

Seminar Report on EU best practices related to ethnic minorities' protection, empowerment and inclusion

Empowerment of ethnic Minority Students In Vietnam



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ERASMUS+ PROGRAMME
CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION
STRAND 1

EMSIV PROJECT

Empowerment of ethnic Minority Students In Vietnam

Seminar Report
on
EU best practices related to
Ethnic Minorities' protection,
empowerment and inclusion

Milestone MS4

Project reference number	101128556 — EMSIV — ERASMUS-EDU-2023-CBHE
Funding authority	EACEA
Project implementation period	February 1, 2024 - January 31, 2027
Work Package	WP3 - Transferability of EU best practices on ethnic minorities' inclusion and employability
Work Package leader	University of Insubria
Authors	WP Leader and Project coordinator
Publication area	https://emsiv.eu/
Version	November 2024

PROJECT PARTNERSHIP

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



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INTRODUCTION

The present document has been developed within the framework of **Work Package 1 – Transferability of EU best practices on ethnic minorities’ inclusion and employability**.

It aims at providing to the Vietnamese universities partners of the EMSIV Project an international overview of the topic of ethnic minorities. The Seminar on EU best practices related to ethnic minorities, protection, empowerment was organized and held at University of Insubria – Centre for Research on Ethnic Minorities (CERM).

The Seminar was attended by all EU and Vietnamese partners of the project and 5 speakers from Italy and United Kingdom deliver their presentations and experience related to the topic of ethnic minorities.

From Italy, the presentations have been delivered by the Director and Vice-director of the Centre for Research on Ethnic Minorities - Prof. Daniele Brigadoi Cologna and Prof. Paola Bocale, by Dr. Albana Muco from University of Milan and by Dr. Mattia Bottino from Institute for Comparative Federalism, EURAC Research, Bolzano/Bozen.

From UK, the presentation was delivered by Dr. Charoula Tzanakou, Director - Centre for Diversity Policy Research and Practice, Oxford Brookes Business School.

PROJECT OVERVIEW

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

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

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

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

The main expected results are the following:

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

PRESENTATIONS

Policies and practices of media portrayal, cultural promotion and socioeconomic inclusion of minorities in the EU

Delivered by Daniele Brigadoi Cologna, Associate Professor, Chinese Language, Director, Centre for Research on Minorities -CERM, University of Insubria, Department for Theoretical and Applied Sciences

The first presentation was delivered by the Director of the Centre for Research on Ethnic Minorities (CERM) and gave an overview of the International and European picture of ethnic minorities, on the basis of the main destinations of international migrants, as well as the ethnic minorities population in Europe.

In addition, the framework convention for the protection of national minorities, as a core issue for the Council of Europe, was presented.

Language diversity and protection of linguistic minorities in Italy

Delivered by Prof. Paola Bocale, Vice-Director – Centre for Research on Minorities, University of Insubria, Italy

The presentation delivered by the vice-director of CERM focused on the language diversity and the protection regime that has been established in Italy with regards to linguistic minorities. The Italian example presents very interesting features, not least because Italy has to deal with quite an important number of historical linguistic minorities on its territory, which are, furthermore, not all concentrated in well-defined geographical areas.

Italy also presents a very useful model of how a balance has been struck between aims of national unity on the one hand, and regional or local autonomy on the other, in particular regarding linguistic arrangement.

Albanian Migration and Minority in Italy: from the Past to the Present

Delivered by Dr. Albana Muco, University of Milan, Italy

This presentation focused on the Albanian community in Italy: “historically-settled” diaspora and “modern” diaspora.

The speaker also underlined the challenges, current Issues as well as the role of institutions in Italy and Albania and their initiatives at local, regional and/or national levels.

From Selbstbestimmung to autonomy: an overview of South Tyrol's special status within Italian regionalism

Delivered by Dr. Mattia Bottino, Institute for Comparative Federalism, EURAC Research, Bolzano/Bozen, Italy

Dr. Mattia Bottino presented the particular case of South Tyrol region in Italy, a region historically inhabited by a German speaking population. He described and shared an overview of the recent historical-political past of South Tyrol and a concise description of South Tyrol’s autonomy model.

In conclusion he made some remarks on South Tyrol’s autonomy.

Equality, diversity and inclusion in education. Role of ethnic minority students in a multicultural society

Delivered by Dr. Charoula Tzanakou, Director - Centre for Diversity Policy Research and Practice, Oxford Brookes Business School, UK

The Director of the Centre for Diversity Policy Research and Practice shared her experience and knowledge related to the ethnic minorities’ situation in UK. She presented the role of ethnic minority students in a multicultural society, their challenges, the empowerment strategies and initiatives to foster an inclusive environment. As systematic barriers, she mentioned institutional barriers (differential access to resources and opportunities (which schools they attend)); Implicit bias (stereotypical assumptions and low expectations from educators and peers) and attainment gap.

All the presentations are available on the Project website for all the staff involved: <https://emsiv.eu/> (need to log in).

CONCLUSIONS

In recent years, the Vietnamese authorities issued several priority policies for investment in education and training development for ethnic minority and mountainous areas; among these we would like to mention Decree No. 86/2015/ND-CP (October 2, 2015), which stipulates a school tuition fee exemption, reduction in and support for learning costs, and Decree No. 116/2016/ND-CP (July 18, 2016), which indicates different policies to support pupils and secondary schools in extremely disadvantaged areas. Government Decree No. 57/2017/ND-CP outlines the policies on enrolment prioritization and learning support for preschool children, pupils and students from ethnic minority groups with very few people. A particular attention is given to pupils and students from these groups, in order to allow them to, and give priority to, attend preschools, ethnic boarding and semi-boarding secondary schools. After graduation from senior secondary schools, they will be admitted to public university preparatory schools, training institutions, colleges, and universities¹.

The EMSIV project tries to address some of the above-mentioned challenges in Vietnam. For that purpose, it been sharing the best practises and international research on similar issues.

In this context, the presenters shared their knowledge during the seminar and held a very interesting discussion with the audience.

Among the main challenges identified, we would like to mention as key words “the deficit model”, “Institutional culture” and “Belonging”, that should be added to the challenges represented by lack of information advice and guidance, financial consideration and preparedness for higher education.

The necessity to create opportunities for discussions around race and ethnicity emerged as well, the challenges these groups face and what do students think about its causes. In this framework, the Higher Education Sector should work collectively to build together an evidence base and share what works and what doesn't.

The Higher Education Institutions should, in this environment, review and adjust teaching and learning (does the content, pedagogy and delivery meet the needs of a diverse student body?), develop mentorship programmes, connect students with role models and mentors from their communities, create safe spaces where students can express their identities and find support

¹ Figures on ethnic minority women & men in Vietnam, from the findings of surveys on the socio-economic situation amongst 53 Ethnic Minority Groups 2015-2019, United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), 2021.

(clubs, groups), and develop opportunities for students to advocate for policy changes and curricular reforms (e.g. student societies, student led movements and participate in leadership positions in student clubs, student governance). All of the above should, of course, be supported by institutional financial aid and fellowships for ethnic minority students.