

Recommendation paper on university governance and strategic policies in Higher Education

“MONitoring Trends In Vietnamese graduates’ Employment”

MOTIVE Project

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The paper is divided in four section, one for each thematic workshop and conference held in the framework of 609781 Erasmus+ Project “MOnitoring Trends in Vietnamese Graduates Employment” – MOTIVE - and try to provide policymakers with an opportunity to explore new strategies for improving Higher Education sector, increasing talent cultivation in Vietnamese universities and creating new paths for policy reforms in the area, with a look at the EU and neighbouring countries strategies. The paper address the different priorities touched during the workshops/conferences. Among these: increase universities enrolment, by incentivizing the transition between higher education and labour market, developing research capability, improving governance and planning, taking advantages from new form of cooperation (Vietnam-Europe) and new opportunities, graduates data use for university governance; assessment tool for demand supply matching.

The paper analyse for each section the theoretical literature and policies in each specific topic in Vietnam and underline the main contents and conclusions of each workshops and conference. The main presentations of best practices shared during the events are collected in the annexes at the end of the paper.

These recommendations should strengthen governance and leadership for improving the Higher Education sector in Vietnam, providing a better and more inclusive regional strategy for higher education.

To the content of the present documents contributes the MOTIVE partners involved in the project and the Ministry of Education and Training



About MOTIVE Project

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In the recent years, the Vietnamese public authorities raised the need to provide information on labour markets in combination with the actual human resources produced by the universities, as a priority for the governance of the higher education in Vietnam. In this framework, the **Ministry of Education and Training of Vietnam** (MOET) has started to consider the tracer study of universities and colleges as a core priority for developing the higher education sector in the country. Since 2017, tertiary education institutions are asked to provide MOET with information on the employment status of their graduates, yet the existent graduates tracking studies suffer inconsistency of contents and scatter methodology. The MOTIVE Project, supported and inspired by MOET, aims at ensuring that the Vietnamese HE system address the challenging of reform policy implementation on graduates tracking by monitoring their transition towards the labour markets as well as their employment status, through the set-up of the first **Higher Education Institutions Center for Graduates Tracking** in Vietnam (<http://news.motive.edu.vn/home>). Thanks to the set-up of the Center, the first graduates employment status survey of the Vietnamese Graduates, developed on a unique methodology and tools, will be run, supported by the network of stakeholders to be set up during the Project life cycle. Capacity building activities, namely trainings and workshop addressed to Vietnamese universities staff, on how to manage and exploit graduates data for survey release and on how to support the policy reform of HE system, stays as a pillar of the initiative. The impact envisaged is to modernize the Higher Education sector by promoting an informative based approach to policy reform. The sustainable tools and methodologies develop within the initiative will help to evaluate, monitor and compare the success of higher education graduates, measure the effects of policies and assess the attainment of benchmarks and goals.

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Introduction¹

Vietnam is considered one of the most important economic partners in Asia and ASEAN. Thanks to the political and economic reforms deriving from the 1980s, Vietnam, which is now the main gateway into Asia, has GDP growth rate of about 7% and income per capital forecasted to increase steadily. The highest unemployment rates are still unskilled people, followed by graduates.

The main hindrances preventing the graduates to find a job can be summarized as follow:

i. Lack of the orientation in advance

The first reason comes from the unsuitable orientation, leading to the wrong majors. In Vietnam, the choice of jobs and majors depends mostly on the decision of parents. Because they always want to protect their children, they tend to choose “safe” professions which can bring fame or reputation such as engineer, doctors, etc. On the other hand, there is a trend that some of the young tend to select the “hot” jobs not because of their passion and ability.

ii. Passive learning

Due to the fact that the young choose unsuitable majors, they are easily passive and lazy in searching information. They only learn from their lecturers and of course they rarely prepare the lesson before going to class and do not apply what they have learnt into the real life. It is an outdated learning style that students not only cannot master the essential knowledge and but also gradually be familiar with idleness and passiveness in their future jobs. Obviously, no employers would like to spend money on recruiting such an insolent, machinelike and restricted to renovation person.

iii. Lack of foreign language competence

One of the reasons for the increasing of "unemployed bachelors" is the problems related to English competence. We all know English as a tool in all jobs in the modern era. In fact, most students at universities have an opportunity to study English.

However, due to passive learning and lack of practical use, their English seem not to be satisfactory. Only when can they find out motivations in learning, appropriate learning style, apply more in real life, they will heighten up their level and meet the needs of employers.

¹ The contribution and review by National University of Art Education

iv. Lack of soft skills

Lack of soft skills: persuasive skill, group work skill (cooperate with colleagues), update new knowledge; control themselves, problem solving; un-identify the objectives in their jobs; lack of determination to reach the goal.

The main problem facing the young and the skilled in Vietnam?

In fact, the quality of human resources in Vietnam is low and has a large gap compared to that of other countries in the region. Therefore, Vietnam's labor productivity is low in Asia-Pacific region (compared to Singapore, Japan and Korea, it is responsively lower 15, 11 and 10 times).

The information system of Vietnam's labor market is still weak and limited, such as the disconnection among regions; the ability to collect and supply information that does not meet the needs of partners in the labor market, especially employers and employees. The labor market indicator system has been promulgated but not yet complete, inconsistent and difficult to compare internationally. Therefore, the current situation of labor supply and demand and "bottlenecks" in demand for human resources in the country has not been evaluated. In addition, there is a lack of a reliable and consistent labor market forecast model, lack of staff and experts in statistics, analysis and forecasting.

The drastically competition between the economic sectors. The competition has made many production facilities and businesses bankrupt and cut down the number of staff. It increases the number of people who do not have a job or work partly. According to the data of the competent bodies, the unemployment rate in urban areas is quite high whereas it is serious in rural areas.

Many countries now focus on improving art education because art education plays the important role in developing the economy and society of all countries. Building the strategy for international integration on education in general, higher education and art education in particular that is an urgent task of Vietnam after joining the WTO. Higher education is considered to be improved by a new washback (UNESCO Paris, 2009), such as: the needs of study, broadly diverse universities, market labour, lifelong learning, government, etc. They are considered manifestations of globalization in higher education. International cooperation in education has shifted to a new, higher and more complex development period. That is an international integration on education. The challenges and opportunities in higher education have been discussed in worldwide meetings. Therefore, all universities have to find their own ways to fulfill the needs of society.

In order to improve the quality and competent of Vietnam human resource, it is essential to figure out the solutions that can raise the labors awareness; develop the policies and rules; renovate training and connect domestics and foreign labor markets. If we can do all of the above solutions, I believe that Vietnam graduates soon have more chances to find a well-paid jobs.

Section I. Quality Assurance Mechanism²

Deriving from the aforementioned phenomena occurring in Vietnam's higher education due to its fast expansion in the system, it appears that the Vietnamese Government has realized the importance of systematic reform to improve the quality of teaching and learning in higher education. In addition, quality assurance was considered as one of the means to achieve this goal. In fact, over the last few years, educational accreditation and assurance system in Vietnam has been gradually formed.

The modern quality assurance was first introduced into Vietnamese higher education system in 2000 via the World Bank's First Vietnam Higher Education Project (HEP1), which provided fund to 30 universities to strengthen their infrastructure. In 2003, the General Department of Education Testing and Accreditation (GDETA) was established with the responsibility of establishing an accreditation system and coordinating examinations used for students entrance examinations. This establishment marked a new age of developing education quality accreditation system in Vietnam. In 2004, the regulations on education quality accreditation were temporarily issued by MOET. According to the regulations, there are 3 stages for the university accreditation process: Self-study conducted by the universities, external panel visited by a panel, and recognition decided by MOET. At first, the self-study reports required the universities to address 10 standards and 53 criteria, pointing the strengths and weaknesses and planning for improvement. In 2005 education quality was officially put into Education Law.

In 2006-2007, the first pilot external review was conducted at 20 selected universities. With the assistance of the Dutch Profqim project (a sub-project of Vietnam-Netherlands Higher Education Projects), the members of accreditation teams were assisted with procedure and protocols to work in a consistent manner. After two years piloting and reviewing, in 2007, a new revised "Regulations for Higher Education Accreditation" consisting of 10 standards and 61 criteria, was accepted and issued to assist universities in conducting self-study. At the same time, Universities were under the MOET's obligation to set up quality assurance centers to take responsibility for their internal quality assurance activities. So far, the quality assurance system in higher education in Viet Nam is quite complete, with the internal quality

² The contribution and review by National University of Art Education

assurance system in institutions referring to the quality assurance centers (QACs), and the external assurance system referring to the GDETA. Indeed, with the support from international projects, HEP1 and Profqim and more recently the HEP2; since 2008 the accreditation process in Vietnam's higher education has been speeded up and more and more QACs have been established in many other universities.

Moreover, for fulfilling the needs of a modern society in the globalization epoch and the innovation in Vietnam Higher Education, Vietnamese Prime Minister issued Decision No 1400/QD-Ttg of September 30, 2008, approving the scheme "Foreign Language Teaching and Learning in the national education system during 2008 –2020". This scheme is a comprehensive policy of education. The scheme aims at implementing an educational innovation of foreign language teaching and learning at all levels in the national education system that includes developing and perfecting curriculums, textbooks, teaching methods, teachers, evaluation etc., especially in increasing intensive foreign language programs for vocational schools, colleges and universities. Through this, all graduates would have enough English to communicate effectively and fluency that meet the demands of all professions.

Setting up EQA (External Quality Assurance) and IQA (Internal Quality Assurance) in Vietnam has been pursued since the 1990s and a number of international projects have supported HE (Higher Education) and QA (Quality Assurance) in the country. The HE system has grown rapidly. Vietnam is the most advanced country within the CLMV (Cambodia, Lao, Myanmar, Vietnam) countries regarding its availability and quality of resources. However, it still seems Vietnam has not yet found a suitable quality approach and means for the steady implementation of QA mechanisms. The government's policy has been supporting more institutional autonomy and independence in HE over the last few years. Thus, a shift in EQA to more independent agencies can be observed and a pilot of so-called „autonomous universities" is taking place. 11 universities applied for this status with a proposal and were awarded the autonomous university status between 2015 until 2017. These universities were given more autonomy regarding their financial and general decision making and, in return, committed to fulfilling certain objectives and receiving less public funding. Due to the current shift from a centralized to a decentralized EQA approach with more independent agencies, Vietnam is a very interesting case for the region and a good example of how frameworks are continuously changing and under development. Vietnam has, on the one hand, more experience with QA than the other CLMV countries

but, on the other hand, it is still in an emergent and piloting phase. The EQA system is currently undergoing major changes with a step-by-step approach to enhancing and developing the framework. About 30% of HEIs in Vietnam report to MOET while the remaining ones report to their line ministry (e.g. Ministry of Agriculture, Ministry of Finance, etc.). The HE system in Vietnam is very complex and fragmented with many small universities, which are highly specialized, and big universities, such as the Vietnam National Universities, which cover a wide range of disciplines. QA and accreditation is the responsibility of MOET for all HEIs.

The MOTIVE project meeting held at Vietnam National University of Agriculture, on June 2021, was chaired by National Agency for Quality Assessment and Accreditation of Spain (ANECA), partner of the project who moderate the meeting related to the Quality assurance topic. The European partners presented to the Vietnamese the best practices from EU side, suggestions and underlined the role of Graduate Tracking process as a crucial tool in assessing the quality of the Higher Education sector. Of course, the Vietnamese HEIs will adapt each suggestion to its own context and the suggestions were well appreciated.

In annex I of this paper can be visualized the presentations made during the event organized in the framework of the MOTIVE project.

Some **recommendations** regarding the importance of QA at international level are represented by:

Development of common standards, guidelines and principles (such as the ESG), that is connected to the Comparability and compatibility of QA processes for:

Facilitate comparison and understanding between national QA systems

- Facilitate comparison and recognition of degrees and results of external QA activities
- Build and promote mutual trust
- Improve mobility
- Increase transparency for students, employers and the society as a whole

Moreover, the internationalization and networking of QAAs favour the building of HE areas based upon trust

- Bilaterally

- Within the regions: Europe, Arab world, Asia-Pacific

Trust can be set up by means of reciprocal understanding and according to a certain QA methodology.

Section II. Graduates and Labour Market³

The purpose of this section is to clarify the fact that the graduates of the training institutions are currently not meeting the needs of the employers, there is still a “gap” between the employers and the graduates, although the employers are still lacking in the staff for production and business. Nowadays, there are a lot of tools to support the businesses and employees find each other, from professional recruiting websites, social networks, forums, groups and websites through the internet. However, "finding the right job" and "finding the right people" is still quite difficult. On the basis of an overview, clarify the factors that is influential, from that, propose some solutions to help students after graduation to find the suitable job and meet the needs of employers.

In Vietnam in this current period, the problem of employment and recruitment of students after graduation is very important for students, their families, schools and society. In recent times, finding a job is a problem for students after graduation. Having a job right in the training profession is always the desire of not only the graduates but also the students who are studying in the university. There are many objective reasons leading to the situation of lack of proper jobs as: the situation of production and business activities are difficult, the demand for labor recruitment has been reduced. For state agencies and organizations, the demand for recruitment of civil servants and employees has become increasingly demanding of quality. The number of training establishment has increased, leading to the increase in the number of trained students in the same fields, at the same time subjective factors related to qualities, abilities, skills and skills of students after graduation. Therefore, in this article, on the basis of general, clarify the factors, from that, propose some solutions to help students after graduation to find suitable jobs and meet the needs of employers.

The suitability of training programs at some training institutions is still not satisfactory with the current labor market. The knowledge accumulated in the school of students is not suitable for the real work, not meeting the needs of businesses.

Some subjects in the curriculum are no longer suitable to the actual labor market requirements, lack of practice, lack of working skills. With the students, in the process of learning, they are not actively learning the knowledge and hone the skills of working in each

³ The contribution and review by National University of Art Education

module they study, not actively with the content of self-study, study in class, self study from the real business activities through social relationships with the elder brothers / sisters who have jobs so many students graduated from the job or job but they don't work well in that position, must be re-trained. Therefore, the "dynamic and intensive" is a prominent factor that demonstrates the practical requirements for the skills and ability to take on the work of students. Graduates with good professional skills will be able to adapt easily and reduce the pressure of work.

In the working environment where the competitive trend is developing, if there is without a clear career orientation, it is difficult for students to secure a sticking point with the job at recruitment agencies. Recruiting agencies will not recruit unless they see the passion and enthusiasm the employees have chosen. Therefore, the career orientation of students has a great influence on the acquisition of knowledge in the learning process as well as job opportunities of graduates. Many managers in companies share the same view: Young workers lack clear career orientation.

The majority of people have the idea of applying for work for their own interests, not thinking much about the work, not really devoted and die for it. If new graduates can orient themselves to a long-term future, and from that orientation, find the right job ahead to be able to develop in the right direction, the employer will appreciate.

And if the candidate's career direction is relevant to the company's work environment, the employer will assess that the candidate can stay in the company for a long time.

Many students enter the University not because of passion, love or talent but to get a school to go to school. There are also students who have the ability to study in the majors but in the course of study have not been difficult to study, training skills, do not define goals or learn from experience in the learning process so when graduation inevitably get confused when they approach work. While society is increasingly demanding people who are capable of working effectively and with quality, inevitably those who are not capable of being socially excluded. In addition to equipping the knowledge, professional skills, soft skills is very important factor in the work environment. Having soft jobs, soft skills account for 80% of job requirements, and specialization occupies only 20%. The higher the position is, the more important soft skills are.

According to many employers, most new graduates lack skills such as teamwork skills, presentation skills, communication skills, job application skills, foreign language skills, computerized, cooperative and self-employed; autonomy and adaptation, the ability to

create jobs, the dynamics, adaptation of students with the requirements of employers are also limited.

Some **recommendations** on recruitment and employment of students after graduation:

For training institutions

- Improving the quality of training by implementing synchronous solutions to renovate teaching contents, programs and methods, building lectures, investing in material and technical facilities, improving management. Training institutions should review, update and adjust the content of the training program accordingly, re-training the content of the training program to the reality. Training theoretical knowledge with practice, organizing the curriculum in accordance with the allocation of the ratio between the time learning theory and the practice time.

- Training human resources to meet the needs of the society. To combine training with the demand of the labor market, closely linking the school with the agencies, enterprises, companies and production establishments in activities of understanding the labor demand and coordination in work and job placement assistance for students after graduation. Facilitate students to have opportunities to interact with companies and businesses so that they have the opportunity to interact with employers to learn experience and knowledge. In addition, the political and social organizations in the universities and colleges should strengthen the forms of providing information on labor - employment, vocational guidance for students to raise awareness and orientation in study and practice.

Training foreign language and computer skills, communication skills training, presentation along with some other soft skills that students need such as communication arts, handling situations. With the requirements set from recruiting organizations, training schools need to pay attention to maximize the opportunities for learners to have the chances to study in order to meet the needs of recruiting organizations.

For students

Students also need to actively learn to acquire professional knowledge. In addition to the knowledge learned at the school, students should supplement their soft skills to get along with and adapt to the new working environment. Therefore, in the process of studying at universities and colleges, students have to regularly participate in social activities - to improve basic skills such as communication skills, Some of the other soft skills are needed, such as handling situations, management skills, leadership, confident communication, teamwork, informatics, and foreign language for the work in the future. At the same time,

there should be additional work to have experience and so after working, they have both work experience and confidence in the work.

- Students should have a clear career orientation, clearly defined employment goals, appropriate orientation for themselves to strive for learning, training to promote their abilities in the field of occupation, expanding the relationship with the recruitment agencies, creating strength when looking for work. Educational background is an important factor, accumulated in the process of learning and expressed in the majors and degrees, this is a factor to participate in the recruitment process. In practice, however, according to entrepreneurs and employers, the degree is not the decisive factor, but the ability to receive and handle work in the real world.

Thus, the fundamental problem of shortening the "gap" between the candidates and the employers here is the identification of the career goals, individual employment criteria as well as the suitability of personality, the qualification of the candidates when participating in the recruitment process in some business.

Post-graduates need to penetrate the reality, understand the needs of agencies and enterprises, and grasp the social demand forecasts of all levels to determine the future work demands. Establish the regular contact with business and career counselling services for students. Nowadays, there are a lot of media and communication opportunities for businesses and employees to find each other, from professional recruiting websites or social networking sites, forums, and groups. However, "people find the right work" and „work finds the right people" is still quite difficult. Therefore, the determination of strengths, work orientation and participation in training courses on job search and employment skills will create opportunities for students to find jobs suitable to their professional skills have been trained.

- Fostering professional ethics, loving careers, accepting hardships and being ready to face the new challenges and difficulties. Professional ethics for employees should be paid attention, especially when they are assigned with tasks that require honesty. At the same time, expressing the ambition to find a job because the professional ambition is the important reason for employees to devote themselves to the job; To establish knowledge and skills on vocational guidance; Plan your self; To build a relationship; Open minded, learn from others. This will give the employer a certain level of peace of mind and motivate learners themselves to pursue the career they have chosen.

Section III. Self Assessment, Key Competences and Employment⁴

Under the program of Vietnamese universities and colleges, students always have an internship program in the final year. For students, knowledge is necessary but not sufficient. In addition to knowledge, students need to cultivate practical skills to apply knowledge into practice. This is the necessary condition but students are lacking today. Through an internship program, students not only acquire more knowledge but also actively apply to the real working environment. By the same time, they can create new relationships and learn how to work in team, in which the "relationship between people" is always respected.

Internship is a particular educational activity that can contribute to the formation, development and professional capacity of students according to the training objectives. For students, internship plays an important role not only to the learning process but also to the future career of the student. This internship is for students to access the careers that they have chosen when they enter university.

Practical activities during the internship and graduate internship are likely to help students understand how they will work after graduation and have timely adjustments. In addition, it can help the university to understand the business practices deeply, and then there are necessary adjustments in the curriculum, training program, which lead to strengthening the cooperation among universities, businesses and students in the practice of internships and graduation internships. During the internship, students can create new relationships that is very useful for students when they graduate. Students can have more opportunity to get a job after the internship program.

Through the state management of enterprises in Hanoi industrial zones and programs to supporting students in Hanoi University as well as other universities in Hanoi to join in field trips and internships in companies in the industrial zone of Hanoi, HIZA would like to raise some issues to share with universities and students, in order to enhance the collaboration among universities, businesses and students, thereby enhancing access to the labor market

⁴ The contribution and review by Hanoi Industrial, Export Processing and Hitech Park-Center for Enterprise support and Service

for students as well as allowing universities to have adjustment in training activities towards practical education.

An internship is an unfixed position in an organization or company. During the transition from student to employee, the trainee will probably encounter a lot of confusion, always feel disgusted with others, do not see anything to do, feel stress and waste time. Whereas, organizations and enterprises may think that students do not understand anything, so they cannot assign important tasks to students. In this situation, trainees need to find a way to prove their ability. Trainees should know what organizations and businesses are looking for. By this way, trainees will definitely find a way to get a worthy job. To support students, we would like to present some basic **recommendation** that they need to pay attention to the practice:

1. Honesty, hard-working

- Fulfilling, starting from the smallest things. Because the trainee do not have enough working experience and narrow relationship network, there is no way but working hard to improve their identities. If students are not assigned any task, they should try to find work that do. From basic works such as sending and receiving parcels, students can have good impression. In fact, a few companies expect trainees to have a perfect beginning, what they are most interested in is their attitude, potential and direction of development.

- Working overtime is accepted when necessary and required. Interns should also have a high sense of responsibility, never give themselves exceptions in the common activities of agencies and businesses. The company does not often ask employees to work overtime, but only when necessary. Being ready when companies have a request.

Doing with all enthusiasm without complain.

- Do not give unreasonable reasons or indiscriminate reasons. Many trainees are really competent, but they are over confident and want to prove themselves at all costs, so every time when they make mistake, they point out some unreasonable reasons or excuses to lose responsibility. For example, a trainee performs assigned tasks well, but once time he writes a wrong shipping address. There is not anything happened if he immediately fixes his mistake when the delivery service has a report. However, because of the psychological "afraid of being wrong," he blames for too much work. Thus, the final impression with him is a dishonest and irresponsible person. Anybody can make mistakes, being straightforward will be simpler.

- Dedications before proposing treatment. During the internship and when dealing with specific work that is beneficial to the unit you are practicing, do not immediately ask "what do you treat me?" Imagine that your participation in the workplace is just a process of earning, accumulating and applying knowledge. So, do not set any conditions.

- There should be a dedication before asking benefit: During the internship and when dealing with specific work that is beneficial to the unit you are practicing, do not immediately concern about benefits. Students should believe that your participation in the workplace is just a process of earning, accumulating and applying knowledge.

2. Always work hard, actively

- At first, trainees must be aware of the work and issues related to the work assigned, learn thoroughly about the agencies and businesses to which they come to practice. As a trainee, it is imperative to clearly define your goals when you come to practice at a certain company. Come to work, study the facts so you need to know what to do, should not do. Many trainees who come to the company when they are not assigned to the job brought to the library to study or work separately. Someone else requires a pre-internship certificate. If you do not really care about this, it's better not to waste time practicing. In order to access to the job, before going on internship, you should find out more relevant career knowledge to adapt to your internship and internship plans such as: What is your specific practice, responsibility, and day-to-day duty (when practiced), the organizational structure of your company and the department you are practicing, what is your main priority? To practice effectively, you need to have a good preparation, not only knowledge but also in psychology because the result is based on adaptability of each person. Trainees who are patient, open and friendly with the company staff will soon complete the internship. And many of the students after the internship are employed are employed (some companies still recruit employees in this manner). This is the best way to apply for a job. So take advantage of opportunities, enthusiasm for work and focus on learning. Have a positive attitude, like trying to be a full time employee.

- Secondly, trainees need to actively look for work. Business is not a school, no one pointed out to you specific things, things to know. But in fact, things can be learned at the office, it is the reality that you need to face, and more importantly that you really want to learn it or not. If you are not really assigned a mission, look at someone else work with a positive attitude. The business is not obliged to train you, the opportunity is at your fingertips, if you are not really ready, everything will go away.

- Thirdly, trainees should actively think and actively study the application of learned knowledge into practical work. When you are in the organisation, the interns should be prepared psychologically, do not be too "shocked" when the things you learn can not apply. In university, you learn can be theoretical but the reality is changing day by day. Always prepare the questions as you study, and now, use the eye-catcher to solve all the questions, improve missing knowledge. Also, being acknowledged that lack of experience will undoubtedly lead to obstacles and may fail, but be ready for every opportunity and challenge, and be self-reliant and self-correcting.

- Fourthly, trainees must ask questions during the internship. Many trainees are afraid to ask questions, and it is very difficult to ask others questions. Even though it takes a lot of time to practice, you will not be able to know the exact sequence of the business, and you will not know how to work. Asking question is the way you learn and prepare the spirit with uncomfortable colleagues. Asking questions is also a way of taking your own initiative.

3. Professional working style.

Trainees should be in a serious manner, professional, in right quality, in right quantity and in time. Always finding the way to accomplish the task assigned as if you are the official employee of the agency, business; Learn all aspects of the job, say only "can not", "no", "not found" only after searching for information by the ways. In dealing with the task, they must always think that nothing is impossible. This is what is lacking in many Vietnamese workers. Remember that the employer chooses the most suitable one, not the best one. There is no guarantee that a good transcript will make a professional, efficient employee. In the points of the employer there is no big school, small school, only useful people or not. During your internship, you can show what you can do with a serious, professional attitude as possible.

4. Last but not least, remember "3C Principle":

Smile, greeting, thanks . Let everyone in your organization or company know that you are ready to be a member of the unit and contribute positively to create a fresh and harmonious corporate image.

In this context that has seen the point of view from the Business community, the European partners, during the meeting held at Halong University on July 2022, presented few best experiences from European side. Under the moderation of INCOMA, the workshop presented the European Union reference framework of key competences (literacy, multilingual, mathematical and competence in science technology and engineering, digital

competences, personal, social and learning to learn competences, citizenship, entrepreneurship and cultural awareness and expression competences).

A second part presented by INCOMA was represented by the topic of importance of international mobility experiences in graduates employability, underlining that as results the students/graduates are more prepared, more curious, self confidence, more flexible and open minded. Students/Graduates not only experienced on their professional background, but more aware of their HABILITIES, SKILLS, and COMPETENCES.

On the other side, FH Joanneum, Faculty of Applied Sciences, presented the Austrian experience through two best practices, namely “connectivist teaching approach” and Student projects and early involvement in real business environment”.

Section IV. Evidence based policy and higher education: progress, pitfalls and promise⁵

Vietnam unemployment of graduates has recently increased in both quantity and proportion as by the analyse of data collected in the framework of MOTIVE Project. 2022 survey has seen an increase of 2.6% comparing with the first pilot survey carried out in 2021. The increase can be explained due to the return to “normality” and end of Covid pandemic and the relative restriction.

Related to the entire population of graduates in Vietnam, according to the statistics of the Ministry of Labor, Invalids and Social Affairs, about 60% of graduates don't have work in the right specialty from and by early 2017, there are more than 200,000 unemployed bachelors. Having a job right in the training profession is always the desire of not only the graduates but also the students who are studying in the university. But According to current statistics; there are 412 universities and colleges in each province and city, with 6.6 schools and 2,200,000 students studying. This figure is higher than that of developed countries. Schools run the amount of training to generate financial resources to offset recurrent expenditures that underestimate the quality of instruction resulting in limited output that does not meet the needs of actual work. According to the situation, with tens of thousands of graduates every year, only a few are selected by employers because of the large gap in labor supply and demand. As a result, many new graduates have to struggle fiercely to "catch the eyes" of employers, but only a few results in that lucky to have work. The important thing is so important is subjective factors related to qualities, abilities, skills and skills of students after graduation.

Therefore, in this article, on the basis of general, clarify the factors, from that, propose some solutions to help students after graduation to find suitable jobs and meet the needs of employers.

Therefore, in this paper, on the basis of an overview, clarify the factors that is influential on the unemployment of graduates and the recruitment, from that, propose some **recommendation** to help students after graduation to find suitable jobs and meet the needs of employers.

⁵ The contribution and review by National University of Art Education

I. The factors affecting the recruitment and employment of students after graduation

1. Curriculums

The recent unemployment problem of graduates is due to too much training in theory that too little practice at universities and colleges. Curriculums in most training institutions still have limited things, content – training hasn't gone deep into the realities of speciality. The general knowledge and the theories is too heavy, not focusing on the training skills about working for students. Having no real work experience, only learning theories the graduates never have experiences and, of course, it is very embarrassing to work, and no employer would want to hire the weakest working people.

2. Practical capacity of students:

In the present time, It is not as difficult to enter universities as it used to be the gate of the college or university are not unfamiliar to learners, so many students are not difficult to be admitted to colleges and universities. Some of them, they entrance into a suitable university for the aim of having qualifications, not for their expectations. Others who have the appropriate aptitude, but not working hard, not accumulating the experiences and professional knowledge so they are quite awkward in approaching the work. While society increasingly requires the people who really have the ability to work effectively then the people who don't have the ability will be eliminated. According to many employers, most new graduates lack skills such as teamwork skills, presentation skills, communication skills, job application skills, foreign language skills, computerized, cooperative and self-employed; autonomy and adaptation, the ability to create jobs, the dynamics, adaptation of students with the requirements of employers are also limited.

3. There is gap between universities and employers.

Employers and new graduates have no connection. This leads to employers not knowing where to find the right employees and the graduates do not know where to find the right jobs with the majors they have been trained. Moreover, At present, colleges and universities enrol a mass of new students in different careers, the target of training exceeds the target of employment so this leads to the supply of human resources is much more than the demand resources.

4. Link between labor market between the universities

Employers need to advertise for job openings online. Moreover, new graduates should be quick in finding employment on the net. This problem is important in solving employment for students and supplying the human resources for the employers or the recruitment agencies.

5. Businesses continue to promote the automation

Today, industrial automation has taken away many of the job opportunities of fresh graduates. Factories, companies have used high technology to help them in the field of production as well as calculations.

In this theoretical and practical, the Conference “EVIDENCE BASED POLICY AND HIGHER EDUCATION: PROGRESS, PITFALLS AND PROMISE“ organized in 2022 in Hanoi, by Academy of Journalism and Communication, have seen the attendance and presentation of an international guest speakers from United Kingdom, Italy, Australia as well as from Vietnam. During the conference, the following working and research papers were presented: "Career intention of university final-year students in Vietnam in the context of Covid-19" (Nguyen Kim Ngan, Hanoi University), “Wellbeing’s impact on career thoughts” (Elizabeth Knight Ph.D, Victoria University Melbourne, Australia, Belgin Okay-Somerville, Ph.D, University of Glasgow, UK), “Analysing the gap between job satisfaction and perceived career perspectives among young graduates. Evidence from Italy.” - to be published on the book “Young people’s career thoughts and wellbeing: International perspectives based on longitudinal data” (Dorel Manitiu, PhD; Valentina Conti, AlmaLaurea, Italy), “Opening the black box of graduate horizontal competences. Divergent outcomes in the Italian labour market” (Giulio Pedrini Ph.D, Kore University, Enna, Italy, Luca Cattani Ph.D, Gran Sasso Science Institute, l’Aquila, Italy), “Re-imagining the relationship between career transitions and well-being: an insight into graduate higher education journeys in the UK” (Daria Luchinskaya Ph.D, University of Strathclyde, Glasgow, UK , Charoula Tzanakou Ph.D, Oxford Brooks University, UK) and “Mining bigdata in tourism education and training: Opportunities and challenges” (Vũ Hoài Nam Ph.D, Hanoi Tourism College, Hanoi, Vietnam).

Conclusions and recommendations

Conclusion

In the context of globalization, under the strong influence of the technological revolution, employment among young people is becoming an important issue, with many problems. In Vietnam, difficulties in finding employment opportunities, meeting the needs of employers of new graduates is a force, wasting human resources.

Therefore, clarification of the factors influencing and proposing some recommendations for the recruitment and employment of students after graduation is the basis to create incentives, favorable environment, use and promote the role of young people after training process.

In this context, the MOTIVE Project gave an important added value to the Higher Education Institutions involved by sharing the experience of European partners.

The two Conferences, first one held in Bologna in May 2022, gave to the Vietnamese important additional hints to be considered. Among these, the importance of the Graduate Tracking process and deeper analysis of all possible indicators and data that can be collected and possibility to compare the data with other international cases (e.g. Eurograduate initiative). , including gender differences, (e.g. AlmaLaurea and University of Barcelona presentations), the link and cooperation between HEIs and business community (FH Joanneum presentation), sector analysis, importance of graduates skills and last but not least the impact of Covid on graduates labour market (INCOMA presentation).

During the meeting it was presented as well the working paper of a group of Vietnamese students who won the Call for paper launched in the framework of the project. The working papers are all available on the project website <https://motive-euproject.net/publications/>

The second one, held in Hanoi at Academy of Journalism and Communication represented an important opportunity for the researchers to exchange the experiences and research topics in the sector of employability, labour market and graduates transition, between Vietnam and researchers from Italy, UK and Australia.

The two workshops organized, first one in the field of Quality assurance, organized and moderated by ANECA, gave important suggestions and hits to the Vietnamese higher education sector.

The second workshop, organized at Halong University represented an important moment in which the European partners, under the organization and moderation of INCOMA, exchanged some best practices from Europe.

In conclusion, some possible solutions can be drafted for the higher education sector.

1. The state needs flexible policies for education

It is well known that education is the key to success. It opens the door to many possibilities and equips one with both life and work skills. The lack of education condemns one to a life of poverty. There are people who would like to stay in school and attain the highest level of education that they possibly can but are limited by lack of money.

Education should, therefore, be made accessible to everyone. One way of achieving this goal is by making basic education free for all. The government should also make it easier for students to access loans to pay for their education. In this way, more people will be able to go to school and learn important skills. Changing the syllabus to meet the challenges of the contemporary job environment is also a good approach. This should be done to keep up with the pace of technological changes.

2. Search out for the latest information on jobs.

In the absence of the annual National Company's Graduate Employer Job Profile Guide Book, Graduates must always keep abreast with info on employment. Read Newspapers, tune in to Radio, exploit the social media such Facebook, once in a while move to that company, and inquire from those already in employment for any available vacancies. Never give up on the job search

3. The training schools should have interaction with companies.

There is a lot of benefit in this associating training with the needs of the labour market through companies. Creating the chances for students exchange and work with companies and from that they have chances to talk to the agencies or employers to learn a lot from them such as experiments, professional career and they will have a motivation for striving and career. Interacting with the companies, the universities and colleges have chances to grasp the essential demand in the practical work, timely adjust and add the suitable training program so the learners will have good ability and have more opportunities to get jobs.

4. Venture into vocation.

By venturing into vocation, graduates are adding worth to their profession thereby aligning themselves strategically for job creation. Expertise in Intensive farming, Green house gardening, modern carpentry, metal fabrication, electrical installation and defensive driving

techniques can in effect turn them from job seekers to a job creator if made parallel to their degree. The hidden program here is preparation for self employment.

5. Export your skills abroad and foreign languages to find work for foreign companies in Vietnam or in other countries:

On the wake of regional integration and Globalization, the graduates are at liberty to send abroad their skills to other countries. Take keen interest in the credibility of the Recruitment Agency and Terms of the Employment at hand. You must also investigate on the political climate of that country and ascertain whether there is no hoax in the whole scheme. Some of the other soft skills are needed, such as handling situations, management skills, leadership, confident communication, teamwork, informatics, and foreign language for the work in the future. At the same time, there should be additional work to have experience and so after working, they have both work experience and confidence in the work.

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Annexes

Annex I: “Quality assurance” presentation by EU partners:

<https://motive-euproject.net/events/how-to-use-graduates-surveys-on-data-for-supporting-governance-reform-and-qa-in-higher-education-vnua-22-25-june-2021/>

Annex II: “Graduates and labour market” presentations by EU partner:

<https://motive-euproject.net/events/bologna-motive-meeting-capacity-transfer-and-1st-conference-graduates-and-labour-market-18-20-may-2022/>

Annex III: “Self Assessment, Key Competences and Employment” presentation by EU partner

<https://motive-euproject.net/events/halong-university-dissmентаion-event-and-workshops-skills-key-competences-and-employment/>

Annex IV: “Evidence based policy and higher education: progress, pitfalls and promise“ presentations by International researchers

<https://motive-euproject.net/events/motive-erasmus-project-conference-evidence-based-policy-and-higher-education-progress-pitfalls-and-promise-at-academy-of-journalism-and-communication-hanoi-vietnam/>