are still 25% of un-respondents on their working situation.

Table 17: Jobs matching with major in 2021

	Number	%
Completely in the same category	2,197	49.9
Partly in the same category	1591	36.1
Not in the same category	614	13.9
Total respondents	4,402	100.0
No answers	1,499	
TOTAL INTERVIEWED IN EMPLOYMENT	5,901	

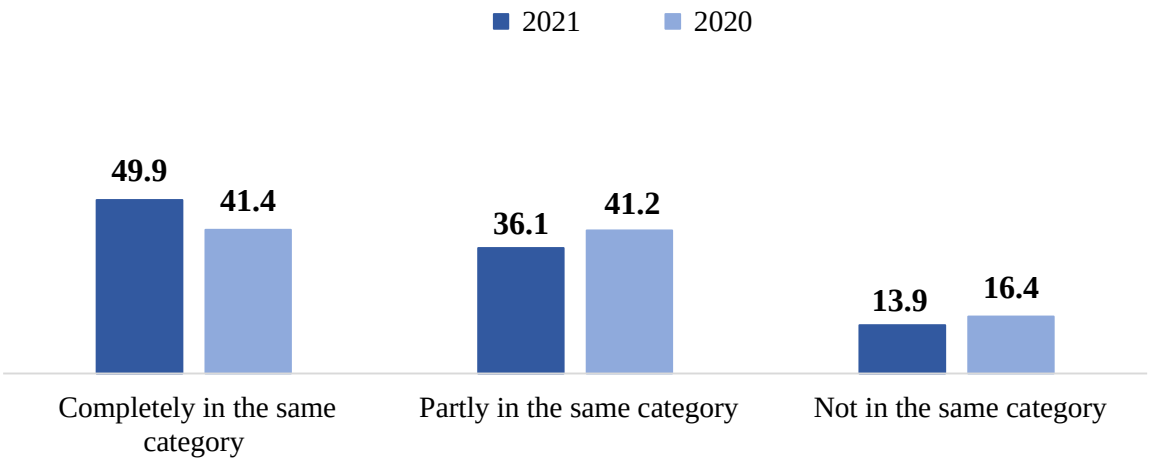
From the pie chart below, it is evident that graduates tend to choose a job matching with their majors if they catch any opportunities.

Figure 16: Jobs matching with major in 2021(%)



Compared to the survey data on alumni who graduated in 2020, the proportion of graduates who work completely in the same category increase from 41.4% to 49.9%. Meanwhile, the graduates who find jobs partly in the same category slightly decrease, from 41.2% in 2020 to 36.1% in 2021. The graduates who have jobs no-matching with major decrease from 16.4% in 2020 to 13.9% in 2021.

Figure 17: Comparison of Jobs matching with major in 2021 and 2020 (%)



2 in 3 surveyed criteria present us positive information which are the increasing of complete match between job and major and the decreasing of unmatched between job and major.

4.1.6 Contract types

Basing on the table as follow, two types of the indefinite term and fixed term contract get the highest proportion (33.8% and 48.8% respectively) in 5 types of contract. There's a small portion of graduates (make up for 6.2%) who are self – employed. Meanwhile, the total of 11.1% of graduates have short term contract or other types after one year of their graduation.

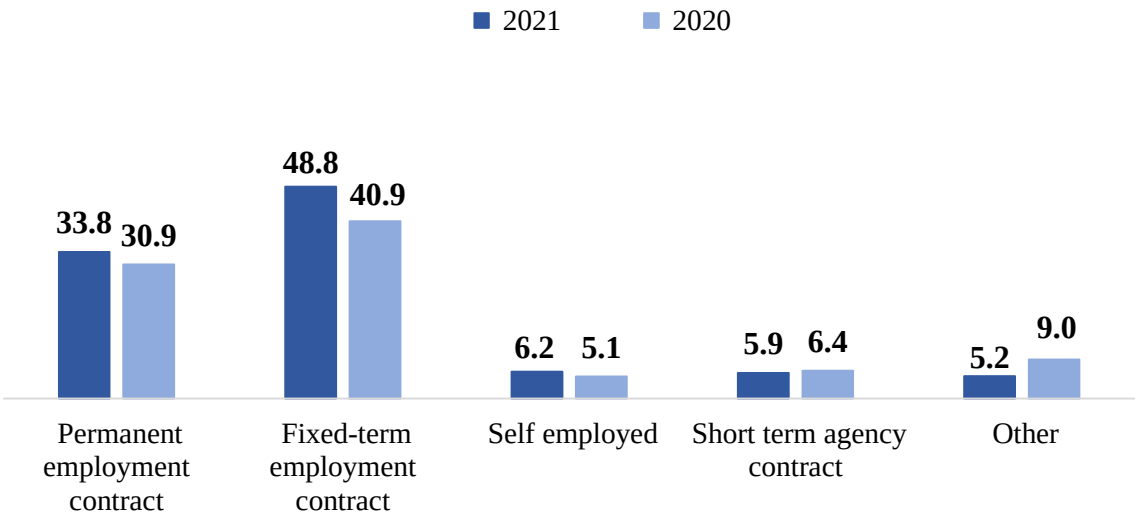
Table 18: Contract types in 2021

	Number	%
Permanent employment contract	1,122	33.8
Fixed-term employment contract	1,620	48.8
Self employed	206	6.2
Short term agency contract	197	5.9
Other	173	5.2
Total respondents	3,318	100.0
No answers	2,583	
TOTAL INTERVIEWED IN EMPLOYMENT	5,901	

The above data is based on the number of the respondents, environ 56% of the total number of the questionnaires. Reality, there are still 44% of un-respondents (2,583 on 5,901 graduates) on their labour contract.

Compared to the survey data on graduates of 2020, most of surveyed criteria increase in 2021. The proportion of graduates who self-employ or sign the indefinite term or fixed term contracts increase, 1.1%, 7.9%, 2.9% respectively. This is a positive indicator because of the working stability for graduates. This is also a proportional figure to the number of the completely working in the same category.

Figure 18: Comparison of contracts type in survey in 2021 and 2020 (%)



4.1.7 Job type

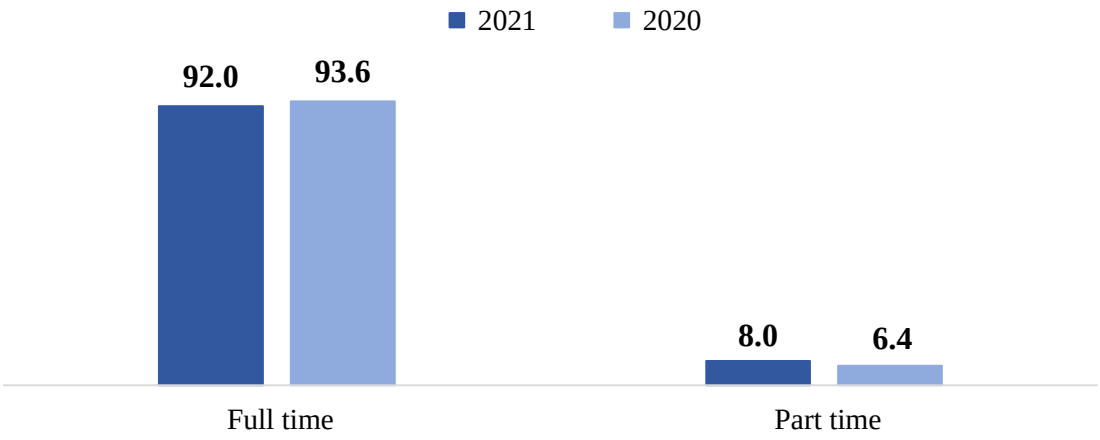
This pilot witnesses a gap between terms of job type among respondents. Almost all students are employed in full time work, which accounts for 92.0% (representing 4048 respondents), a little less than last year, whereas part - time employment only comprises 8.0% (354 respondents). In general, most of graduates can seek a full - time job after leaving the university.

Table 19: Job type in 2021

	Number	%
Full time	4,048	92.0
Part time	354	8.0
Total respondents	4,402	100.0
No answers	1,499	
TOTAL INTERVIEWED IN EMPLOYMENT	5,901	

According to the data, in 2020 there is also a considerable difference in terms of job type among respondents. Almost all students are employed in full time work, which accounts for 93.6% (representing 3,308 respondents) whereas part - time employment only comprises 6.4%.

Figure 19: Comparison of Job type in 2021 and 2020 (%)



Although there is a minor change in the ratios of 2 years, the survey still witnesses a positive trend when generally more students find themselves full time jobs after graduating from higher education institutions.

4.1.8 Monthly income

In 2021, most graduates earn monthly income from above 6 to 9 million VND (42.0%), followed by above 9 to 12 million VND (28.8%), above 3 to 6 million VND (13.5%), above 12 to 15 million VND (8.8%), above 15 million VND (4.7%) and last but not least under and equal to 3 million VND (2.2%).

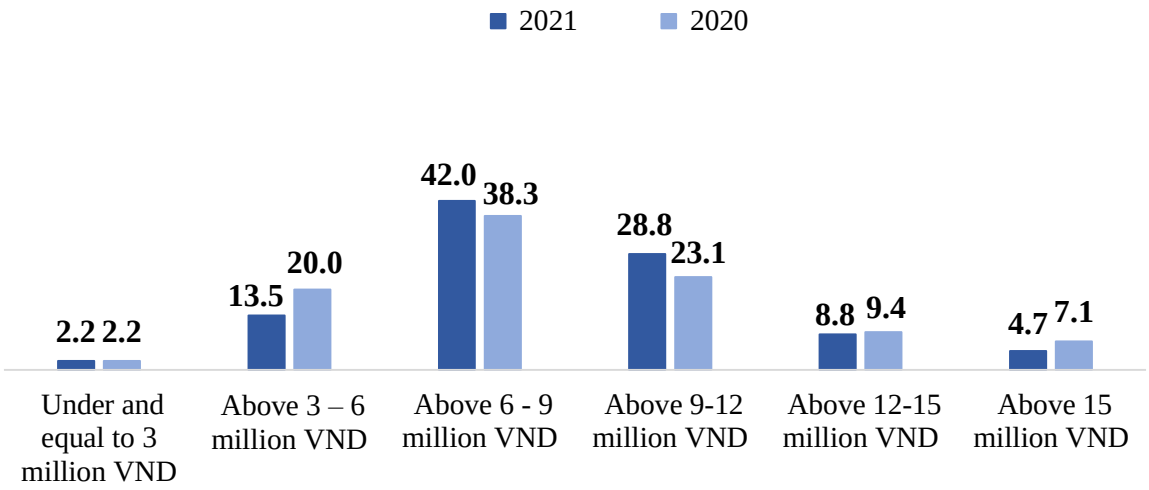
Table 20: Monthly income (thresholds) in 2021

	Number	%
Under and equal to 3 million VND	95	2.2
Above 3 – 6 million VND	588	13.5
Above 6 - 9 million VND	1,832	42.0
Above 9-12 million VND	1,256	28.8
Above 12-15 million VND	384	8.8

Above 15 million VND	206	4.7
Total respondents	4,361	100.0
No answers	1,540	
TOTAL INTERVIEWED IN EMPLOYMENT	5,901	

In the 1st pilot, majority of respondents have a salary above 3 - 12 million, about over three quarters. In particular, the proportion of respondents who are paid above 6 - 9 million VND take the highest proportion (38.3%). In addition, graduates who earn above 9 - 12 million VND and above 3 - 6 million VND take up 23.1% and 29.0% respectively. Lastly, respondents who have a monthly income of under and equal to 3 million VND account for only 2.2%.

Figure 20: Comparison of Monthly income (thresholds) in 2021 and 2020 (%)



Comparing between 2 years, the exactly same pattern applies to respondents of both pilots of the average monthly income ranging from 3-12 million. The proportion of respondents who are paid above 6 - 9 million VND take the highest proportion (42.0%), just above itself in 2020 at 38.3%. In addition, while graduates who earn above 9 - 12 million VND increase from 23.1% to 28.8%, the level of above 3 - 6 million VND obviously decrease from 20.0% to 13.5% this year. Staying in the last position are also respondents who have a monthly income of under and equal to 3 million VND account for only 2.2% for both of the previous years.

4.1.9 Job satisfaction

In 2021, 17.0% of respondents are totally happy, 49.9% are happy with their jobs, 30.8% feels normal about their careers, 2.0% are not satisfied and 1.4% are totally dissatisfied.

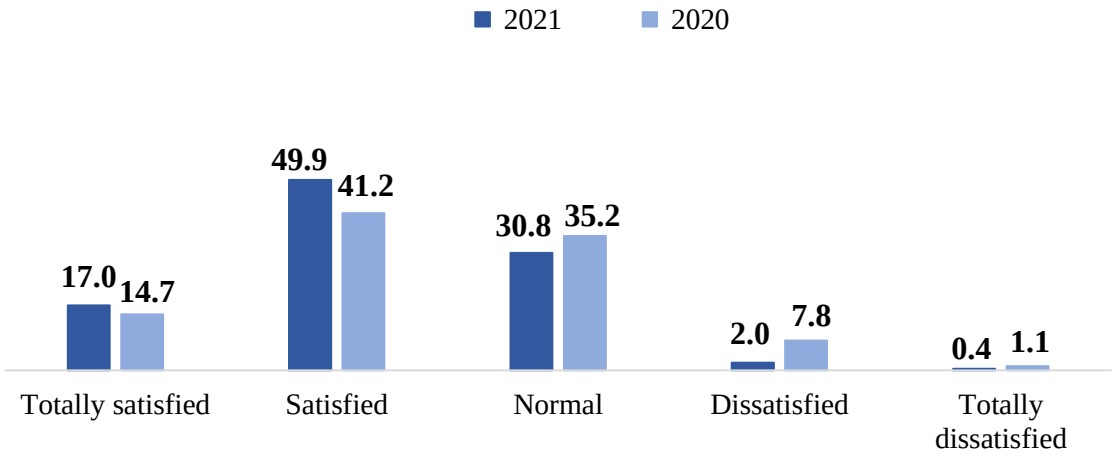
Table 21: Job Satisfaction in 2021

	Number	**%**
Totally satisfied	746	17.0
Satisfied	2,194	49.9

Normal	1,354	30.8
Dissatisfied	89	2.0
Totally dissatisfied	18	0.4
Total respondents	4,401	100.0
No answers	1,500	
TOTAL INTERVIEWED IN EMPLOYMENT	5,901	

Results show that in 2020 in terms of the level of students' job satisfaction, data strongly indicate that most graduates develop a positive attitude towards their current job. Specifically, 41.2% of respondents are satisfied with their job. Normal and totally satisfied levels account for 35.2% and 14.7% respectively. In contrast, the lowest proportion belongs to students who are totally dissatisfied with their jobs (1.1%), followed by dissatisfied level, with 7.8%.

Figure 21: Comparison of Job satisfaction in 2021 and 2020 (%)



It can be said that almost all graduates are happy with their job choices in 2021, just like they were in the 1st pilot. However, the rate of satisfaction in the 2nd pilot is much higher (97.6% compared to 91.1%). Specifically, 49.9% of respondents are satisfied with their job (representing 2,194 students) which is also higher than that of last year. Normal and totally satisfied levels account for 30.8% (a bit lower than the 1st pilot at 35.2%) and 17.0% (just higher than that of 2020 at 14.7%), respectively. Similar to the previous result in 2020, the lowest proportion belongs to students who are dissatisfied with their jobs (2.0%), followed by totally dissatisfied level at only 0.4%.

4.2 Self-evaluation

4.2.1 Satisfaction towards skills/competences built from university

The table displays the satisfaction levels of towards the skills/competences built from university. The data consists of 17 competences, each rated on a scale from "totally dissatisfied" to "totally satisfied". Overall, the data indicates that unemployed graduates generally expressed satisfaction (with satisfaction rates greater than 65% when combining satisfied and totally satisfied responses) towards all the evaluated skills/competences. Additionally, approximately 20-28% of respondents reported normal levels of satisfaction.

However, it is noteworthy that the level of total satisfaction is relatively low, ranging from 15% to 21%, and approximately 6% to 9% of respondents expressed dissatisfaction across all skills. Moreover, variations in satisfaction levels were observed across different skill categories. Soft skills, such as managing information, ability to work individually, and ability to work in teams, received higher ratings in terms of total satisfaction. Conversely, technical skills and foreign language skills received lower levels of satisfaction.

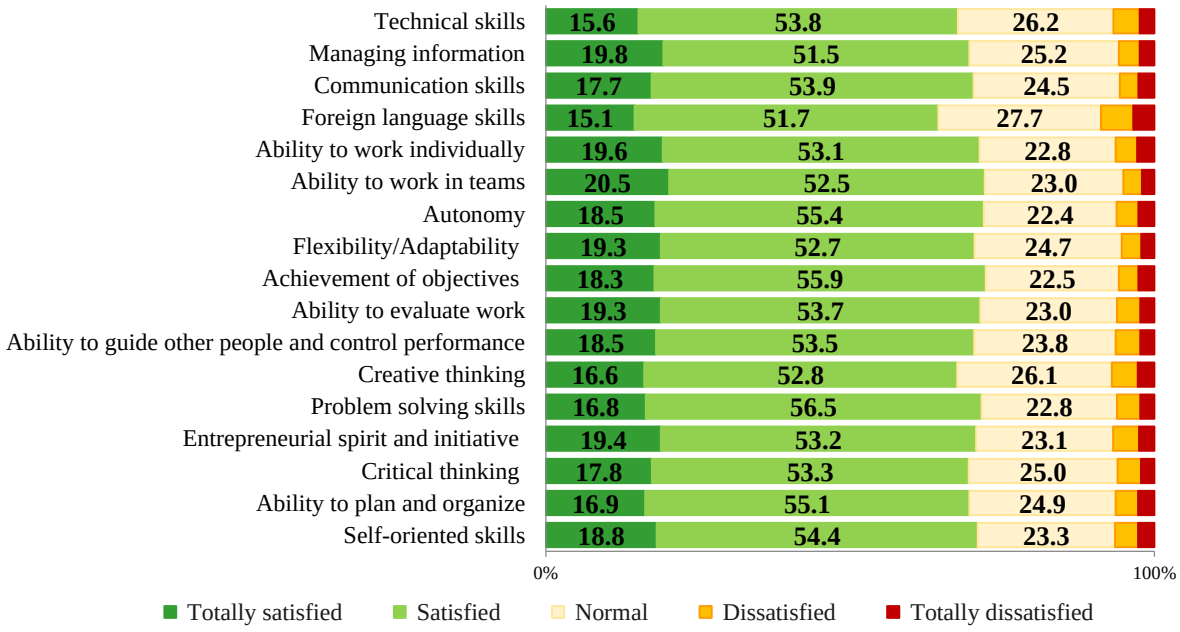
Table 22: Satisfaction towards skills/competence built from university in 2021 (%)

TT	Competences	Totally satisfied	Satisfied	Normal	Dissatisfied	Totally dissatisfied
1	Technical skills	15.6	53.8	26.2	4.4	2.5
2	Managing information	19.8	51.5	25.2	3.5	2.5
3	Communication skills	17.7	53.9	24.5	3.1	2.7
4	Foreign language skills	15.1	51.7	27.7	5.5	3.6
5	Ability to work individually	19.6	53.1	22.8	3.6	2.9
6	Ability to work in teams	20.5	52.5	23.0	3.1	2.1
7	Autonomy	18.5	55.4	22.4	3.7	2.7
8	Flexibility/Adaptability	19.3	52.7	24.7	3.3	2.2
9	Achievement of objectives	18.3	55.9	22.5	3.3	2.7
10	Ability to evaluate work	19.3	53.7	23.0	3.9	2.4
11	Ability to guide other people and control performance	18.5	53.5	23.8	4.1	2.4
12	Creative thinking	16.6	52.8	26.1	4.4	2.8
13	Problem solving skills	16.8	56.5	22.8	3.9	2.4
14	Entrepreneurial spirit and initiative	19.4	53.2	23.1	4.4	2.6
15	Critical thinking	17.8	53.3	25.0	3.9	2.3
16	Ability to plan and organize	16.9	55.1	24.9	3.8	2.8
17	Self-oriented skills	18.8	54.4	23.3	3.9	2.8

Analyzing the results, it can be observed that the competences related to technical skills, such as technical skills (53.8% satisfied and 15.6% totally satisfied), managing information (51.5% satisfied and 19.8% totally satisfied), and communication skills (53.9% satisfied and 17.7% totally satisfied), received relatively higher satisfaction ratings. On the other hand, foreign language skills exhibited lower satisfaction levels, with only 15.1% of respondents expressing total satisfaction and 51.7% satisfied. Regarding individual abilities, both the ability to work individually (53.1% satisfied and 19.6% totally satisfied) and the ability to work in teams (52.5% satisfied and 20.5% totally satisfied) received positive satisfaction ratings. Autonomy (55.4% satisfied and 18.5% totally satisfied) and flexibility/adaptability (52.7% satisfied and 19.3% totally satisfied) also garnered relatively high satisfaction levels. Furthermore, when considering higher-level competences, such as the achievement of objectives (55.9% satisfied and 18.3% totally satisfied), ability to evaluate work (53.7% satisfied and 19.3% totally satisfied), ability to guide other people and control performance

(53.5% satisfied and 18.5% totally satisfied), and creative thinking (52.8% satisfied and 16.6% totally satisfied), the satisfaction levels remained noteworthy. However, competences related to critical thinking, self-oriented skills, and problem-solving skills showed mixed satisfaction levels, with respondents indicating normal to satisfied levels.

Figure 22: Satisfaction toward skills/competences in 2021 (%)

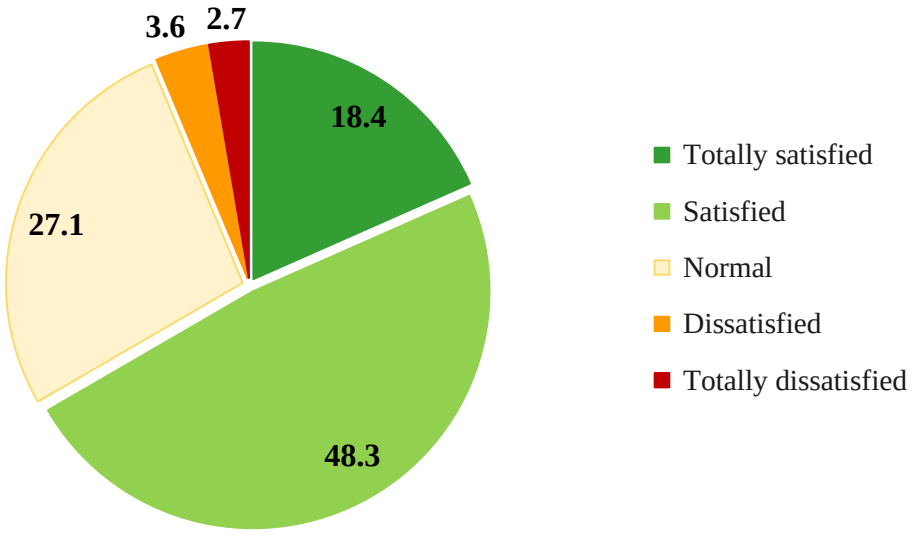


The number highlights the varying levels of satisfaction towards different competences. It is crucial to consider these findings when designing educational programs and courses to enhance the satisfaction and development of relevant skills. Addressing the lower satisfaction levels in certain competences, such as foreign language skills, critical thinking, and problem-solving skills, could be a focus for improvement. Moreover, promoting the development of technical skills, communication skills, and individual and teamwork abilities can contribute to higher satisfaction levels and better preparation for future professional endeavours.

4.2.2 Level of use of knowledge/skills acquired from university

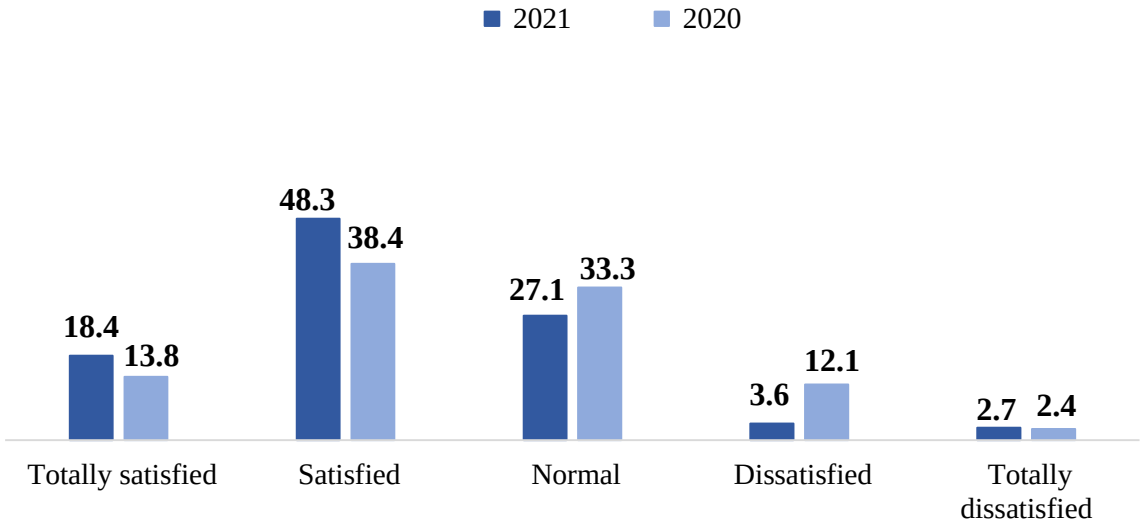
The below pie chart illustrates the graduates' satisfaction towards the level of use of knowledge acquired from the university. At the first glance, it is clear that 66.7% of the respondents appreciate knowledge obtained from the university. It is reported that students who are quite satisfied with the knowledge gained from the university take up the highest proportion of 48.3% compared to 38.4% in the first period. A slightly lower proportion of graduates (27.1%) feels normal, decreasing of 6 percentage points compared to the first period (33.3%).

Figure 23: Use of knowledge/skills 2021 (%)



In contrast, there was an increase in the percentage of graduates experiencing total satisfaction, from 13.8% in the first period to 18.4% at the moment. The lowest percentage belongs to the two remaining categories, totally dissatisfied and dissatisfied, which seemed to be moderately equivalent, with figures reaching 3.0% and 4.0% respectively. In short, the knowledge provided at the university is relatively useful for students.

Figure 24: Comparison of the Use of knowledge/skills in 2021 and 2020 (%)



4.2.3 Usefulness of knowledge acquired in job seeking

It is clear that 69.6% of graduates express a positive assessment of the usefulness of knowledge acquired in the job seeking, rising 20.2 percentage points compared to the first period (49.4%). In particular, more than half experiences satisfaction whereas 17.8% feels totally satisfied. Just over a quarter of graduates (23.9%) expresses a normal position,

compared to over a third of in the first period report. On the other hand, 6.5% is dissatisfied or totally dissatisfied, decreasing 9.2 percentage points since the former period.

Figure 25: Usefulness of knowledge acquired in job seeking in 2021 (%)

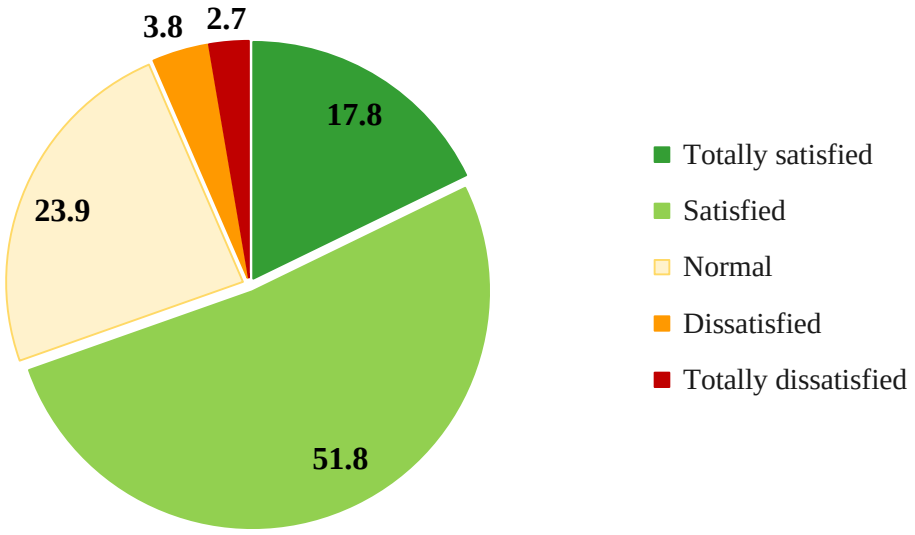
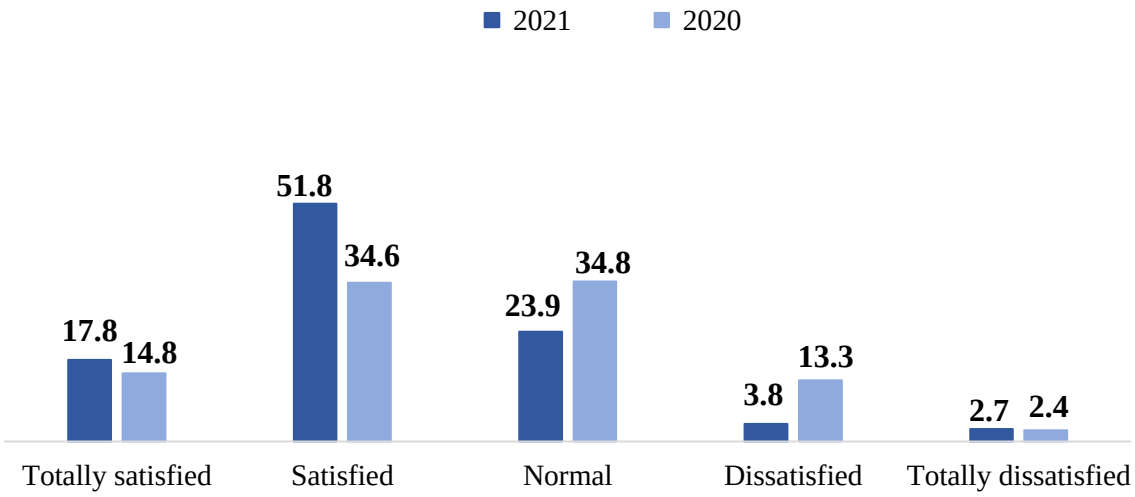


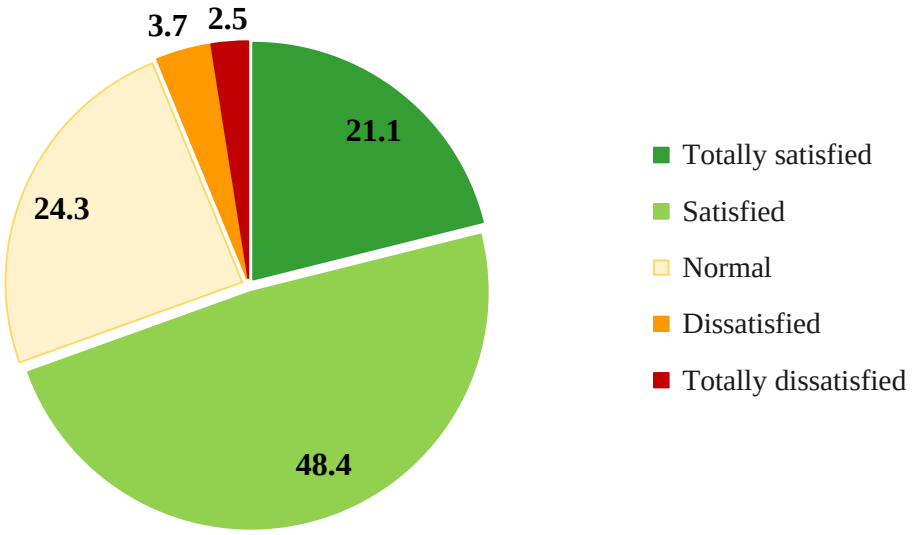
Figure 26: Comparison of the Usefulness of knowledge acquired in job seeking by graduates in 2021 and 2020 (%)



4.2.4 Usefulness of skills acquired in job seeking

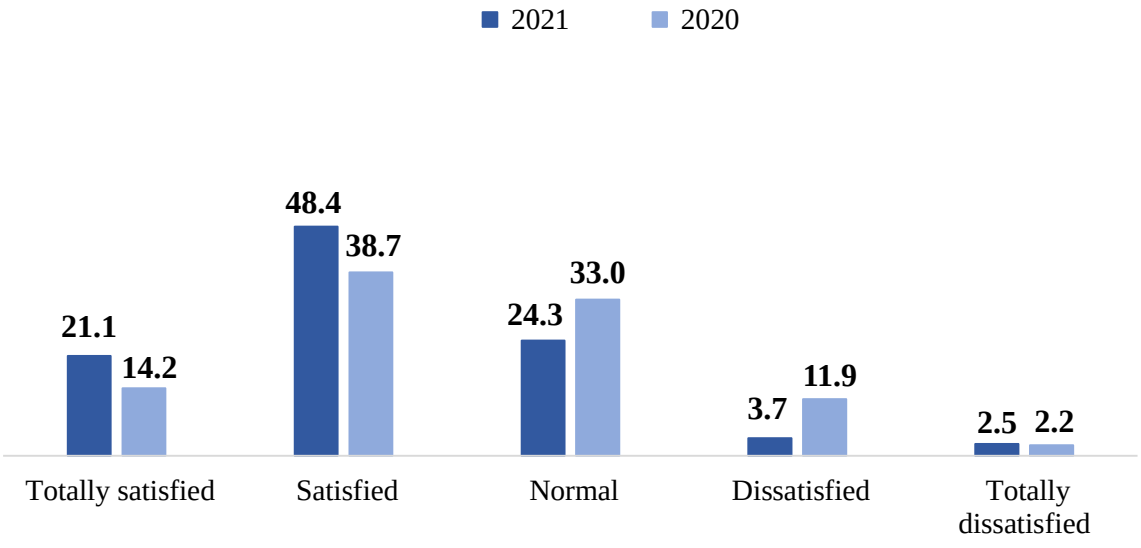
In 2021, 21.1% of respondents are totally satisfied with the skills learnt at schools, 48.4% are satisfied, 24.3% feels normal, while only 3.7% are dissatisfied and at last is 2.5% of the graduates who are totally dissatisfied about it.

Figure 27: Usefulness of skills acquired in job seeking in 2021 (%)



Similar to the 2020 pilot, generally in 2021 the skills equipped at the university are also a plus for graduates in seeking jobs. This rate of satisfaction is even higher in the 2nd pilot at 93.8% compared to 85.9% in the first run. As can be seen, the highest percentage represents the satisfied students at 48.4%, much higher than the rate of 38.7% in 2020. While less graduates agree with normal level (24.3% in 2021 compared to 33.0% in 2020), the totally satisfied students comprise 21.1%, higher than that of last year at 14.2%. On the other hand, the proportion of students with dissatisfaction decrease tremendously from 11.9% in 2020 to 3.7% in 2021. Last but not least, the totally dissatisfaction makes up for relatively the same in both year at 2.5% compared to the previous rate of 2.2%.

Figure 28: Comparison of Usefulness of skills acquired in job seeking in 2021 and 2020 (%)



4.3 Gender discrepancy

This section analyses the survey data collected from graduates in 2021, primarily focusing on the differentiation between genders (males and females). Initially, the employment situation of both men and women at the time of responding to the questionnaires was examined. Subsequently, additional results pertaining to employment and unemployment were presented based on gender.

4.3.1 Employment status by study field and by gender

The bar chart presented below offers valuable insights into the employment landscape across different study fields and highlights notable gender disparities in 2021. From a College-level perspective, the Humanities field exhibits a higher representation of females (40) compared to males (14), indicating a gender imbalance favouring females. Similarly, Business and Administrative studies demonstrate a skewed employment distribution towards females (38) over males (3). In the field of Tourism, Hospitality, Sport, and Personal Services, the employment numbers are relatively balanced, with 276 females and 213 males, suggesting a relatively equal gender representation in this field at the College level.

At the University level, significant gender disparities can be observed across various study fields. For instance, Educational and training science, Arts, and Social science and behaviour exhibit a higher proportion of female employment compared to male employment.

Conversely, fields such as Engineering, Technical sciences and technology, and Computer science and information technology exhibit a considerable gender gap, with a significantly higher number of males employed compared to females.

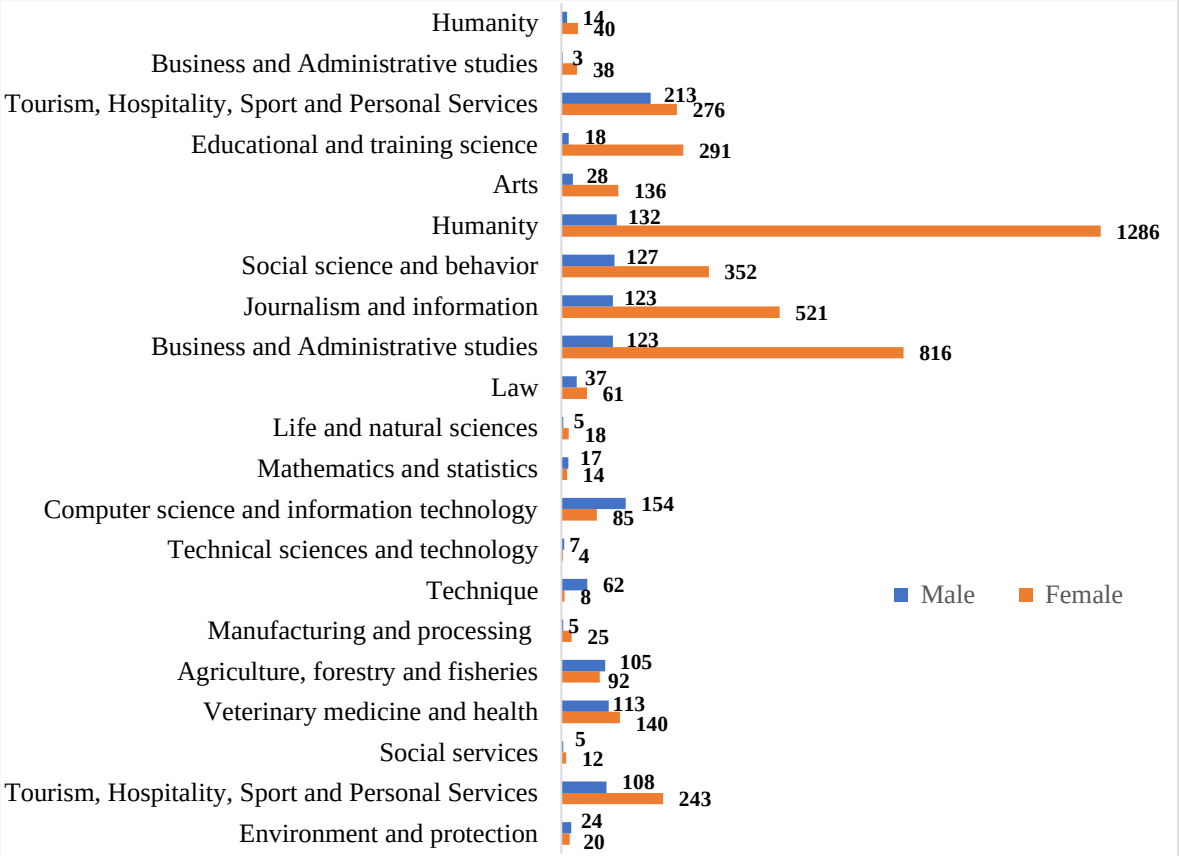
Additional gender disparities are evident in fields such as Journalism and information, Veterinary medicine and health, and Agriculture, forestry, and fisheries, where there are higher employment numbers for females compared to males. On the other hand, fields like Laws, Mathematics and statistics, Manufacturing and processing, and Environment and protection have a higher number of male employees.

The data highlights the need to address gender disparities and promote gender diversity in 2021, particularly in STEM-related fields. Efforts should be made to encourage and support females in pursuing careers in traditionally male-dominated fields while ensuring equal opportunities and representation across all study fields.

When comparing the data from 2021 with the previous survey conducted in 2020, it is observed that most graduates reported being employed since their graduation. Notably, there were no significant differences between male and female graduates in terms of the study fields chosen. Both men and women exhibited diverse choices of study fields in accordance with Vietnamese education and training regulations. However, the analysis of the data in 2021 reveals the existence of gender imbalances across various study fields at both College and University levels. These imbalances underscore the need for proactive measures to create an inclusive and equitable environment. By recognizing and addressing these disparities, we can promote gender diversity and ensure equal employment opportunities for individuals of all genders.

In summary, the findings emphasize the significance of addressing gender disparities, promoting gender diversity, and providing equal opportunities in the employment landscape. This is crucial for fostering an inclusive and equitable environment across different study fields. By implementing measures that promote gender equality and encourage diverse career choices, we can work towards creating a more balanced and inclusive society.

Figure 29: Employment status by study fields



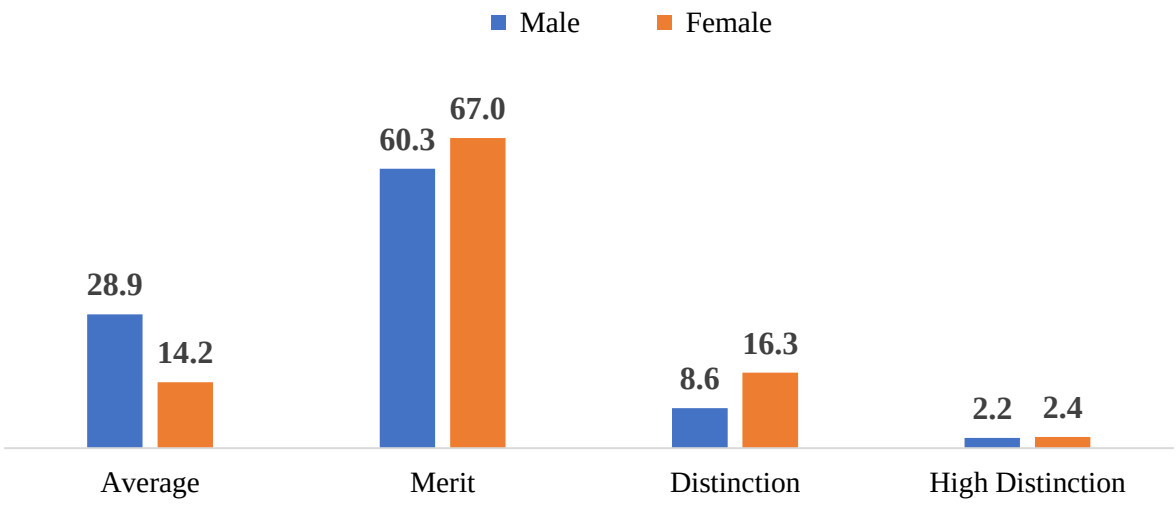
4.3.2 Graduation ranking by gender

The analysis of graduation rankings in 2021 across various levels provides valuable insights into the academic achievements of male and female students. By examining the data from the Average, Merit, Distinction, and High Distinction levels, a deeper understanding of the distribution and success rates among graduates emerges. The findings reveal distinct differences in the attainment of these levels between males and females. Specifically, the Average level of graduation ranking showed that out of the total male population, 28.9% (411 graduates) achieved this level. This indicates that a higher proportion of males achieved the Average level compared to females. Among the female population, 14.2% (636 graduates) attained the Average level. This suggests a lower representation of females in this category.

In the Merit level, 60.3% (858 graduates) of the male population attained this achievement, showcasing a majority of male graduates in this category. On the other hand, the Merit level had a higher representation of females, with 67.0% (3002 graduates) of the total female population achieving this level. This indicates that females were more successful in achieving

the Merit level compared to males. For the Distinction level, 8.6% (122 graduates) of the male population accomplished this distinction. Among the female population, 16.3% (731 graduates) reached the Distinction level. This suggests that a higher percentage of females achieved the Distinction level compared to males, indicating a notable gender disparity in favor of females in terms of academic performance at this level. The High Distinction level had a relatively lower number of graduates. Only 2.2% (32 graduates) of the male population achieved this level, while 2.4% (109 graduates) of the female population attained High Distinction. This indicates a comparable representation of both genders at the High Distinction level, suggesting a more balanced distribution of academic achievements among the highest performers.

Figure 30: Graduation ranking in 2021 by gender (%)



Upon conducting a comparative analysis of the 2020 and 2021 findings pertaining to Graduation ranking by gender, notable disparities emerge. In 2020, a substantial proportion of both male and female workers attained Average and Merit rankings in higher education, with figures hovering around 60.0%. Nonetheless, the representation of both genders in the Distinction and Higher Distinction rankings remained relatively low, remaining below 10.0%. Similarly, in 2021, the analysis reveals that females exhibited higher rates of success in achieving the Merit and Distinction levels, indicating the presence of significant disparities, while males displayed a more pronounced presence in the Average level. Remarkably, the High Distinction level in 2021 exhibited a comparably lower number of graduates for both males and females, paralleling the trends observed in 2020. These findings underscore the persistent patterns in graduation rankings by gender across the two years, emphasizing the need for continued attention to address the existing disparities in academic achievements.

These findings shed light on the variations in academic accomplishments and performance between male and female students across diverse graduation rankings, underscoring the existence of gender disparities in the sphere of academic achievements. It is imperative to address these disparities comprehensively and proactively in order to cultivate an

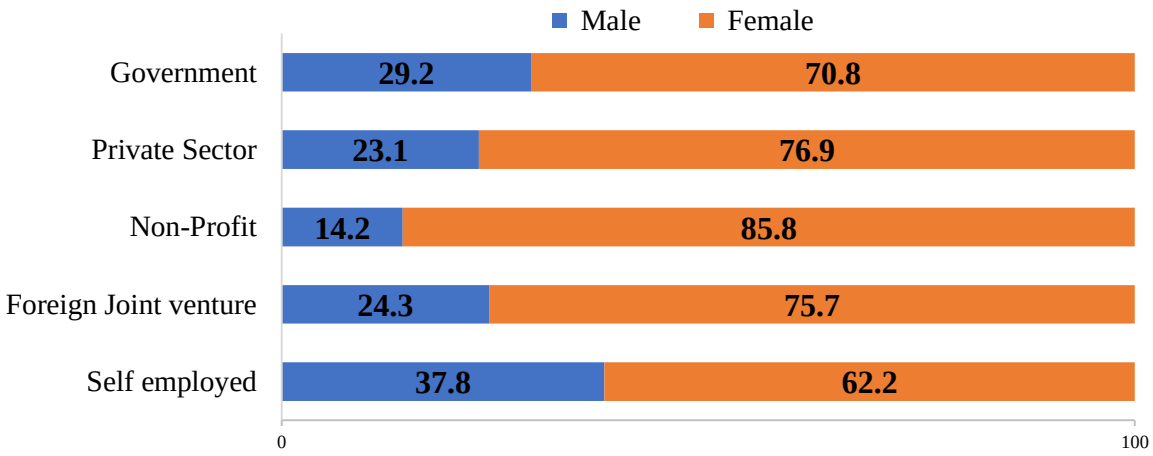
environment that fosters equal opportunities for all students to excel academically, irrespective of their gender. By recognizing and effectively addressing these disparities, educational institutions can promote a more inclusive and equitable environment that facilitates the academic achievements of all students, contributing to the advancement of gender equality in the academic realm.

4.3.3 Employers' organization by gender

The analysis of Employers' organization by gender in 2021 provides significant insights into the distribution of employed individuals across different sectors. In the Government sector, a total of 541 individuals were employed. Among them, 158 were male, accounting for 29.2% of the workforce, while 383 were female, representing 70.8%. This sector demonstrates a relatively balanced gender distribution, with a slightly higher representation of females. On the other hand, the Private Sector had the largest workforce, employing 3,681 individuals. Of these, 850 were male, comprising 23.1%, and 2,831 were female, accounting for 76.9%. The data reveals a higher female representation in the Private Sector, indicating the presence of gender diversity and opportunities for women in this sector.

When it comes to the Non-Profit sector, a total of 233 individuals were employed. Among them, 33 were male, making up 14.2%, while 200 were female, representing 85.8%. This sector exhibits a significant female majority, highlighting the active participation of women in non-profit organizations. Similarly, the Foreign Joint Venture sector employed a total of 1,107 individuals. Of these, 269 were male, accounting for 24.3%, and 838 were female, representing 75.7%. This sector shows a slightly higher female representation, indicating opportunities for women in foreign joint venture organizations. Lastly, in the Self-employed category, there were 283 individuals. Among them, 107 were male, making up 37.8%, while 176 were female, accounting for 62.2%. This sector displays a higher male percentage, suggesting a higher prevalence of males in self-employment.

Figure 31: Employers' organisation in 2021 by gender (%)



The comparison of data from 2020 and 2021 reveals distinct patterns in employment sectors and their associations with gender. In 2020, the private sector emerged as the primary employment destination for the majority of graduates, comprising approximately 60.0% of

the workforce. Notably, a significant relationship between gender and sector type was observed. Women were more inclined to work in governmental organizations and private companies, while men were more prevalent in foreign joint ventures and self-employment.

Similarly, in 2021, the data exposes substantial gender disparities across sectors. The Private Sector stands out with a higher representation of females, indicating progress in achieving gender diversity and equal opportunities within this domain. The Non-Profit sector demonstrates a notable majority of females, reflecting a strong presence of women in non-profit organizations. In contrast, the Government sector displays a relatively balanced gender distribution.

Upon closer examination of the Foreign Joint Venture sector and the Self-employed category over the two years, variations in gender representation become evident. This suggests the necessity for further investigation and consideration of factors that influence gender dynamics within these sectors.

Overall, the comparison between 2020 and 2021 highlights the evolving landscape of gender associations within employment sectors. While strides have been made in certain areas, significant gender disparities persist, necessitating ongoing efforts to promote gender equality, diversity, and equal opportunities across all sectors of employment.

The analysis of the "Job location by gender" chart highlights significant gender disparities and varying patterns in each location. While some locations exhibit balanced gender representation, others demonstrate notable imbalances.

In Hanoi, females constitute the majority of the workforce, accounting for 76.5% (2,146) of the total employed individuals. In Thai Nguyen, there is a relatively balanced representation of males and females, with males comprising 40.8% (71) and females 59.2% (103) of the workforce. Similarly, in Quang Ninh, females dominate the workforce with 70.4% (257) employed, while males make up 29.6% (108).

Bac Giang shows a gender disparity in favor of females, as they account for 65.5% (36) of the employed individuals, while males represent 34.5% (19). Conversely, Bac Ninh exhibits a significant gender imbalance, with females comprising 87.9% (51) of the workforce, while males account for only 12.1% (7). In Vinh Phuc, females are relatively more represented, constituting 68.1% (32) of the workforce compared to males at 31.9% (15). A similar trend is observed in Hai Phong, where females make up 71.4% (45) of the workforce, while males represent 28.6% (18). When considering the "Other" category, which encompasses various locations, females are more prevalent, accounting for 65.3% (628) of the total employed individuals, while males constitute 34.7% (334).

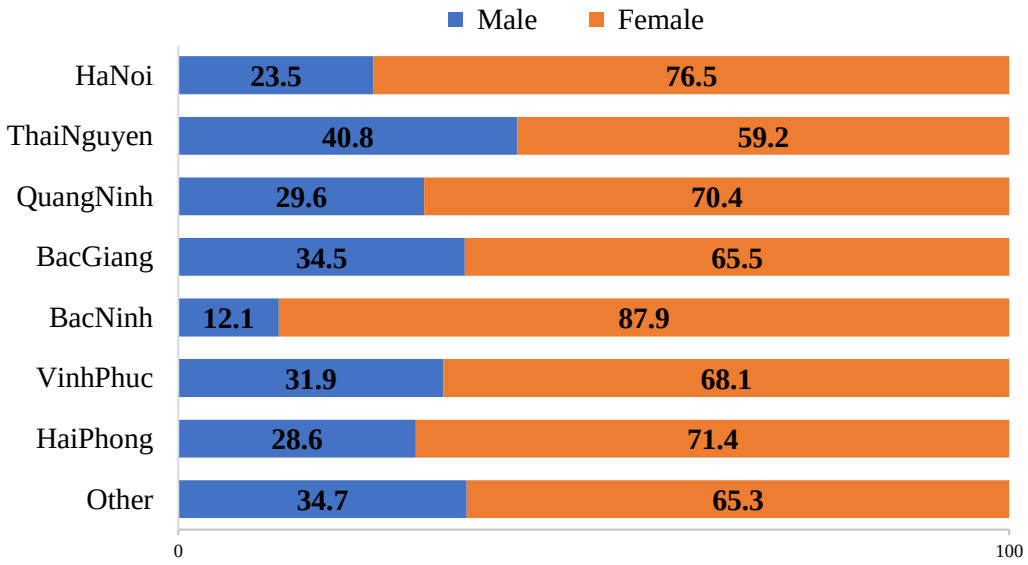
A comparison of job location data between 2020 and 2021 reveals notable gender disparities and shifts in location preferences among graduates. In 2020, approximately 50.0% of male and female graduates chose to live and work in Hanoi, influenced by factors such as family proximity and job prospects. However, alternative locations such as Thai Nguyen, Quang Ninh, and Vinh Phuc also gained attention from graduates. Female graduates showed a higher inclination towards Hanoi and Thai Nguyen, possibly driven by their desire to be closer to

family, while male graduates exhibited a greater preference for Quang Ninh, Vinh Phuc, and Hai Phong, potentially influenced by familial ties in those regions.

In 2021, significant gender disparities in job locations emerged across various areas. Notably, there was an increase in female representation not only in Hanoi but also in Quang Ninh and other unspecified locations, indicating a trend of female predominance. Additionally, Thai Nguyen, Bac Giang, Bac Ninh, Vinh Phuc, and Hai Phong displayed varying levels of gender imbalances favouring females. These findings underscore the persistent influence of gender in graduates' job location choices and call for further exploration of the underlying factors shaping these patterns.

Overall, the comparison between 2020 and 2021 highlights the evolving dynamics of job location preferences among graduates, accompanied by discernible variations in gender representation. Understanding and addressing these gender disparities in job location choices are critical for promoting equal opportunities and fostering a more inclusive and balanced professional landscape.

Figure 32: Job location in 2021 by gender (%)



4.3.4 Job title by gender

The analysis of the "Job title by gender" chart presents a comprehensive examination of the distribution of job titles among male and female employees in the year 2021. This dataset offers valuable insights into the representation and gender disparities observed across various job categories.

Within the category of Director/Executive positions, a total of 50 individuals were employed. Among them, 13 were males, accounting for 26.0% of the total male population, while 37 were females, representing 74.0% of the total female population. These figures indicate a notable overrepresentation of females in leadership roles compared to males.

In jobs requiring a high level of specialization, a substantial sample size of 1,959 employees was analyzed. Of these, 586 were males, comprising 29.9% of the total male population,

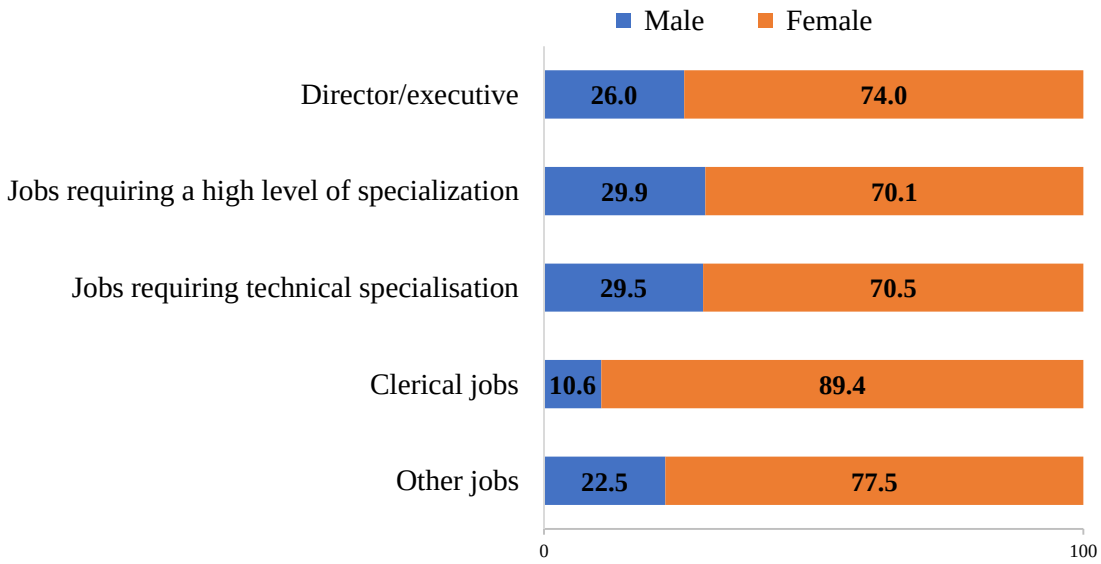
while 1,373 were females, constituting 70.1% of the total female population. These findings suggest a relatively balanced representation of genders within job positions that necessitate a high level of specialization.

Similarly, in jobs requiring technical specialization, which encompassed a cohort of 1,039 employees, 306 were males, representing 29.5% of the total male population, while 733 were females, accounting for 70.5% of the total female population. These results indicate a comparable representation of males and females in occupations demanding technical expertise.

Clerical jobs, characterized by a workforce of 755 employees, exhibited gender disparities. Of these, 80 were males, constituting 10.6% of the total male population, while 675 were females, comprising 89.4% of the total female population. This data highlights a pronounced overrepresentation of females in clerical roles compared to males.

Lastly, the category of other jobs encompassed 1,837 employees. Among them, 414 were males, accounting for 22.5% of the total male population, while 1,423 were females, representing 77.5% of the total female population. These findings indicate a substantial overrepresentation of females in other job categories.

Figure 33: Job title in 2021 by gender (%)

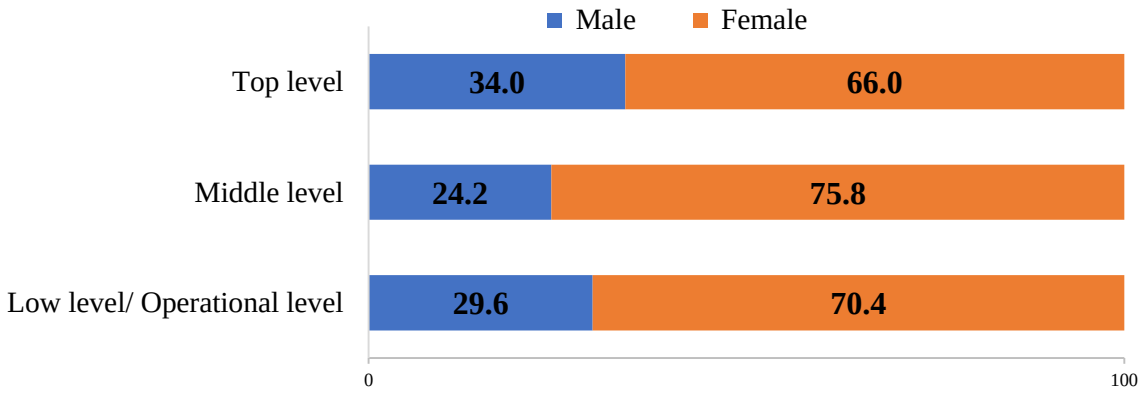


The analysis of job titles in 2020 and 2021 reveals distinct gender disparities. In 2020, women accounted for approximately 22.5% of employees in clerical jobs and jobs requiring technical specialization, while men showed the opposite trend. However, in roles requiring a high level of specialization, two-thirds of females were employed compared to 28.1% of males. The percentage of men occupying director/executive positions was slightly higher than women at 2.5% and 1.6%, respectively. In 2021, gender imbalances persisted across job titles. Females were overrepresented in director/executive positions, clerical jobs, other job categories, and Jobs requiring technical specialization.

These findings have important implications for addressing gender disparities in the workforce and promoting gender equality in employment opportunities. Organizations and policymakers should acknowledge and address these disparities to foster a more inclusive and diverse work environment.

4.3.5 Hierarchical level by gender

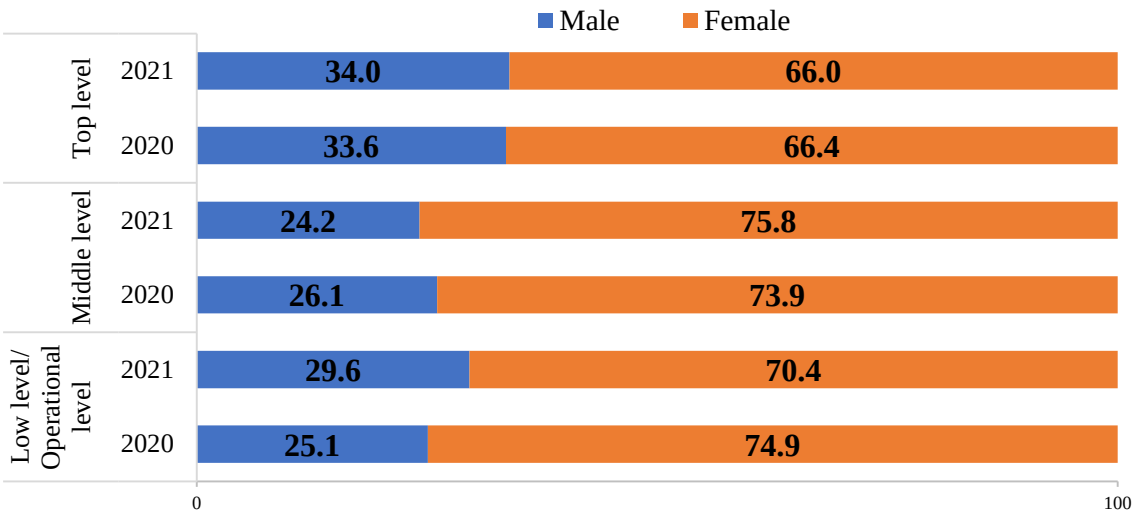
Figure 34: Hierarchical level in 2021 by gender (%)



The analysis of the "Hierarchical level by gender" chart presents a comprehensive examination of level position among male and female employees in the year 2021. The substantial sample size of 4,402 employees was analyzed with 1,258 males, comprising 28.5% and 3,144 females as 71.5% of total. As the result, the sample size of female in this analysis double male which leads to the results in figure from 23 to 28 have a same trend. In summary, the contents are mentioned below will show the comparison in each gender.

The bar chart shows the information of three level are counted by gender. After graduate, there was the upward trend of level by male while the female had the opposite site. However, the bar expresses the majority of women in all level (Top – Middle and Low). The percentage of female doubles of male and highest at the middle level at 75.8%. However, there are small gap between each level (around 5.0% to 10.0% of difference).

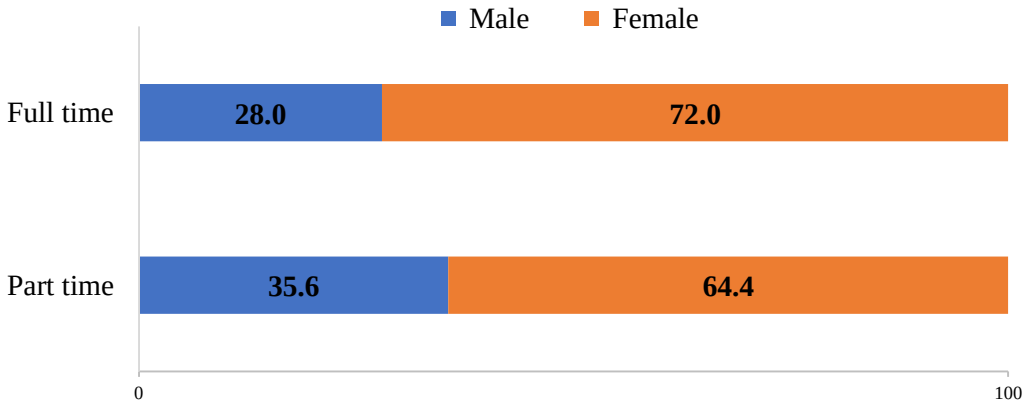
Figure 35: Hierarchical by gender: comparison 2020-2021 (%)



The bar chart shows the data of both years 2020-2021 still indicate the familiar trend and spotlight. The numbers of female were higher than male twice time and highest at the middle level.

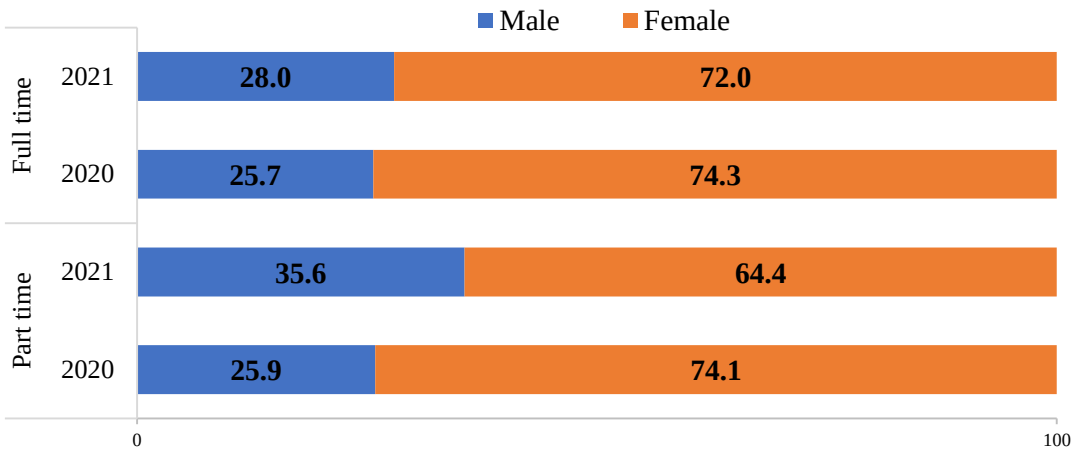
4.3.6 Full time and part time job by gender

Figure 36: Full time and part time job in 2021 by gender (%)



The data of full time and part time job by gender in 2021 shows that female tended to shift the job from part – time job to full time job by increasing 8.0% from 64.4% to 72.0%. Thus, the number of men choose the part time job was addressed more than full time job then 7.0%, from 28.0% to 35.6%.

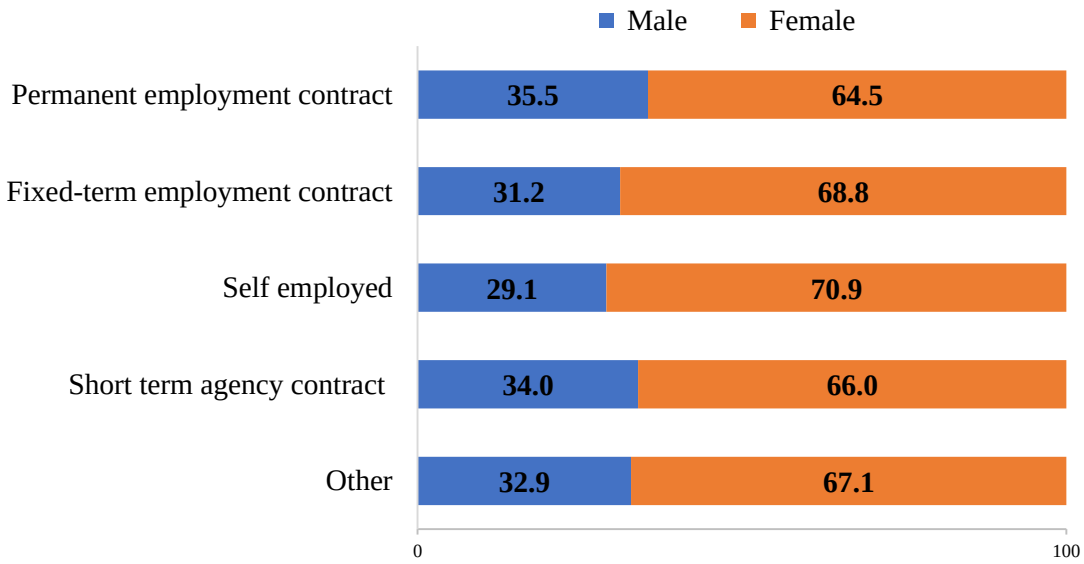
Figure 37: Full time and part time job by gender: comparison 2020-2021 (%)



The analysis of job type by gender in 2020 and 2021 had changing data slightly. In 2020, the figure of part time and full time job was nearly the same (25.7% for male and 74.3% for female). The notable exception was expressed in 2021 as the percentage of men worked the part time job climbed by 10 percentage points from 25.9% to 35.6%.

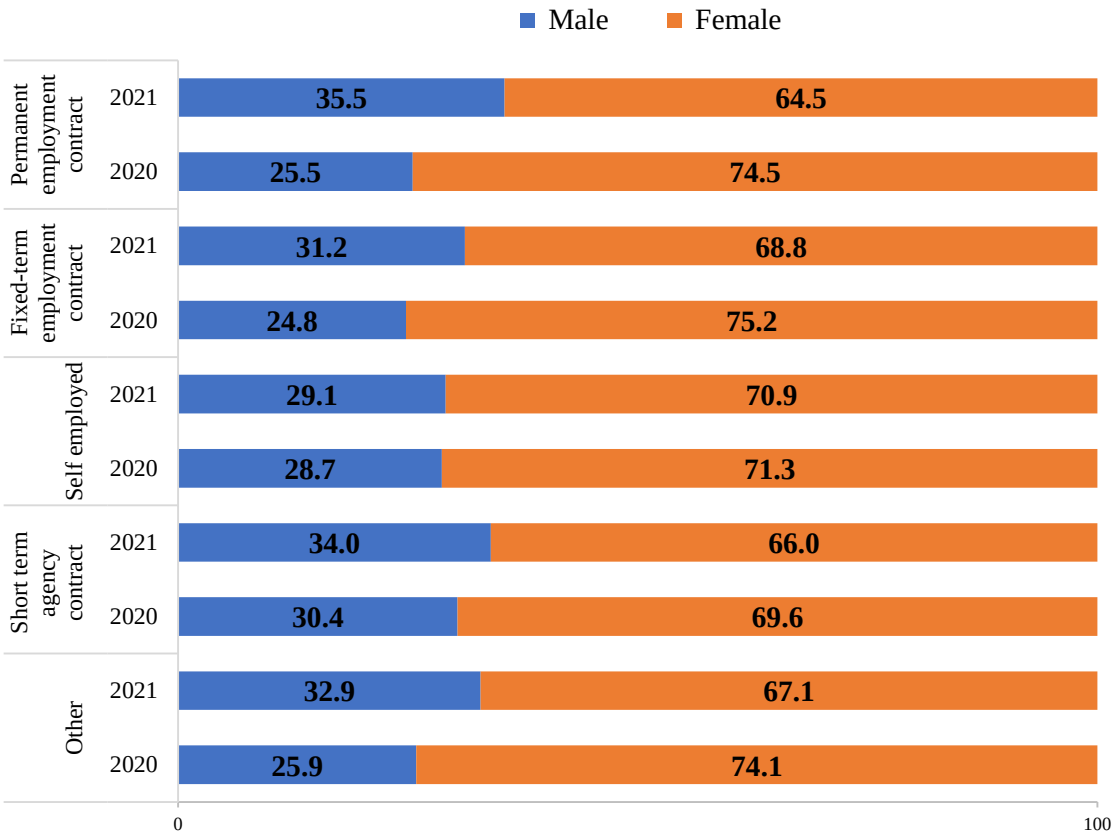
4.3.7 Duration of contract by gender

Figure 38: Duration of contract in 2021 by gender (%)



The chart of duration of contract by gender was evaluated in 5 sectors. Over 30.0% of male had the work with pemanent employment contract, fix – term employment contract, short term agency contract and other. However, the research showed 29% of male who had own enterprise after graduation. The figure was counted of female was highest quantity as nearly three-quarters. The others kind of contracts showed the number around 66.0%. It is clear that, base of Labour Law, after graduation 1 year, it is difficult to deal a permanent employment contract. But 67.0% of female complied with working with other contracts. This figure is in the 3rd position of ranking.

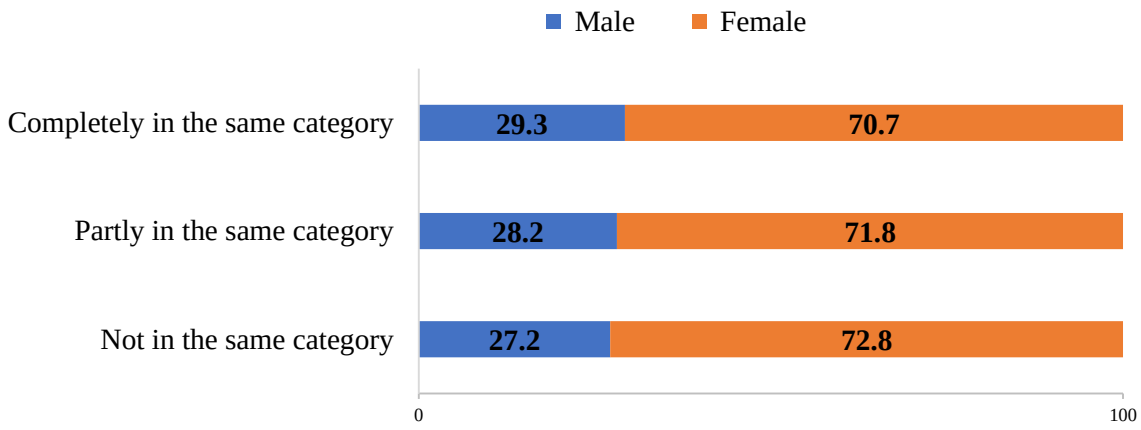
Figure 39: Duration of contract by gender: comparison 2020-2021 (%)



The number of male launched their own business in 2021 as same as in 2020 (around 29.0%). The chart expresses the upward trend from 2020 to 2021 of men. The largest gap was counted for permanent employment contracts was 10.0%. Even the number of men working under the indicator "other" increased gradually (from 26.0% to 33.0%), this figure indicates that the graduated students had not paid attention with legal issue of working conditions. All collected data shows the downward trend of duration of contract by female from 2020 to 2021. Excepting "Other" field, the number of women had permanent employment contract, fix – term employment contract decreased significantly by approximately 10.0%. According to this chart, both gender shared the ratio of personnel in duration of contract equally.

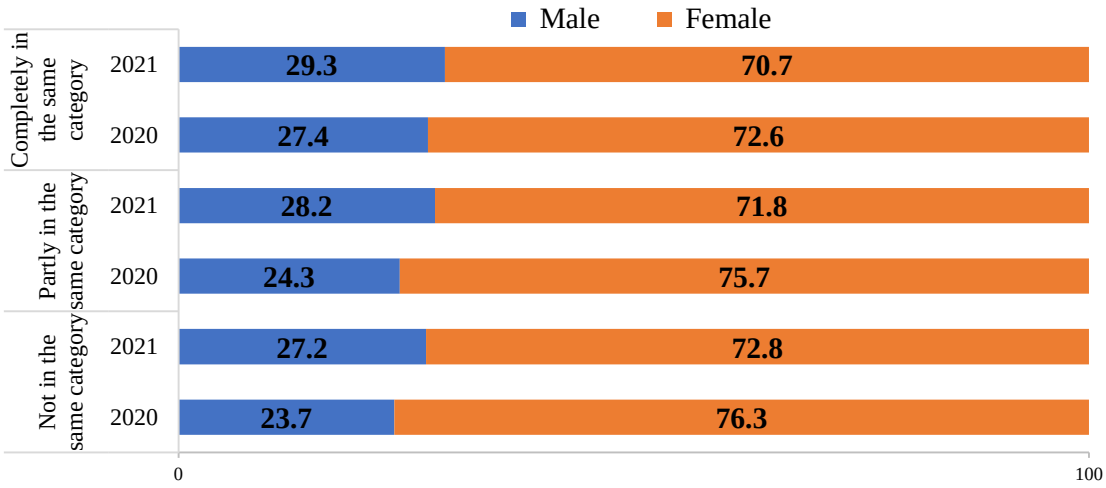
4.3.8 Major match by gender

Figure 40: Major match in 2021 by gender (%)



The chart shows the major matching by gender in 2021. 29.3% of male works completely in the same category as the highest number while the mismatch had the lowest percentage at 27.2%. However, the number of each sector is not much different, around 1.0%. As contrary data, there are the higher of female working not in the same category at 72.8%. There are 70.7% of female worked completely in the same category.

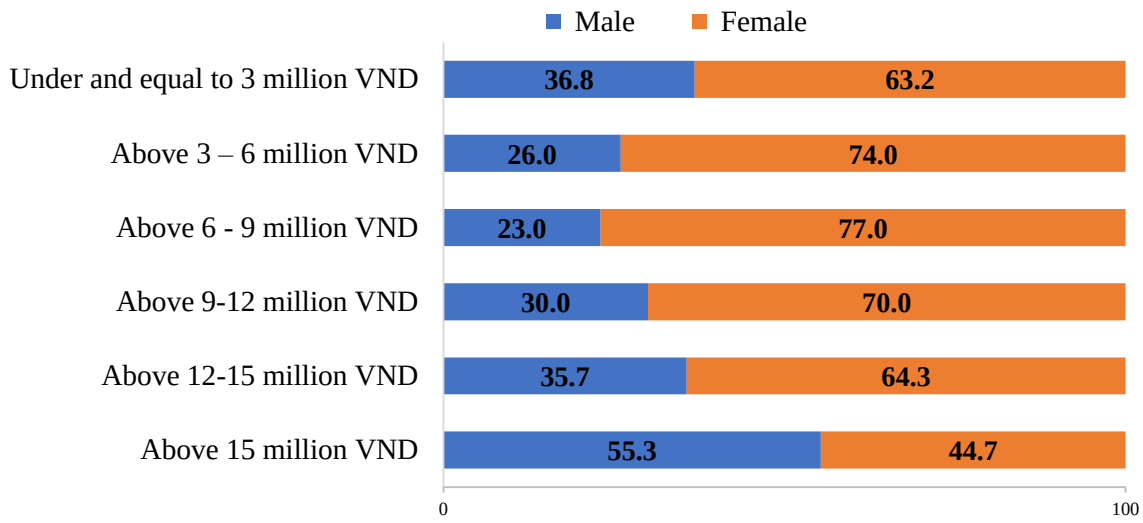
Figure 41: Major match by gender: comparison 2020-2021 (%)



In this comparative chart of 2020 and 2021, the data shows the opposing trend of two years. If the percentage of each field increased from 2020 to 2021, the number of female had the opposite trend. Overall, the comparison between 2020 and 2021 highlights the evolving major match preferences among category in gender representation. Understanding and addressing these genders worked suitable with their education background.

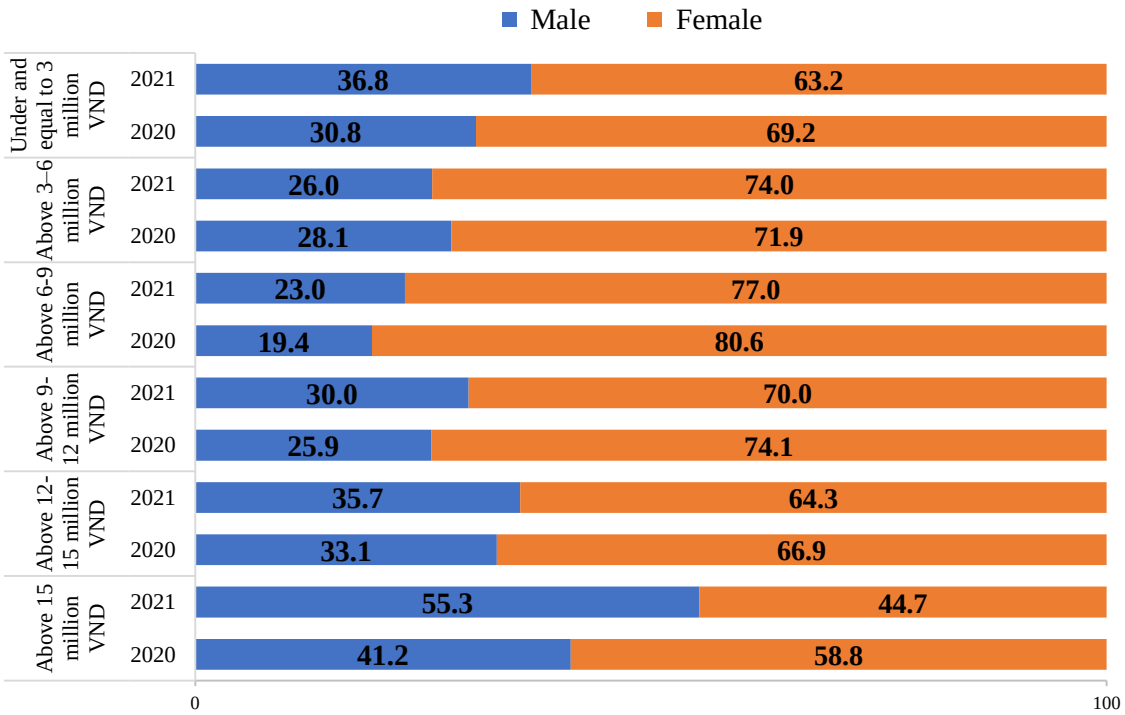
4.3.9 Monthly income by gender

Figure 42: Monthly income in 2021 by gender (%)



The monthly income by gender points out that 55.3% of male sign the contract with about 15 million of salary. The factors from 9 million to 15 million as around 33.0% was higher than lower salary as 25.0% (from 3 million to 9 million). However, in 2021 witnesses 36.8% of students got the lower offer of salary. With female, the most popular income is above 6 – 9 million. After graduation 1 year, it is hard for students to have a higher salary rate.

Figure 43: Monthly income by gender: comparison 2020-2021 (%)

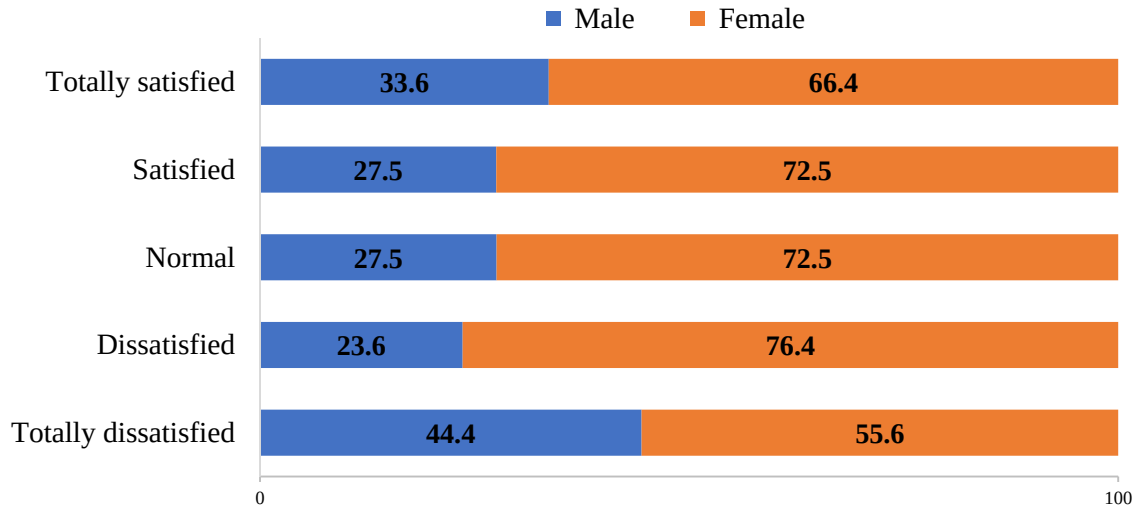


The chart shows the collected data about monthly income by gender of graduates in 2020 and 2021. The monthly income of male expresses the increasing income in rate of above 6 to

under 15 million about 5.0%. Especially, more than a half of male in 2021 received above 15 million which grew by 14.0% comparing with 2020. With the sample size 1,238 male and 3,123 female, in 2020, there was more female reaching the high salary level than male, 58.8% and 41.2% respectively. However, the trend was reverse in 2021 with 55.3% for men and 44.7% for women. In the salary rank above 6 – 9 million, the chart indicates the highest amount for women, around 80.0% for both year. After graduation, almost number of men achieved the rate of salary from 9 to above 15 million while the female received the rank from 3 to under 9 million.

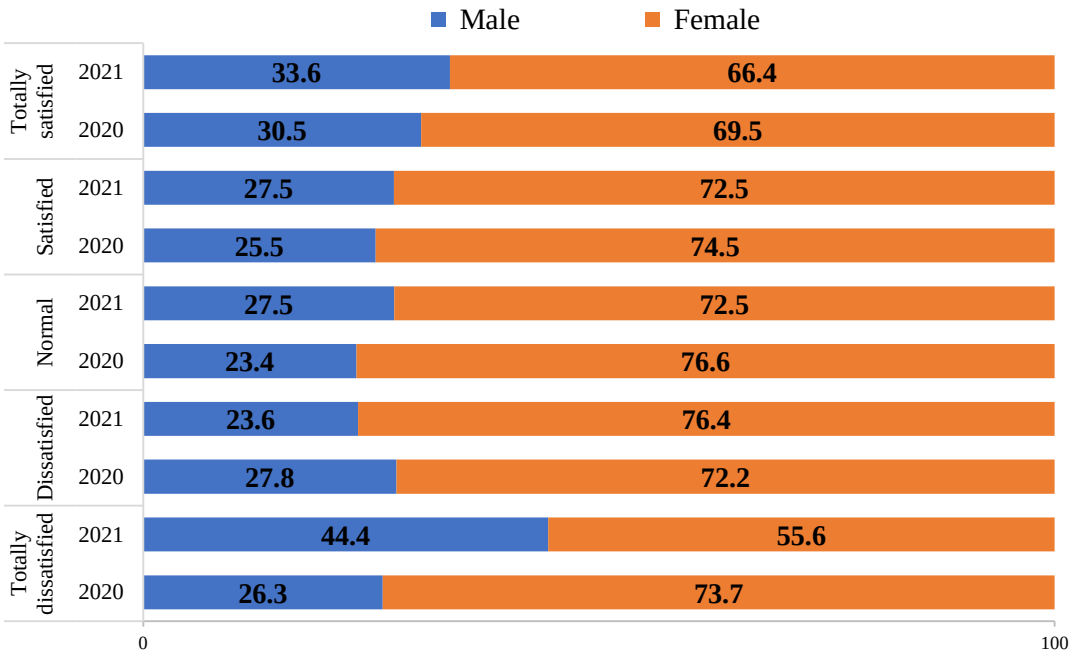
4.3.10 Work satisfaction by gender

Figure 44: Work satisfaction in 2021 by gender (%)



The chart shows the work satisfaction by gender in 2021. While around 30.0% of male appreciated their work as Dissatisfied, Normal and Satisfied; the number of male chose "Totally dissatisfied" was half as number as there were in three others field (45.0%). The male thought that they "totally satisfied" with their work at 33.6% as lower by 11.0%. 76.4% of women selected "dissatisfied" with their job as the highest percentage.

Figure 45: Work satisfaction by gender: comparison 2020-2021 (%)



It is clear that in 2021, there was increasing the number of male who did not satisfied with their job by 18.0%. The rest factors by male shows the slight change around 3.0%. The analysis of female addressed the different trend. There was the downward trend of satisfaction in this period. However, there was the upward trend of "dissatisfaction" with their career after graduation as from 72.2% to 76.4%.

V. CONCLUSION

The report has drawn a detailed picture about employment status of young graduates in North of Vietnam. The report would prove useful for those educational institutions in improving their training programs, as well as for policy makers to compose action plans to improve employability of young people in the future.

Regarding the quality of tracking measures, there are different elements to be considered. The key limitations include the lack of contact details and in some cases a high non-response rate. High non-response rates are the most common difficulty faced in the implementation of graduate surveys. In addition, low response rates hinder the analysis of disaggregated data for particular graduate subgroups (e.g. graduates from different programs or with different socio-economic backgrounds).

The report has presented some statistics that demonstrate employability of new graduates in 9 universities and colleges in Vietnam. Although majority of 2021 graduates are employed (88.6%) and work full time. However, only nearly 50.0% (49.9%) new graduates have been working in a field that absolutely matches their major. The type of degree has a significant influence on the employment rate, in particular, students with excellent and good academic results have a higher employment rate (90%), whereas students with average and below average degrees the employment rate is lower and the below average group is only 83.6%. Receiving a university diploma has helped students to receive a higher income (31.5%) and a higher opportunity of being appointed to a high position (15.4%). Students have jobs with income reaching 6-12 million VND/month, accounting for a high rate (70.8%). The rate of students with jobs satisfied with their jobs from normal to totally satisfied accounts for mainly (97.7%). By equipping 17 skills in university has made it easier for students to find jobs and is highly regarded by graduates. About 6.1% of graduates have jobs assessed from satisfied to totally satisfied about the skills learned in university. Employed students also highly appreciate the use of knowledge and skills acquired in the university from satisfied to totally satisfied, accounting for 66.7%. The knowledge learned from the university is useful for job search from the level of satisfied to totally satisfied accounted for 69.6%.

The percentage of students who used to have a job but are currently unemployed is small (6.3%). For those who are unemployed, the length of unemployment often lasts from 1 to 3 months (55.2%) and the main reasons for being unemployed tend to relate to personal issues (36.5%) and unsuitable positions (13.5%). The group of students who have not had a job since graduation accounted for 5.1%. Graduates with the highest average of the unemployed group. The report also shows that, most of the unemployed are active in job-seeking (88.5%) and some are inactive just because they want to study further (32.0%) and personal reasons (32.8%).

Other factors that illustrate employment status of new graduates like job types, income, job location, etc. have been also analyzed. Especially, training quality at educational institutions in Vietnam are evaluated through a number of graduate satisfaction criteria.

The report has drawn a detailed picture about employment status of young graduates in North of Vietnam. The report would prove useful for those educational institutions in improving

their training programs, as well as for policy makers to compose action plans to improve employability of young people in the future.

Regarding the quality of tracking measures, there are different elements to be considered. The key limitations include the lack of contact details and in some cases a not high response rate. High no response rates are the most common difficulty faced in the implementation of graduate surveys. In addition, low response rates hinder the analysis of disaggregated data for particular graduate subgroups (e.g. graduates from different programs or with different socio-economic backgrounds).

The results of the gender assessment survey show that, in some industries, the proportion of women is much higher than that of men, such as in education and training science, humanity, social science and behavior, journalism and information, business and administrative studies. Of the total number of graduates surveyed, the proportion of female graduates accounts for over 76.0.% and only 24.0% of male graduates. Along with that, the percentage of women and men participating in jobs is also similar, but in some areas there are significant differences: the percentage of women with good and good degrees is much higher than men; the percentage of male graduates who get jobs in high positions is higher than that of female students; with an income of 9 million VND or more, the percentage of men with this threshold of income increased, more than that of women; at income level below 3 million, the results are similar between men and women; the level of job satisfaction at completely satisfied and dissatisfaction shows that the percentage of men accounts for quite large, 33.6% and 44.4%, respectively (compared to 24.0% of men), in contrast to women, the level of job dissatisfaction accounts for quite high (76.4%);

Some recommendations

For the state:

- The state needs to forecast human resource demand. Avoid imbalances in the labor market. On the basis of information sources and updated data on short-term, medium-term and long-term recruitment needs, universities will develop training plans for their units according to market needs;
- Along with the current development of technology, it is really necessary to create an electronic job exchange model that connects smart jobs on electronic applications. Thereby creating an easy opportunity for meeting between businesses wishing to recruit and students who are looking for jobs. At the same time, through the electronic job exchange, the State can closely manage and monitor the employment situation, thereby making accurate analysis and forecast of human resource supply and demand in the future.

For universities

- Organize regular job fairs to create bridges for businesses and students. This is also an opportunity for businesses to meet face-to-face with abundant and well-trained human resources to select candidates who are suitable for the needs of the business; listen to feedback from employers so that the school can improve training quality;

- Universities should implement the model of joint training, training, implementation of topics, projects together with enterprises. The training linkage relationship, besides the opportunities to experience the practical environment and practice, the closer coordination between the school and the employer contributes to more effective career guidance. From this partnership, the school will work with businesses to exchange experiences, build training programs suitable to the needs of businesses, guide students to practice careers, graduate internships as well as graduate internships. Applying professional knowledge into practice on the basis of application software and the requirements of employers in the current period;
- There should be appropriate policies related to gender and ethnic issues.

For students

- Students must always actively learn knowledge and skills while studying at university;
- After graduation, students can find out about job opportunities through many different information channels, from which they can choose a job that suits their abilities and needs;
- IT and foreign language skills are essential when applying for a job.

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APPENDIX 1: THE QUESTIONNAIRE

MOnitoring Trends In Vietnamese graduates' Employment MOTIVE

Project n. 609781 EPP-1-2019-1-IT-EPPKA2_CBHE-SP

With the goal of tracking the employability of students after graduation, thereby assessing the quality of the university's training program via whether the employment of the graduates is of the same category of their major and if it meets the industry's needs. … University conducts a survey on the working status of the graduates of the year …. We would like you to provide your truthful information according to the following questions by choosing the appropriate options or filling in the blanks.
We assure you that personal data are processed through computer-based tools in order to investigate the educational and employment conditions of graduates. Personal data will be divulged only as aggregate and anonymous statistics. Provision of data is optional, although failure to answer is an obstacle to research. Data will also be used for further surveys, so it will be possible to observe over time the educational and employment conditions of graduates.

Module I. General Information

Full name:
Gender:
Date of birth:
Student Number:
Identity card number:

Type of degree course:
B ▫ Bachelor Degree
AD ▫ Associate Degree
D ▫ Diploma

Name of University/Institution:
Major of training:

(Please specify the broad subject area of your degree:

1. Educational and training science
2. Arts
3. Humanity
4. Journalism and information
5. Business and Administrative studies
6. Law
7. Life and natural sciences
8. Mathematics and statistics
9. Computer science and information technology
10. Technical sciences and technology
11. Manufacturing and processing
12. Architecture and construction
13. Agriculture, forestry and fisheries
14. Veterinary medicine and health
15. Tourism, Hospitality, Sport and Personal Services
16. Transportation services

17. Environment and protection
18. Security and national defense
19. Others

Month/Year of Graduation:
Graduation ranking:
Average Merit Distinction High distinction
Tel:
Personal/ Company e-mail:

Module II. Employment status

Q2.1 Are you currently working or have you worked after having achieved your degree?
You should consider as work activities any occasional jobs, even without a formal employment contract (e.g. private lessons, baby-sitting, leafleting etc.) and jobs that are not related to your degree.
[compulsory question]
[01] yes, I am currently working (go to Q2.2, follow the instruction and then Module IV)
[02] I have worked after the achievement of the graduation, but I am not currently working (go to Q2.2, follow the instruction and then Module III)
[03] I have never worked after the achievement of the graduation (go to Module III)

Q2.2. Did you have a job at the time you earned your degree? (for those who are working)
[01] yes, I am continuing the job held before the graduation (go to Q2.3 then Module IV if you are currently working or Module III if you are not)
[02] No, I got a job after graduation (go to Q2.4 then Module IV if you are currently working or Module III if you are not*)*

Q2.3. Did earning your degree lead to any improvement in your job?
(NB: choose only one answer, the most significant one)
[01] yes, from an economic point of view
[02] yes, from the point of view of your organisational status
[03] yes, from the point of view of the functions upgrading
[04] yes, from the point of view of the professional skills
[05] yes, for other aspects
[07] no, only from a personal point of view (without direct consequences in terms of improvement in job activities)
[06] no, not from any point of view

Q2.4 How many months after graduation did you find a job?

Module III – seeking a job (only for those who are not working if Q2.1 = 2 or 3)

Q3.1 Since the end of your last job, how many months passed?

Months 1----------12

Q3.2 Which is the main reason of quitting the last job?
We suggest: please see if you consider useful to add other
[01] End of contract or fired
[02] Company bankruptcy
[03] No longer interested in the last organisation
[04] Have not found any suitable positions since graduation
[05] Have worked before but have not found any suitable positions
[06] Personal reasons (like opening own activity (entrepreneur) or continuing studies)
[07] Other

Q3.3 Which is the main obstacle for you to get a job?
[1] Lack of technical knowledge
[2] Lack of technical skills
[3] Lack of working experience
[4] Lack of information about job recruitment
[5] Lack of foreign language skills
[6] Lack of IT skills
[7] Lack of motivation or right attitude
[8] Other

Q3.4 Are you actively seeking a job?
For the purposes of this survey the search must be active, i.e. you must have performed a practical job-seeking action, such as sending at least one CV to a potential employer.
[01] yes (move to Q8)
[02] no

Q3.5 You answered that you are not looking a job; why aren't you looking for it?
[01] continuing studies/further training after graduation
[02] voluntary civil service
[03] waiting to be called back after having passed a test/competitive examination/selection or waiting to start a self-employment-activity
[04] opening own activity (entrepreneur)
[05] having a break for self-orientation (gap year)
[06] personal reasons (homemaker, maternity leave, looking after children or relatives, health reasons, retirement, etc.)
[07] no job opportunities
[08] other reason

Q3.6 If you had the opportunity, you would start a new job (or hasten the start of a job already obtained; also consider the start of a self-employment-activity):
("opportunity" means a job suited to your own expectations)
[01] within two weeks
[02] after two weeks
[03] you would not be willing to start a new job (even if you had already obtained a job which has yet to begin)

Q3.7 To what extent were the skills and capabilities listed below developed on your undergraduate course?

Not at all satisfied Totally satisfied

	1	2	3	4	5
Technical skills					
Managing information					
Communication skills					
Foreign language skills					
Ability to work individually					
Ability to work in teams					
Autonomy					
Flexibility/Adaptability					
Achievement of objectives					
Ability to evaluate work					
Ability to guide other people and control performance					
Creative thinking					
Problem solving skills					
Entrepreneurial spirit and initiative					
Critical thinking					
Ability to plan and organize					
Self-oriented skills					

Module IV – Characteristics of job (only for those who are working if Q1 = 1)

Q4.1 Where are you currently working?

Abroad

Hanoi	Ho Chi Minh City	An Giang	Ba Ria Vung Tau
Bac Lieu	Bac Kan	Bac Ninh	Ben Tre
Binh Duong	Binh Dinh	Binh Thuan	Cao Bang
Cà Mau	Cần Thơ	Hải Phòng	Đà Nẵng
Gia Lai	Hòa Bình	Hà Giang	Hà Nam
Hà Tĩnh	Hưng Yên	Hải Dương	Hậu Giang
Điện Biên	Đắk Lắk	Đắk Nông	Đồng Nai
Đồng Tháp	Khánh Hòa	Kiên Giang	Kon Tum
Lai Châu	Long An	Lào Cai	Lâm Đồng
Lạng Sơn	Nam Định	Nghệ An	Ninh Bình
Ninh Thuận	Phú Thọ	Phú Yên	Quảng Bình
Quảng Nam	Quảng Ngãi	Quảng Ninh	Quảng Trị
Sóc Trăng	Sơn La	Thanh Hóa	Thái Bình
Thái Nguyên	Thừa Thiên - Huế	Tiền Giang	Trà Vinh
Tuyên Quang	Tây Ninh	Vĩnh Long	Vĩnh Phúc
Yên Bái			

Q4.2 What is your job activity sector?
[01] Government/Public sector
[02] Private Sector
[03] Non-profit or third sector (social cooperatives, foundations, non-governmental organisations NGOs, voluntary organisations, associations of social promotion)
[04] Foreign joint venture
[05] Self-Employed

Q4.3 What is your current job?
(If you are performing different job activities, the answer should refer to the prevalent job, according to any criteria; the list below enumerates different jobs, based on the area and level of specialization. You should select only the one you consider closest to your job activity.)

[01] entrepreneur, legislator, director/executive
Jobs requiring a high level of specialization:
[02] engineer, architect
[03] lawyer, notary or legal issues expert (both for companies or public bodies)
[04] doctor (general practitioner or specialist, excluding psychologists)
[05] psychologist or psychotherapist
[06] journalist, translator, archivist and other professions in linguistics, letters and the arts
[07] pharmacist or veterinarian (including biologists, pharmacologists, animal science experts, agronomists and forestry experts)
[08] software analyst or engineer
[09] chemist, physicist, mathematician, statistician
[10] project manager, business expert, market analyst, communication and management expert, administrative official and other commercial or banking experts
[11] teacher, professor (pre-primary, primary or secondary school teacher, university professor; including those who offer private lessons)
Jobs requiring technical specialisation:
[12] surveyor, junior architect, computer programmer, statistical technician, chemical, mechanical, electronic expert, quality assurance or other technical professions in the science or engineering areas
[13] nurse, physical therapist, health care assistant (including dental hygienist, obstetrician, prevention technician), health educator or occupational therapist and any other specialists in the health and life sciences (e.g. agronomist and forestry technician, zoo technician, enologist and food product technician)
[14] administrative, management, accounting, foreign correspondence secretary, freight forwarder, promoter or other technical professions in the field of organisation and administration
[15] social technician (e.g. social worker), recreational, cultural, sport activities expert (e.g. commercial artist, tour guide, tourist entertainer, social and community educator, instructor or sports coach, organizer of events or fairs) and of public services and security
Clerical jobs:

[16] administrative, secretary clerk, human resources officer, video-terminal or data-entry operator
[17] purchasing department employee, payroll employee, call center operator, counter clerk, warehouse worker other jobs
Other jobs:
[18] shop keeper, salesperson, food server, hostess/steward and other skilled occupations in trades and cultural, security services (e.g. police officer) and also personal services (e.g. baby sitter, children's or elderly's entertainer and social and health operator)
[19] worker, plant and equipment operator, artisan or other unqualified jobs (e.g. keeper, cleaner operator, delivery man)
[20] other job [please specify_____]

Q4.4 What is your current position in the 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.

Q4.5 For how long have you been working?
Months: 1-----12 or more than 12

Q4.6 Is your current job in the same category with your major?
[01] yes, completely
[02] yes, but only for a part of it
[03] no

Q4.7 In your current job, what kind of contract do you have?
[01] permanent employment contract
[02] fixed-term employment contract
[03] self employed
[04] short term agency contract /temporary work
[05] Other

Q4.8 Are you working full-time or part-time?
[01] full time
[02] part time

Q4.9 What is your net monthly income?
(Remember that your answers are protected by the legislation on the protection of personal data and that they will be used for no reason other than statistical purposes).

(If you have more than one job, refer to the main one)
[01] under 3 million dong
[02] 3-5 million dong
[03] 5-8 million dong
[04] 8-10 million dong
[05] 10-15 million dong
[06] over 15 million dong

Q4.10 Overall, on a scale from 1 to 5 (where 1 = "not at all satisfied" and 5 ="totally satisfied"), how satisfied are you with your current job?

Not at all Satisfied — Totally satisfied

1	2	3	4	5

Q4.11 To what extent were the skills and capabilities listed below developed on your undergraduate course?

Not at all Satisfied — Totally satisfied

	1	2	3	4	5
Technical skills					
Managing information					
Communication skills					
Foreign language skills					
Ability to work individually					
Ability to work in teams					
Autonomy					
Flexibility/Adaptability					
Achievement of objectives					
Ability to evaluate work					
Ability to guide other people and control performance					
Creative thinking					
Problem solving skills					
Entrepreneurial spirit and initiative					
Critical thinking					
Ability to plan and organize					
Self-oriented skills					

Q4.12 On a scale of 1-5, where 1 means 'strongly disagree', and 5 means 'strongly agree', where would you put yourself in relation to the following statements?

a) In order to perform my current job, I use the skills that I acquired during my degree course?

Strongly — Strongly

disagree agree

1	2	3	4	5

b) The undergraduate subject I studied has been an advantage in looking for employment

Strongly disagree Strongly agree

1	2	3	4	5

c) The skills I developed on my undergraduate course made me more employable

Strongly disagree Strongly agree

1	2	3	4	5

APPENDIX 2: VIETNAM GRADUATION RANKING

How to calculate the grade of academic achievement according to the letter scale

The ranking of university academic achievement according to the letter scale is assessed as follows:

Grade A: from 8.5-10: Excellent
Grade B+: from 8.0 – 8.4: Pretty good
Grade B: from 7.0 – 7.9: Good
Grade C+: from 6.5 to 6.9: Fairly average
Grade C: from 5.5 – 6.4: Average
Grade D+: from 5.0 to 5.4: Weak average
Grade D: from 4.0 – 4.9: Weak
Grade F: below 4.0: Poor

How to determine graduation ranking on a letter scale

Corresponding to each letter, score of each course will be converted to the score as follows:

A corresponds to 4
B+ corresponds to 3.5
B corresponds to 3
C+ corresponds to 2.5
Point C corresponds to 2
D+ corresponds to 1.5
D corresponds to 1
Point F corresponds to 0

Based on the cumulative GPA, students' graduation ranking is classified into the following categories:

High Distinction: Cumulative GPA between 3.60 and 4.00
Distinction: Cumulative GPA from 3.20 to 3.59
Merit: Cumulative GPA between 2.50 and 3.19
Average: Cumulative Overall GPA between 2.00 and 2.49

APPENDIX 3: CLASSIFICATION OF EDUCATION AT BACHELOR'S DEGREE LEVEL

THE MINISTRY OF EDUCATION AND TRAINING
No. 24/2017/TT-BGDDT

SOCIALIST REPUBLIC OF VIETNAM
Independence - Freedom - Happiness
Hanoi, October 10, 2017

CIRCULAR
PROMULGATING LEVEL-FOUR CLASSIFICATION OF EDUCATION AT BACHELOR'S DEGREE LEVEL

3. The level-four classification of education at bachelor's degree level Code Description

714 Education Science and Teacher-Training
71401 Education science
7140101 Pedagogy
7140114 Education management
71402 Teacher-Training
7140201 Preschool education
7140202 Primary education
7140203 Special education
7140204 Civics
7140205 Political education
7140206 Physical education
7140207 Sports training
7140208 National defense education
7140209 Mathematics pedagogy
7140210 Informatics pedagogy
7140211 Physics pedagogy
7140212 Chemistry pedagogy
7140213 Biology pedagogy
7140214 Industrial engineering pedagogy
7140215 Agricultural engineering pedagogy
7140217 Literature pedagogy
7140218 History pedagogy
7140219 Geography pedagogy
7140221 Music pedagogy
7140222 Fine art pedagogy
7140223 Bahnar language pedagogy
7140224 Rade language pedagogy
7140225 Jarai language pedagogy
7140226 Khmer language pedagogy
7140227 Hmong language pedagogy
7140228 Cham language pedagogy
7140229 Mmong language pedagogy
7140230 Sedang language pedagogy
7140231 English language pedagogy
7140232 Russian language pedagogy
7140233 French language pedagogy
7140234 Chinese language pedagogy
7140235 German language pedagogy
7140236 Japanese language pedagogy
7140237 Korean language pedagogy
7140245 Fine art pedagogy
7140246 Technology pedagogy
7140247 Natural science pedagogy
7140248 Legal education
71490 Other
721 Art
72101 Fine art
7210101 Fine art history, theory and criticism
7210103 Painting
7210104 Graphics
7210105 Sculpture
7210107 Pottery
7210110 Urban art
72102 Performing art
7210201 Musicology
7210203 Musical composition
7210204 Conducting

7210205 Vocal music
7210207 Western musical instrument performing
7210208 Piano
7210209 Jazz
7210210 Traditional musical instrument performing
7210221 Stage history, theory and criticism
7210225 Playwriting
7210226 Stage actor
7210227 Stage director
7210231 Film-television theory, history and criticism
7210233 Screenwriting
7210234 Drama – film actor
7210235 Film-television director
7210236 Cameraman
7210241 Dance history, theory and criticism
7210242 Dancer
7210243 Choreographer
7210244 Dance teaching
72103 Audiovisual art
7210301 Photography
7210302 Film-television technology
7210303 Sound-lighting design
72104 Applied arts
7210402 Industrial design
7210403 Graphic design
7210404 Fashion design
7210406 Stage and film design
72190 Other
722 Humanities
72201 Vietnamese language and culture
7220101 Vietnamese and Vietnamese culture
7220104 Sino-Vietnamese characters
7220105 Jarai language
7220106 Khmer language
7220107 Hmong language
7220108 Cham language
7220110 Literary composition
7220112 Vietnamese ethnic minority culture
72202 Foreign language, literature and culture
7220201 English language
7220202 Russian language
7220203 French language
7220204 Chinese language
7220205 German language
7220206 Spanish language
7220207 Portuguese language
7220208 Italian language
7220209 Japanese language
7220210 Korean language
7220211 Arabic language
72290 Other
7229001 Philosophy
729008 Scientific socialism
7229009 Religious studies
7229010 History
7229020 Linguistics
7229030 Literature
7229040 Cultural studies
7229042 Culture management
7229045 Family studies
731 Social and behavioral science
73101 Economics
7310101 Economics
7310102 Political economy
7310104 Investment economics
7310105 Development economics
7310106 International economics
7310107 Economy statistics
7310108 Mathematical economics
73102 Political science
7310201 Politics
7310202 Communist party and state government building
7310205 Public administration
7310206 International relations
73103 Sociology and Humanity
7310301 Sociology
7310302 Humanity

73104 Psychology
7310401 Psychology
7310403 Educational psychology
73105 Geography
7310501 Geography
73106 Area studies
7310601 International studies
7310602 Asian studies
7310607 Pacific studies
7310608 Oriental studies
7310612 Chinese studies
7310613 Japanese studies
7310614 Korean studies
7310620 Southeast Asian studies
7310630 Vietnamese studies
73190 Other
732 Journalism and reporting
73201 Journalism and reporting
7320101 Journalism
7320104 Multimedia communications
7320105 Mass communication
7320106 Communications technology
7320107 International communications
7320108 Public relations
73202 Information - Library
7320201 Information - Library
7320205 Information management
73203 Document – Archive - Museum
7320303 Archival science
7320305 Museology
73204 Publishing - Releasing
7320401 Releasing
7320402 Publication business
73290 Other
734 Business and administration
73401 Business
7340101 Business administration
7340115 Marketing
7340116 Real estate
7340120 International business
7340121 Commercial business
7340122 Electronic commerce
7340123 Fashion and garment business
73402 Finance – Banking - Insurance
7340201 Finance - Banking
7340204 Insurance
73403 Accounting - Auditing
7340301 Accounting
7340302 Auditing
73404 Administration – Management
7340401 Management science
7340403 Public management
7340404 Human resource administration
7340405 Management information system
7340406 Office administration
7340408 Labor relation
7340409 Project management
73490 Other
738 Law
73801 Law
7380101 Law
7380102 Constitutional law and administrative law
7380103 Civil law and civil procedure law
7380104 Penal law and criminal procedure law
7380107 Economics law
7380108 International law
73890 Other
742 Life science
74201 Biology
7420101 Biology
74202 Applied biology
7420201 Biotechnology
7420202 Bioengineering
7420203 Applied biology
74290 Other
744 Natural science
74401 Physical science
7440101 Astronomy
7440102 Physics
7440106 Atomic and nuclear physics
7440110 Mechanics
7440112 Chemistry
7440122 Materials science
74402 Earth science
7440201 Geology
7440212 Cartographic studies

7440217 Natural geography
7440221 Meteorology and climatology
7440224 Hydrography
7440228 Oceanography
74403 Environmental science
7440301 Environmental science
74490 Other
746 Mathematics and statistics
74601 Mathematics
7460101 Mathematics
7460107 Computational science
7460112 Applied mathematics
7460115 Mathematical mechanic
7460117 Mathematics and Computer Science
74602 Statistics
7460201 Statistics
74690 Other
748 Computer science and information technology
74801 Computer
7480101 Computer science
7480102 Networking and data communication
7480103 Software techniques
7480104 Information system
7480106 Computer engineering
7480108 Computer engineering technology
74802 Information technology
7480201 Information technology
7480202 Information security
74890 Other
751 Engineering
75101 Architectural engineering and construction
7510101 Architectural engineering
7510102 Construction work engineering
7510103 Construction engineering
7510104 Traffic engineering
7510105 Building material engineering
75102 Mechanical engineering
7510201 Mechanical engineering
7510202 Machine making
7510203 Mechanic-electronics
7510205 Automobile engineering
7510206 Thermal engineering
7510207 Marine engineering
7510211 Industrial maintenance
75103 Electrical, electronic and communications engineering
7510301 Electrical and electronic engineering
7510302 Electronic and communications engineering
7510303 Control and automation engineering
75104 Chemistry, materials, metallurgy and environment technology
7510401 Chemical engineering
7510402 Materials technology
7510406 Environmental engineering
7510407 Nuclear engineering
75106 Industrial management
7510601 Industrial management
7510604 Industrial economy
7510605 Logistics and Supply chain management
75107 Oil and gas technology and extraction
7510701 Oil and gas technology and extraction
75108 Printing engineering
7510801 Printing engineering
75190 Other
752 Engineering
75201 Engineering mechanics and Mechanical engineering
7520101 Mechanical engineering
7520103 Engineering mechanics
7520114 Mechanic-electronics engineering
7520115 Thermal engineering
7520116 Dynamics mechanical engineering
7520117 Industrial engineering

7520118 Industrial system engineering
7520120 Aeronautical engineering
7520121 Space engineering
7520122 Marine engineering
7520130 Automobile engineering
7520137 Printing engineering
75202 Electrical, electronic and communications engineering
7520201 Electrical engineering
7520204 Radar and navigation engineering
7520205 Sonar engineering
7520206 Oceanographic engineering
7520207 Electronic and communications engineering
7520212 Biomedical engineering
7520216 Control and automation engineering
75203 Chemistry, materials, metallurgy and environment engineering
7520301 Chemical engineering
7520309 Materials engineering
7520310 Metal materials engineering
7520312 Textile technique
7520320 Environmental engineering
75204 Engineering physics
7520401 Engineering physics
7520402 Nuclear engineering
75205 Geotechnical, geophysics and geodesic engineering
7520501 Geotechnical engineering
7520502 Geophysics engineering
7520503 Geodesic engineering
75206 Mining engineering
7520601 Mining engineering
7520602 Exploration and survey engineering
7520604 Petroleum engineering
7520607 Screening engineering
75290 Other
754 Manufacturing and processing
75401 Cereal, food and drink processing
7540101 Food technology
7540102 Food engineering
7540104 Postharvest technology
7540105 Fishery processing technology
7540106 Food quality assurance and safety
75402 Manufacturing and processing of textile and garment, footwear and leather
7540202 Textile technology
7540203 Textile and garment material technology
7540204 Textile and garment technology
7540206 Leather and footwear technology
75490 Other
7549001 Forest product processing technology
758 Architecture and construction
75801 Architecture and planning
7580101 Architecture
7580102 Landscape architecture
7580103 Interior architecture
7580104 Urban architecture
7580105 Urban planning
7580106 Urban management and construction
7580108 Interior design
7580111 Preservation of architectural – urban heritage
7580112 Urban studies
75802 Construction
7580201 Construction engineering
7580202 Waterworks engineering
7580203 Marine work engineering
7580205 Traffic work engineering
7580210 Infrastructure engineering
7580211 Geotechnical construction
7580212 Water resources engineering
7580213 Water supply and drainage engineering
75803 Construction management
7580301 Construction economy
7580302 Construction management
75890 Other
762 Agriculture, forestry and fishery
76201 Agriculture
7620101 Agriculture

7620102 Agricultural extension
7620103 Soil science
7620105 Animal husbandry
7620109 Agronomy
7620110 Crop science
7620112 Plant protection
7620113 Horticulture and landscape technology
7620114 Agricultural business
7620115 Agricultural economics
7620116 Rural development
76202 Forestry
7620201 Forestry studies
7620202 Urban forestry
7620205 Silviculture
7620211 Forest resources management
76203 Fishery
7620301 Aquaculture
7620302 Fisheries pathology
7620303 Fishery science
7620304 Fishing
7620305 Fishery management
76290 Other
764 Veterinary
76401 Veterinary
7640101 Veterinary
76490 Other
772 Health
77201 Medicine
7720101 Medicine
7720110 Preventive medicine
7720115 Traditional medicine
77202 Pharmacy
7720201 Pharmacy
7720203 Medicinal chemistry
77203 Nursing and midwifery
7720301 Nursing
7720302 Midwifery
77204 Nutrition
7720401 Nutrition
77205 Orthodontics (Dentistry)
7720501 Orthodontics
7720502 Dental prosthesis
77206 Medical engineering
7720601 Medical examination engineering
7720602 Medical imaging techniques
7720603 Rehabilitation techniques
77207 Public health
7720701 Public health
77208 Health management
7720801 Health organization and management
7720802 Hospital management
77290 Other
7729001 Biomedical Engineering in Sports Medicine
776 Social services
77601 Social work
7760101 Social work
7760102 Youth work
8760103 Education for people with disabilities
77690 Other
781 Tourism, hotel, sports and personal services
78101 Tourism
7810101 Tourism
7810103 Tourism and travel administration
78102 Hotels and restaurants
7810201 Restaurant administration
7810202 Restaurant administration and food and beverage services
78103 Sports
7810301 Sports management
78105 Home economics
7810501 Home economics
78190 Other
784 Transport services
78401 Transport operation
7840101 Transport operation
7840102 Flight operation management
7840104 Transport economics
7840106 Marine science
78490 Other

785 Environment and environment protection
78501 Resources and environment management
7850101 Resources and environment management
7850102 Natural resources economics
7850103 Land management
78502 Occupational safety and industrial hygiene
7850201 Personal protective equipment
78590 Other
786 Security and national defense
78601 Security and social order
7860101 Security reconnaissance
7860102 Police reconnaissance
7860104 Criminal investigation
7860108 Criminalistics
7860109 State monitoring in security and order
7860110 Traffic safety and order management
7860111 Criminal judgment enforcement and judicial assistance
7860112 People's public security commander
7860113 Fire safety, firefighting and rescue
7860116 People's police logistics
7860117 Security intelligence
78602 Military
7860201 Infantry commander
7860202 Navy commander
7860203 Air force commander
7860204 Antiaircraft commander
7860205 Artillery commander
7860206 Armored vehicle commander
7860207 Commando
7860214 Border defense
7860217 Military intelligence
7860218 Military logistics
7860220 Information commander
7860222 Grassroots military
7860220 Engineering commander
7860226 Antiaircraft tech commander
7860227 Armored vehicle tech commander
7860228 Engineer tech commander
7860229 Chemical tech commander
7860231 Technical reconnaissance
7860232 Navy tech commander
7860233 Electronic warfare tech commander
78690 Other
790 Other