Focus Groups report

Empowerment of ethnic Minority Students In Vietnam

EMSIV
Empowerment of Ethnic Minority Students In Vietnam

Co-funded by the European Union

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

EMSIV PROJECT

Empowerment of ethnic Minority Students In Vietnam

Report on Focus Groups

Deliverable D3.1

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Work Package leader	University of Insubria
Authors	WP Leader and Project coordinator
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PROJECT PARTNERSHIP

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

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INTRODUCTION

The present document has been developed within the framework of **Work Package 3** – **Transferability of EU best practices on ethnic minorities' inclusion and employability.**

It aims at providing to the meeting attendees a larger view on the topics discussed during the conferences.

A comprehensive strategy for student employment combines targeted, industry-specific tools with practical career guidance and support services. By incorporating focus group feedback into the development of these strategies, universities can better meet the needs of students and help them succeed in securing meaningful employment post-graduation.

Discussions that help ethnic minority students identify and reflect about their career development and employment opportunities, can represent an effective way to support them in navigating the challenges they may face. The questionnaire, built around thoughtfully structured questions, is aimed at encouraging reflection, identifying barriers and thoughts for better understanding the context and helping students and graduates belonging to ethnic minority groups to increase their employment. Some questions aim to help ethnic minority students reflect on their unique career challenges and identify ways to navigate the job market more effectively. The Focus group tried to encourage critical thinking about their identities and the value they can bring to future employers.

Each of the 4 Vietnamese Higher Education Institution, partner of the EMSIV Project, organized the focus group with its own students. At Focus groups participated Project partners, ethnic minority students, Lecturers of Faculties, Head of the Student Affairs Office, Secretary of Communist Youth Union, other staff.

Each Focus Group started with a preliminary activity, represented by a questionnaire filled by 20 students belonging to different ethnic minority groups or more, enrolled in the respective University. The results of the focus groups students answers and feedback are available in the present report.

The project coordinator and the WP Leader, University of Insubria, organized preliminary online meetings to prepare the content and strategy for Focus Groups. It was shared with each University a document with the criteria for the selection of students to take part at focus group; among these, main criteria are:

- 20 students belonging to ethnic minorities groups;

- 10 male and 10 female (to have gender balance);
- Students should belong to the ethnic minorities groups most representative in the Province/Region/University;
- Students attending different Faculties/Study programmes

The questionnaire is available at the end of this document.

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 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 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

The Focus groups and students feedback are summarized here below, classified by each Vietnamese University which organized the Focus Group.

TAY NGUYEN UNIVERSITY STUDENTS FOCUS GROUP

The first Focus Group was successfully organized and held at Tay Nguyen University on January 9-10, 2025.

This event marked an important milestone in the project, as it provided a platform for meaningful dialogue among various stakeholders. During the session, participants included not only students from minority backgrounds but also representatives from university youth unions and teachers and professors from the universities involved in the project. Each participant had the opportunity to share their personal experiences, insights, and perceptions regarding their sense of belonging to ethnic minority communities.

The students' contributions were particularly valuable and deeply appreciated, as they openly discussed the challenges they face in their academic and social lives. They highlighted the barriers they encounter and shared the strategies they have employed to navigate these obstacles. Based on the responses gathered from the preliminary questionnaire, the discussion was further enriched by exploring the most pressing issues that minority students encounter, offering a nuanced understanding of their lived experiences.

In addition to the student-led discussions, professors from European partner universities provided a broader perspective by presenting various policies and initiatives implemented in the EU countries. These efforts aim to foster greater access to education and employment opportunities for minorities, with an emphasis on inclusivity and equal opportunities. The exchange of experiences and ideas between students, university representatives, and academics led to a richer understanding of the complexities surrounding the inclusion of ethnic minorities in higher education.

Overall, the first focus group session proved to be a significant and successful experience. It facilitated a meaningful exchange of knowledge, fostering a sense of shared responsibility among the participants. The session not only highlighted the challenges that minority students face but also opened the door for future collaboration and action to address these challenges, making the event an enriching experience for all involved.

TAY NGUYEN UNIVERSITY students' responses (inception phase)

1. Xin vui lòng, cho biết giới tính của bạn (please, indicate your gender):

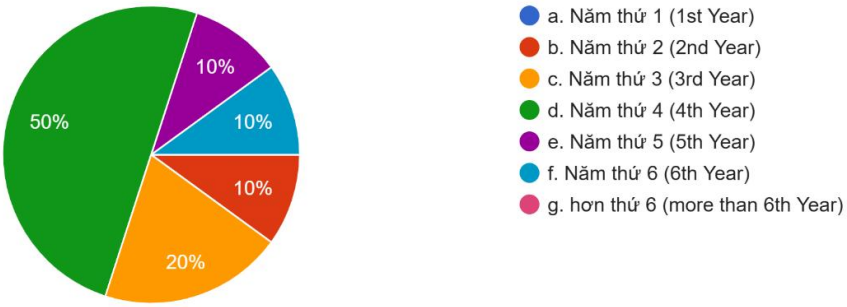
20 responses



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2. Hiện tại bạn là sinh viên đại học năm mấy? (Which year are you in University now?)

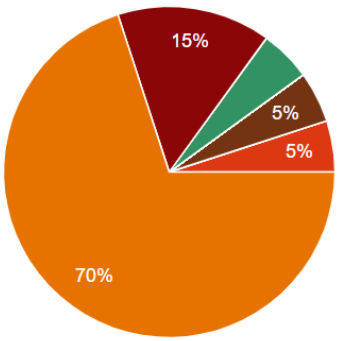
20 responses



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3. Bạn là dân tộc thiểu số nào? (Select your ethnic group):

20 responses



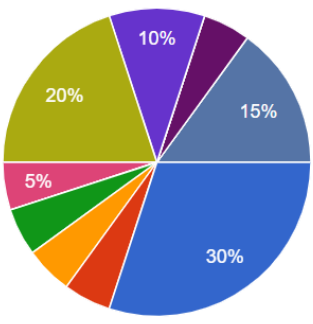
70% group 15
15% group 16
5% group 18
5% group 31
5% group 33

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

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4. Tôi muốn tìm được việc làm trong những lĩnh vực kinh tế sau đây (I would like to find a job in the following economic sector)

20 responses

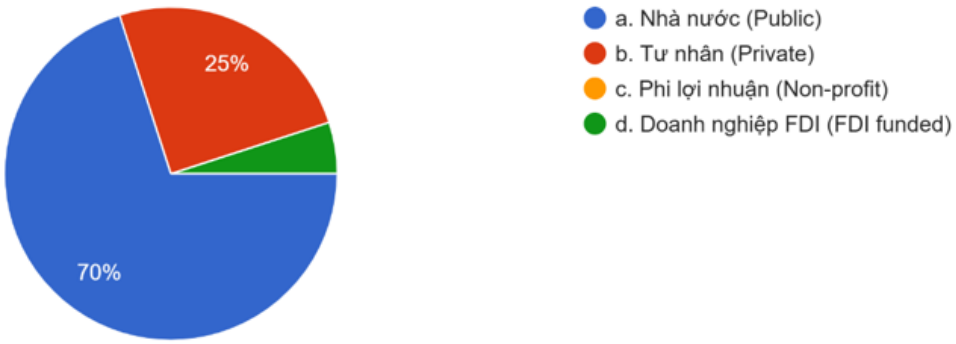


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20% - m
15% - s
10% - n
5% - b
5% - c
5% - d
5% - g
5% - q

a. Khoa học giáo dục và đào tạo giáo viên (Educational and training science)
b. Nghệ thuật (Arts)
c. Nhân văn (Humanity)
d. Báo chí và thông tin (Journalism and information)
e. Kinh doanh và Quản lý (Business and Administrative studies)
f. Pháp luật (Law)
g. Khoa học sự sống và khoa học tự nhiên (Life and natural sciences)
h. Toán học và thống kê (Mathematics and statistics)
i. Khoa học máy tính và công nghệ thông tin (Computer science and information technology)
j. Khoa học kỹ thuật và công nghệ (Technical sciences and technology)
k. Sản xuất và chế biến (Manufacturing and processing)
l. Kiến trúc và xây dựng (Architecture and construction)
m. Nông, lâm nghiệp và thủy sản (Agriculture, forestry and fisheries)
n. Thuốc thú y và sức khỏe (Veterinary medicine and health)
o. Du lịch, Khách sạn, Thể thao và Dịch vụ Cá nhân (Tourism, Hospitality, Sport and Personal Services)
p. Dịch vụ vận tải (Transportation services)
q. Môi trường và bảo vệ môi trường (Environment and protection)
r. An ninh, quốc phòng (Security and national defence)
s. Khác (Others)

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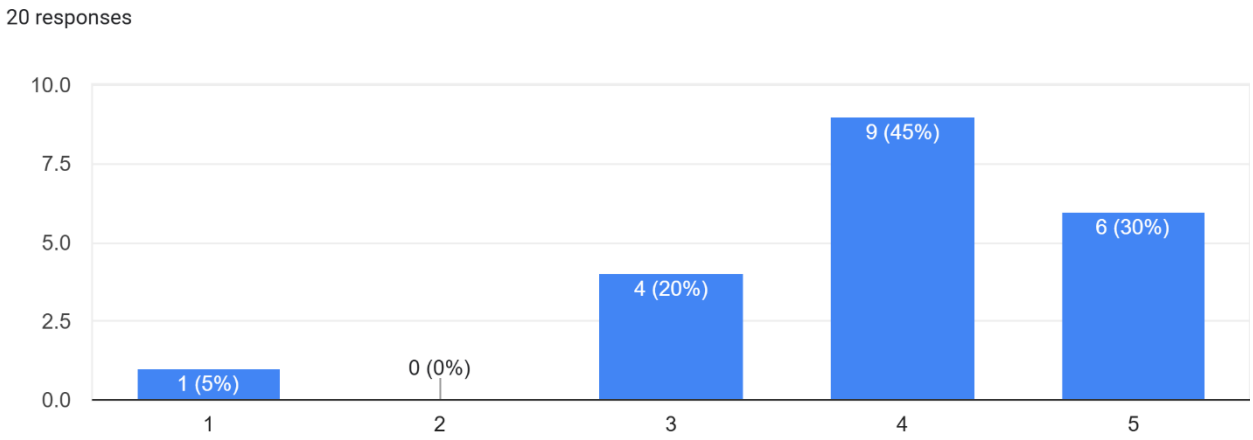
5. Tôi muốn tìm được việc làm trong các tổ chứ (I would like to find a job in an organisation):



5%¶

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6. Mức độ hài lòng của bạn về chất lượng và việc sử dụng các dịch vụ nghề nghiệp (văn phòng việc làm) và bảng thông báo tuyển dụng của trường đại học? (How satisfied are you by usability university career services (job office) and job boards?):

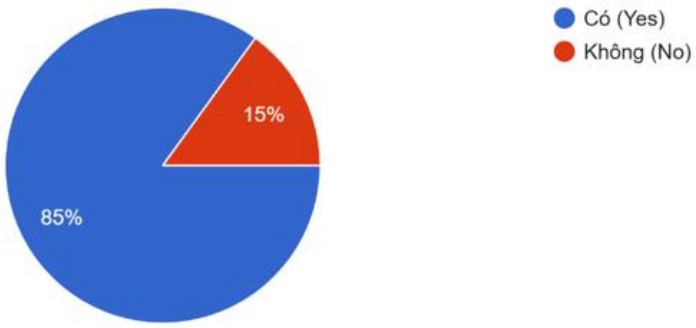


1= Very dissatisfied 2= Dissatisfied 3= Neutral 4= Satisfied 5= Very satisfied

1= Rất không hài lòng 2= Không hài lòng 3= Bình thường 4= Hài lòng 5= Rât hài lòng

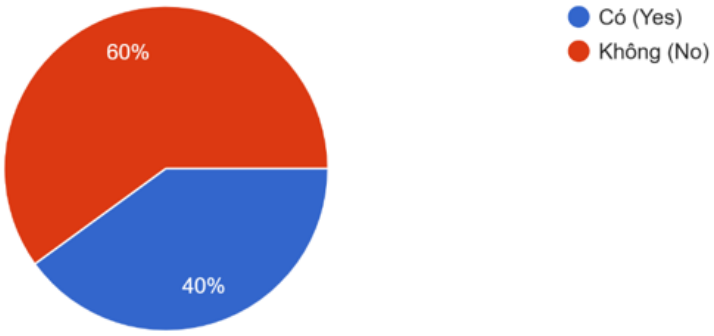
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7. Bạn có được tiếp cận với những người hướng dẫn, đặc biệt là những người có cùng nền tảng? (Do you have access to mentors, particularly those who share a similar background?)



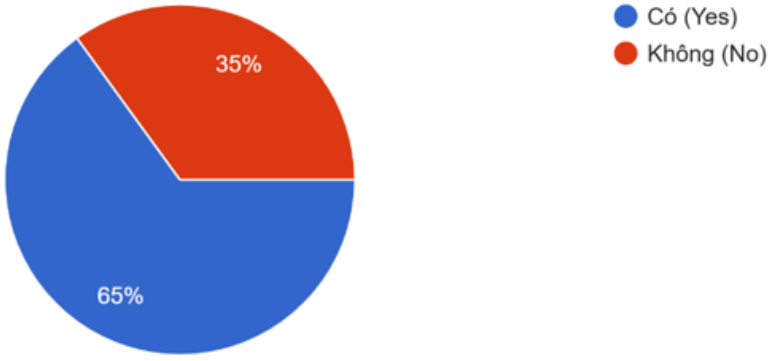
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8. Bạn có biết nền tảng tìm kiếm việc làm nào hữu ích để tìm các công ty cam kết về tính đa dạng và hòa nhập không? (Did you know any job search platforms helpful for finding companies committed to diversity and inclusion?)



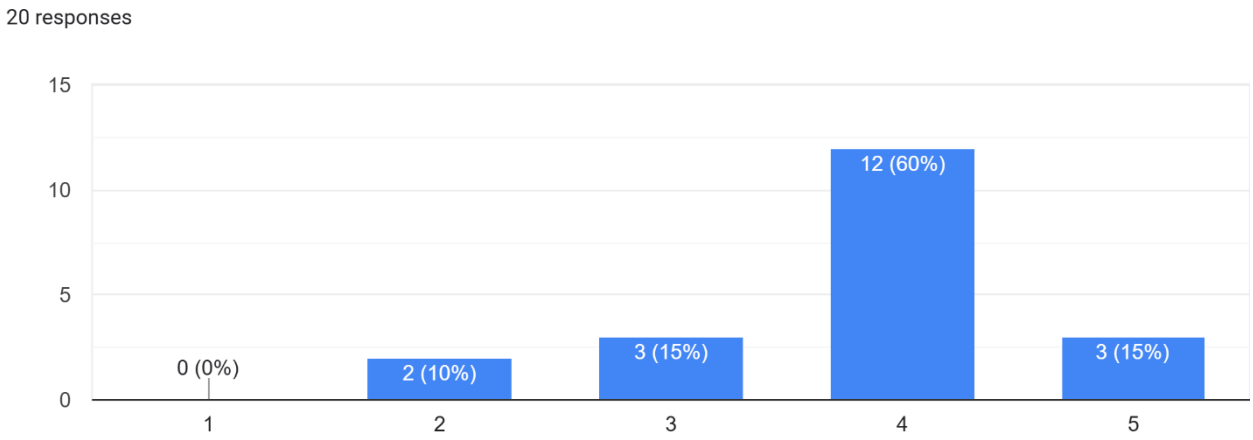
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9. Bạn có biết đến chương trình học bổng, chương trình hỗ trợ hay chương trình nào được thiết kế để hỗ trợ sinh viên thiểu số khi bước vào lực lượng lao động không? (Are you familiar with any scholarships, fellowships, or programs designed to support minority students entering the workforce?)



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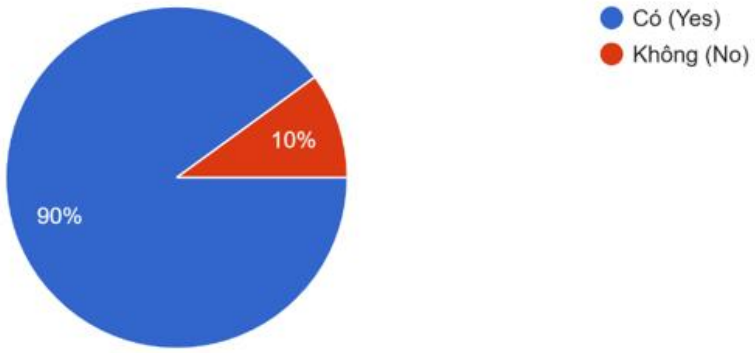
10. Tôi cảm thấy thoải mái khi giao lưu với các chuyên gia bên ngoài cộng đồng hoặc vòng tròn xã hội của mình. Vui lòng cho biết mức độ đồng ý của bạn. (I feel comfortable networking with professionals outside my immediate community or social circle. Please indicate your level of agreement.



1= Hoàn toàn không đồng ý (Strongly disagree)
2= Không đồng ý (Disagree)
3= Không có ý kiến (Neither agree nor disagree)
4= Đồng ý (Agree)
5= Hoàn toàn đồng ý (Strongly agree)

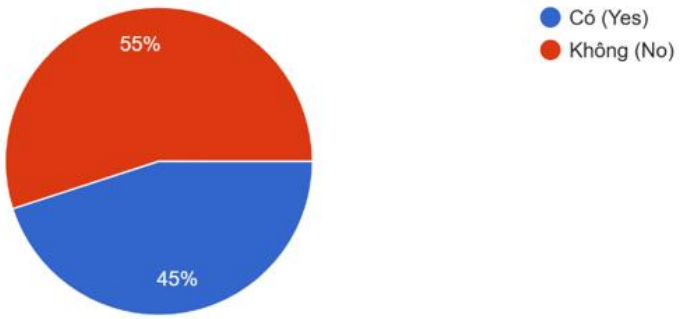
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11. Bạn đã cân nhắc đến việc tham gia các hiệp hội chuyên môn hoặc tổ chức sinh viên thúc đẩy sự đa dạng trong lĩnh vực bạn quan tâm chưa? (Have you considered joining professional associations or student organizations that promote diversity in your field of interest?)



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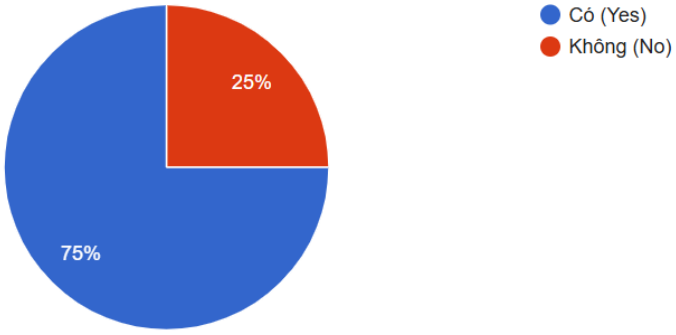
12. Bạn đã nghiên cứu các công ty có sáng kiến mạnh mẽ về đa dạng và hòa nhập chưa? (Have you researched companies with strong diversity and inclusion initiatives?)



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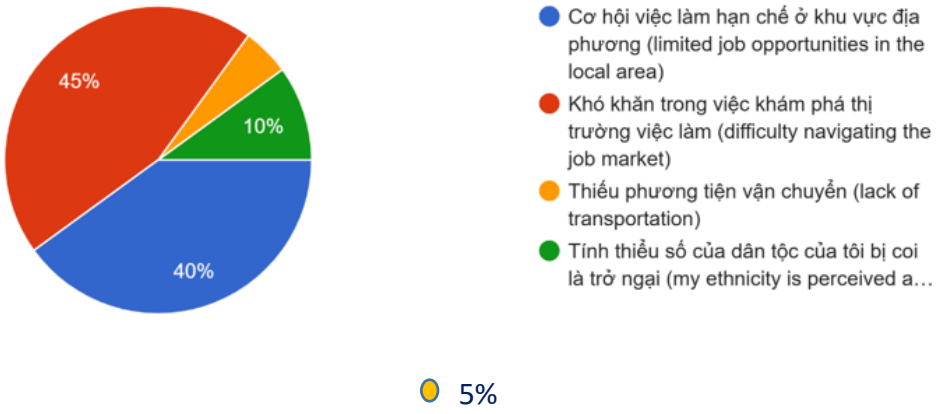
13. Trong quá trình học, bạn đã tìm hiểu các cơ hội thực tập, chương trình trải nghiệm làm việc hoặc cơ hội tình nguyện có thể mang lại cho bạn kinh nghiệm liên quan chưa? (Have you explored internship, work experience during studies or volunteer opportunities that could give you relevant experience?)

20 responses



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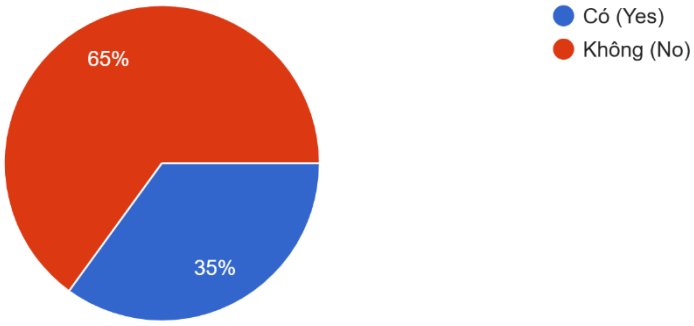
14. Vui lòng cho biết những rào cản có thể xảy ra đối với việc làm (Please identify possible barriers to employment):



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15. Nền tảng văn hóa của bạn có ảnh hưởng đến sự lựa chọn nghề nghiệp của bạn không? (Does your cultural background influence your choice of career path?)

20 responses



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16. Bạn có dự định tiếp tục phát triển kỹ năng và kiến thức chuyên môn của mình sau khi tốt nghiệp không? (Do you plan to continue developing your professional skills and knowledge after graduation?)

20 responses



THAI NGUYEN UNIVERSITY STUDENTS FOCUS GROUP

The second Focus Group was organized and held at Thai Nguyen University, in occasion of the meeting held on 9-10 of September 2025 at Thai Nguyen University **Branch, located in Lao Cai City**.

As an additional important milestone, the Focus Group represented an interesting dialogue among various stakeholders. The main attendees were students, graduates and other stakeholders belonging to ethnic minorities groups mainly from the geographical region of Lao Cai area and each participants shared their personal experiences and perceptions regarding their sense of belonging to ethnic minority communities.

As in the previous Focus Group, the students' contributions were particularly valuable and appreciated. They highlighted, in particular, the barriers they encounter in their everyday life, in the academic environment and their view regarding the labour market. The inception phase has been made in very similar way as in the previous Focus Group held at Tay Nguyen University: based on the responses gathered from the preliminary questionnaire, the discussion was further enriched by exploring the most pressing issues that minority students encounter.

In particular, the topics of the Focus Groups discussion related to "what is missing in the current education or training to be ideal", "if they ever combined studies with work, what influenced this decision and what difficulties were associated with studying and working at the same time", while the third topic was related to "what channels are used to find jobs (or a future one)".

The main aspects emerged during the discussion were linked to difficulties related to the language skills, both Vietnamese and foreign languages. Regarding the Vietnamese language due the fact that in different areas people speaks local dialects, while regarding the foreign languages, each is keen to learn a language that benefit directly with the future or actual job: in particular, we should mention the proximity of the area to China and many people are involved in different type of activities with China, so Chinese is one of the most requested foreign language.

As always, such exchange of experiences and ideas between different stakeholders led to a richer understanding of the complexities surrounding the inclusion of ethnic minorities not only in higher education but in society at large.

THAI NGUYEN UNIVERSITY students' responses (inception phase)

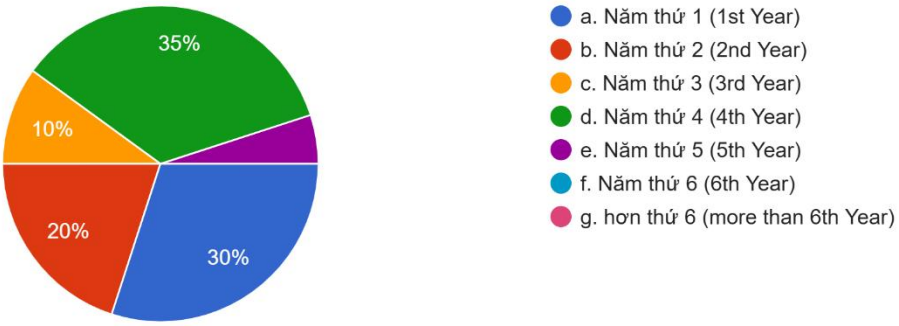
1. Xin vui lòng, cho biết giới tính của bạn (please, indicate your gender):

20 responses



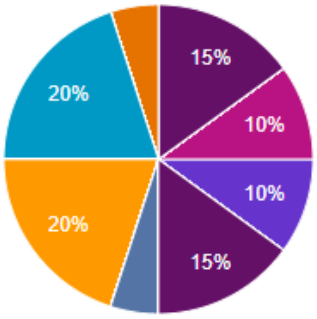
2. Hiện tại bạn là sinh viên đại học năm mấy? (Which year are you in University now?)

20 responses



3. Bạn là dân tộc thiểu số nào? (Select your ethnic group):

20 responses



20% group 34

20% group 37

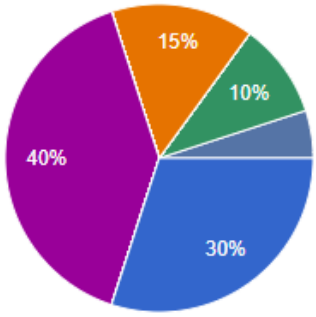
15% group 17

15% group 48

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

4. Tôi muốn tìm được việc làm trong những lĩnh vực kinh tế sau đây (I would like to find a job in the following economic sector)

20 responses



40% group "e": Kinh doanh và Quản lý (Business and Administrative studies)

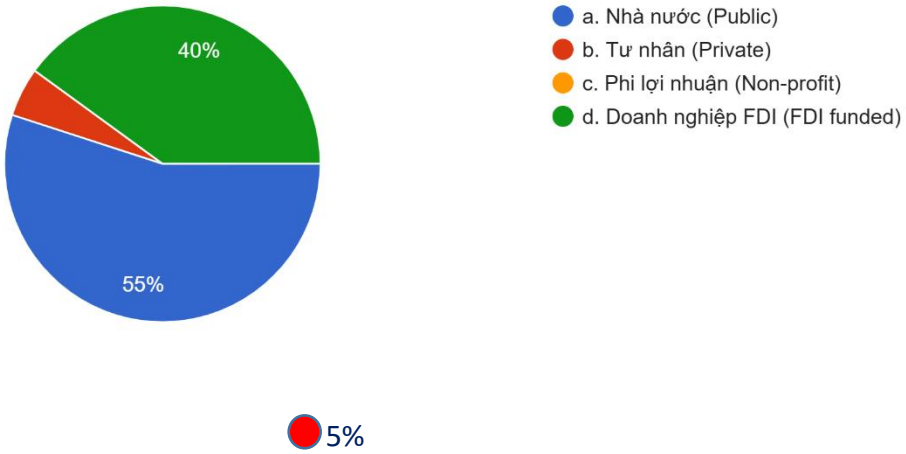
30% group "a": Khoa học giáo dục và đào tạo giáo viên (Educational and training science)

15% group "o": Du lịch, Khách sạn, Thể thao và Dịch vụ Cá nhân (Tourism, Hospitality, Sport and Personal Services)

a. Khoa học giáo dục và đào tạo giáo viên (Educational and training science)
b. Nghệ thuật (Arts)
c. Nhân văn (Humanity)
d. Báo chí và thông tin (Journalism and information)
e. Kinh doanh và Quản lý (Business and Administrative studies)
f. Pháp luật (Law)
g. Khoa học sự sống và khoa học tự nhiên (Life and natural sciences)
h. Toán học và thống kê (Mathematics and statistics)
i. Khoa học máy tính và công nghệ thông tin (Computer science and information technology)
j. Khoa học kỹ thuật và công nghệ (Technical sciences and technology)
k. Sản xuất và chế biến (Manufacturing and processing)
l. Kiến trúc và xây dựng (Architecture and construction)
m. Nông, lâm nghiệp và thủy sản (Agriculture, forestry and fisheries)
n. Thuốc thú y và sức khỏe (Veterinary medicine and health)
o. Du lịch, Khách sạn, Thể thao và Dịch vụ Cá nhân (Tourism, Hospitality, Sport and Personal Services)
p. Dịch vụ vận tải (Transportation services)
q. Môi trường và bảo vệ môi trường (Environment and protection)
r. An ninh, quốc phòng (Security and national defence)
s. Khác (Others)

5. Tôi muốn tìm được việc làm trong các tổ chứ (I would like to find a job in an organisation):

20 responses

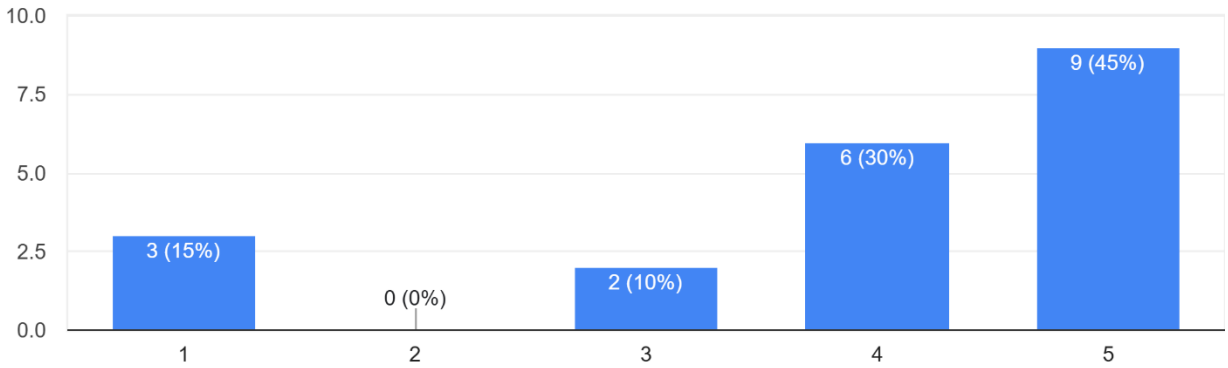


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6. Mức độ hài lòng của bạn về chất lượng và việc sử dụng các dịch vụ nghề nghiệp (văn phòng việc làm) và bảng thông báo tuyển dụng của trường đại học? (How satisfied are you by usability university career services (job office) and job boards?):

20 responses



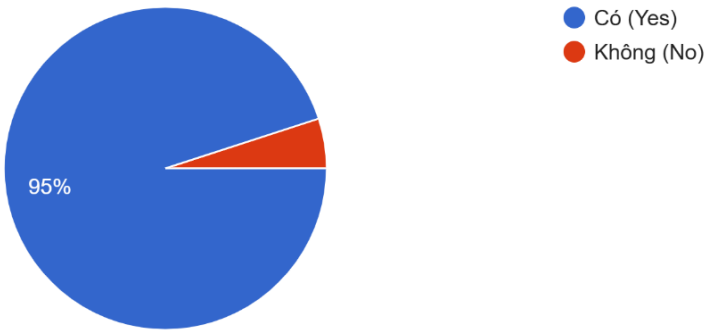
1= Very dissatisfied 2= Dissatisfied 3= Neutral 4= Satisfied 5= Very satisfied

1: Rất không hài lòng 2: Không hài lòng 3: Bình thường 4: Hài lòng 5: Rất hài lòng

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7. Bạn có được tiếp cận với những người hướng dẫn, đặc biệt là những người có cùng nền tảng? (Do you have access to mentors, particularly those who share a similar background?)

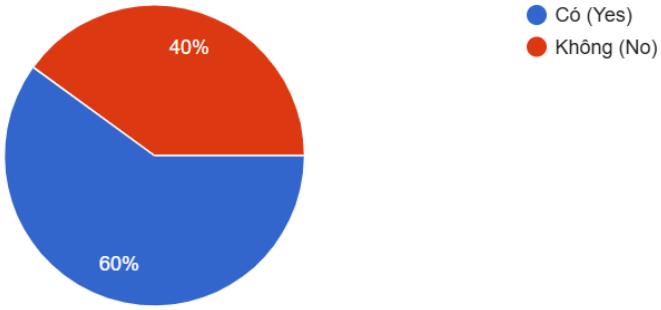
20 responses



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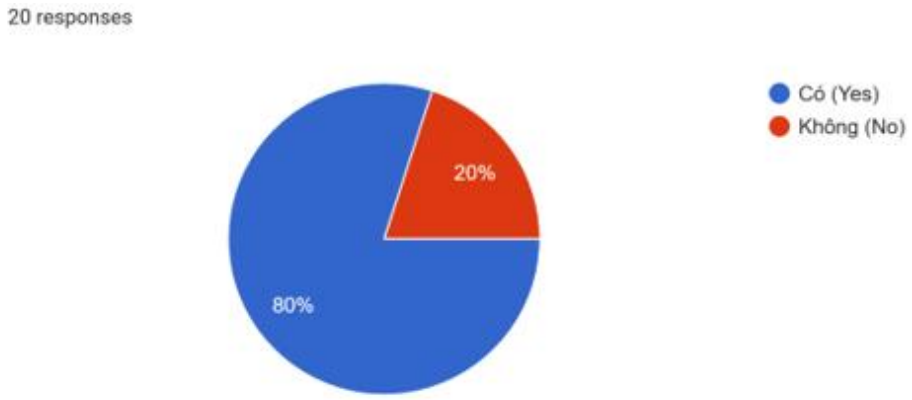
8. Bạn có biết nền tảng tìm kiếm việc làm nào hữu ích để tìm các công ty cam kết về tính đa dạng và hòa nhập không? (Did you know any job search platforms helpful for finding companies committed to diversity and inclusion?)

20 responses

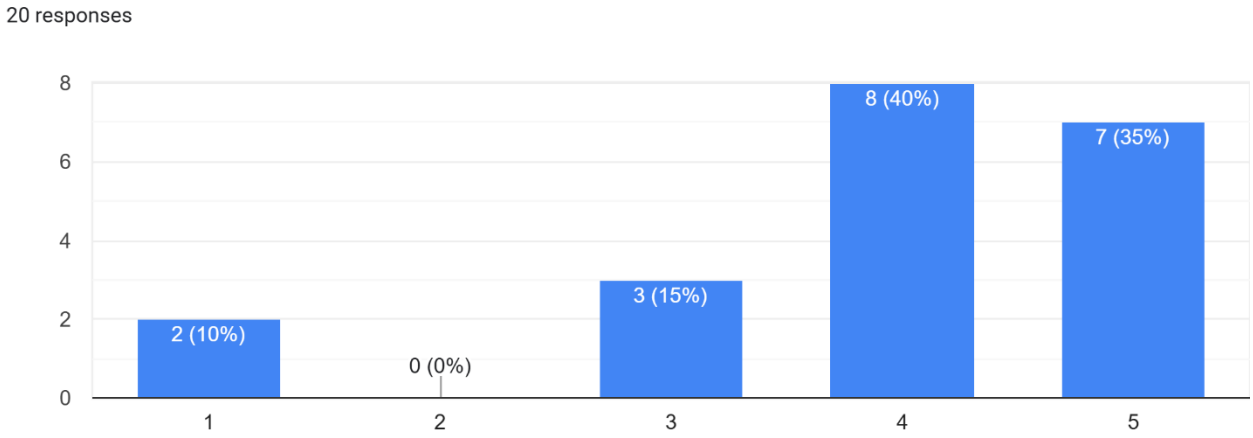


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9. Bạn có biết đến chương trình học bổng, chương trình hỗ trợ hay chương trình nào được thiết kế để hỗ trợ sinh viên thiểu số khi bước vào lực lượng lao động không? (Are you familiar with any scholarships, fellowships, or programs designed to support minority students entering the workforce?)



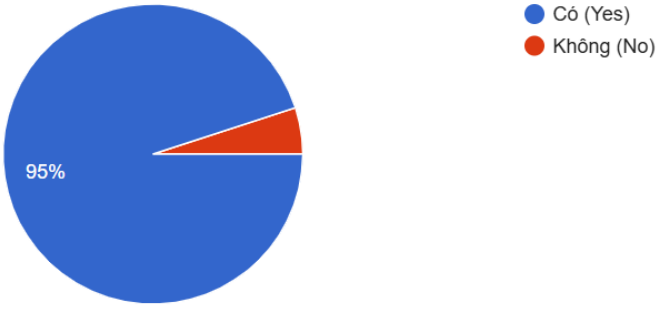
10. Tôi cảm thấy thoải mái khi giao lưu với các chuyên gia bên ngoài cộng đồng hoặc vòng tròn xã hội của mình. Vui lòng cho biết mức độ đồng ý của bạn. (I feel comfortable networking with professionals outside my immediate community or social circle. Please indicate your level of agreement.



1= Hoàn toàn không đồng ý (Strongly disagree)
2= Không đồng ý (Disagree)
3= Không có ý kiến (Neither agree nor disagree)
4= Đồng ý (Agree)
5= Hoàn toàn đồng ý (Strongly agree)

11. Bạn đã cân nhắc đến việc tham gia các hiệp hội chuyên môn hoặc tổ chức sinh viên thúc đẩy sự đa dạng trong lĩnh vực bạn quan tâm chưa? (Have you considered joining professional associations or student organizations that promote diversity in your field of interest?)

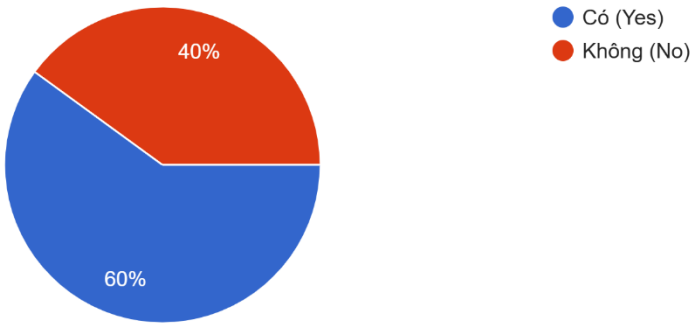
20 responses



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12. Bạn đã nghiên cứu các công ty có sáng kiến mạnh mẽ về đa dạng và hòa nhập chưa? (Have you researched companies with strong diversity and inclusion initiatives?)

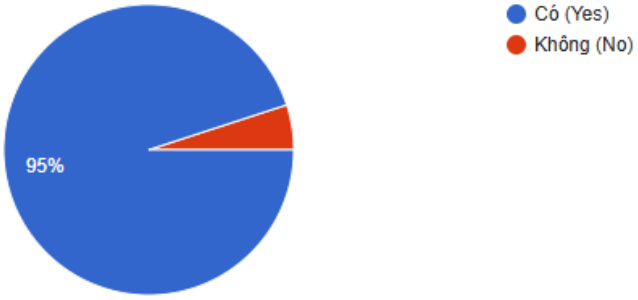
20 responses



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13. Trong quá trình học, bạn đã tìm hiểu các cơ hội thực tập, chương trình trải nghiệm làm việc hoặc cơ hội tình nguyện có thể mang lại cho bạn kinh nghiệm liên quan chưa? (Have you explored internship, work experience during studies or volunteer opportunities that could give you relevant experience?)

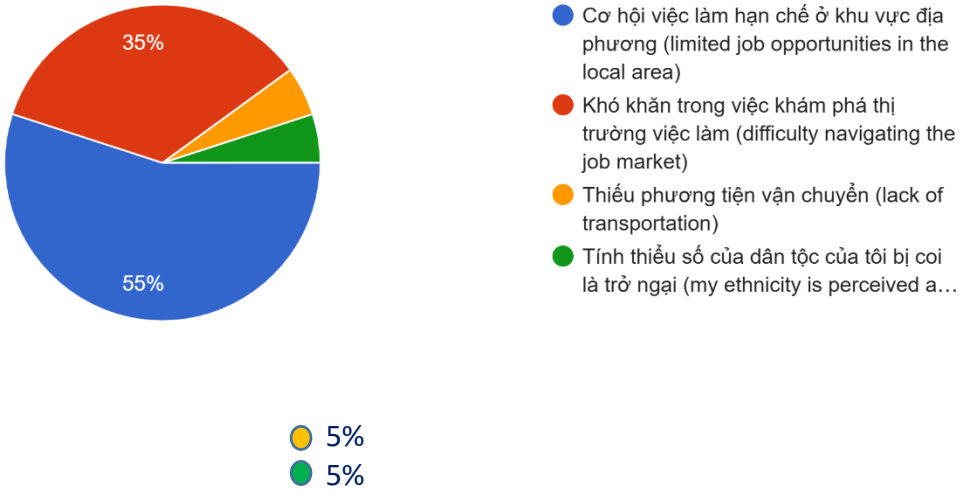
20 responses



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14. Vui lòng cho biết những rào cản có thể xảy ra đối với việc làm (Please identify possible barriers to employment):

20 responses

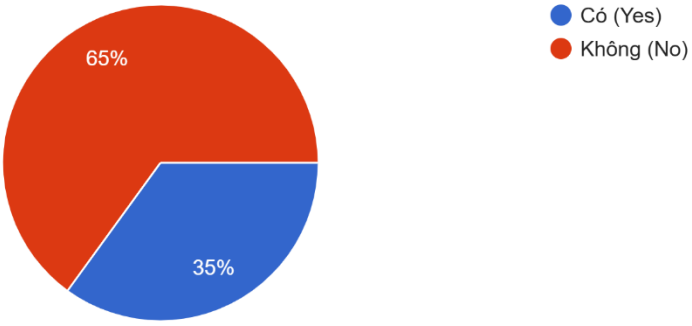


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15. Nền tảng văn hóa của bạn có ảnh hưởng đến sự lựa chọn nghề nghiệp của bạn không? (Does your cultural background influence your choice of career path?)

20 responses



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16. Bạn có dự định tiếp tục phát triển kỹ năng và kiến thức chuyên môn của mình sau khi tốt nghiệp không? (Do you plan to continue developing your professional skills and knowledge after graduation?)

20 responses



HANOI UNIVERSITY STUDENTS FOCUS GROUP

The third Focus Group has been organized at Hanoi University, in occasion of the meeting held on 24 and 25 of March 2026.

The Focus Group was organized by the hosting organisation inviting the students.

In the inception phase, a number of 53 students belonging to ethnic minority groups take part. Almost half of them (47.3%) belongs to the Group 48 “Tày”, following group 35 “Muòng” with 20% and Thái group 49 with 7.3% of respondents.

Majority of participants is represented by female; generally, the female is the majority of students at Hanoi University and the female participate at 83.6%.

During the meeting, the moderator shared with the participants 3 questions/topics to be addressed:

1) Are you satisfied with the university's career support services?
2) Which channels do you use for job searching?
3) How effective is the recruitment information provided by the Faculty/Lecturers?

The three topics are in line with the topics discussed by the youth belonging to the other two Higher Education Institutions which held the focus group sessions (Tay Nguyen University, January 2025 and Thai Nguyen University, September 2025).

The students reply transcripts are the following:

Question: Are you satisfied with the university's career support services?

- **Student 1 (S1):** Satisfied. The university’s diverse partner network provides unique internship and exchange opportunities in Italy and the USA. For domestic roles, Academic Advisors provide great support via Zalo, and the *FMT Connections* page is a helpful resource.
- **Student 2 (Junior):** The "Neutral" survey results stem from a lack of proactivity among students. The university should enhance communication via Facebook and TikTok to ensure internship programs (like the one in Italy) reach more students beyond word-of-mouth.

- **S1 (Follow-up):** Suggested creating dedicated Zalo groups for direct updates. Note: Using TikTok might increase competition from external students due to its broad reach.
- **Student 3 (Freshman):** Currently focusing on language studies and has not yet explored job opportunities.
- **S1 (Follow-up):** Advised starting early. While heavy workloads and lack of confidence are barriers for freshmen, starting from the second year is ideal to build momentum for entering the labour market.
- **Student 4 (Junior):** Regrets not working sooner. Real-world experience builds the confidence and skills needed to apply for major-related positions later on.
- **Student 5 (Junior):** Worked in restaurants (1 year) and hotels (2 months) for financial independence and career orientation. Learned that a supportive work environment and good colleagues are often more important than the starting salary.
- **Student 6:** Feels academically unready and prefers to focus on achieving good grades during the first year.
- **Student 7:** Struggles with work-study balance. Tourism roles are physically demanding during peak seasons, leading to burnout and stress from management. Suggested seeking employers who offer flexible schedules for students.
- **Student 8 (Freshman):** Tried service jobs but had to quit due to high KPIs and the overwhelming freshman academic workload.
- **S7 (Follow-up):** Has held 4-5 different jobs, which helped bridge the gap between classroom theory and practical application.
- **S5 (Follow-up):** Tried a Tour Sales role but found it unsuitable due to KPI pressure. However, it taught valuable negotiation skills and patience. Realized that an initial mismatch might be with a specific role, not the entire industry.

Question: Which channels do you use for job searching?

- **Student 9:** Through personal acquaintances, Facebook groups, and university-recommended posts (e.g., tutoring groups).
- **Student 10 (Junior):** Has not worked yet due to communication anxiety. If searching, would prefer online recruitment websites.

- **Ms. Thao (Lecturer):** Encouraged student 10 to step out of their comfort zone. Instead of choosing roles that fit an introverted personality, start with online work, then connect with energetic peers to transition into direct roles and overcome personal weaknesses.
- **Student 11:** Through relatives, friends, and the HANU Job Fair.
- **Student 12 (Senior):** Did online work in years 2 and 3. By year 4, moved to referral-based roles (e.g., parents of students). Gained insight into the employer's perspective on profit and productivity while assisting a small business with recruitment.
- **Student 13:** First job via a friend, followed by Facebook/Website searches. Uses personal networks to find better-fitting roles if the current one is unsatisfactory.
- **Student 6 (Follow-up):** Highly independent. Uses major recruitment websites and Facebook ads. Currently a hotel receptionist found via social media. Has not considered Job Fairs at other universities.

Question: How effective is the recruitment information provided by the Faculty/Lecturers?

- **Student 14:** Notices the information, but the job requirements often conflict with the academic timetable.
- **Student 15 (Freshman):** Currently only monitors academic and exam schedules.
- **Student 16:** Follows the Faculty and Student Affairs pages but finds the job listings lack variety. There is an over-concentration on Hospitality, while students desire more diverse roles within the broader Tourism sector.

As main conclusions that we can underline following the students' feedback: some students are keen to have available more communication tolls, for example Tik-Tok to spread internship opportunities; other students does not agree with such initiative due to possibility of increasing competition from external students, due to its broad space-cover.

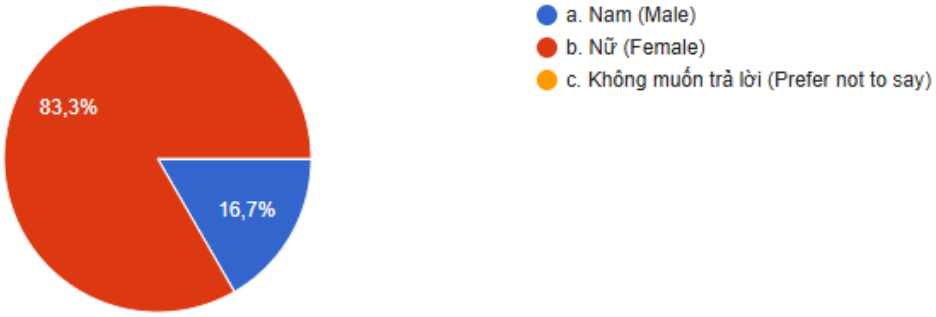
Some Junior students suggested that initiatives to overlap barriers, like financial limitation, self-confident, introvert personality and/or communication anxiety are appreciated and should represent a policy for belonging institution.

Advice from experiences teachers is that they can start with some online jobs, than connect with "energetic" peers to smooth the transition to better jobs and overcome personal weaknesses.

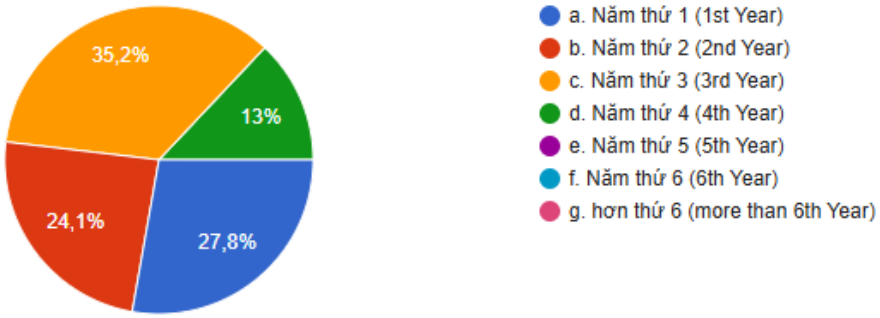
Regarding the way to find jobs, social media channels and friends/parents remain the main channels.

HANOI UNIVERSITY students' responses (inception phase)

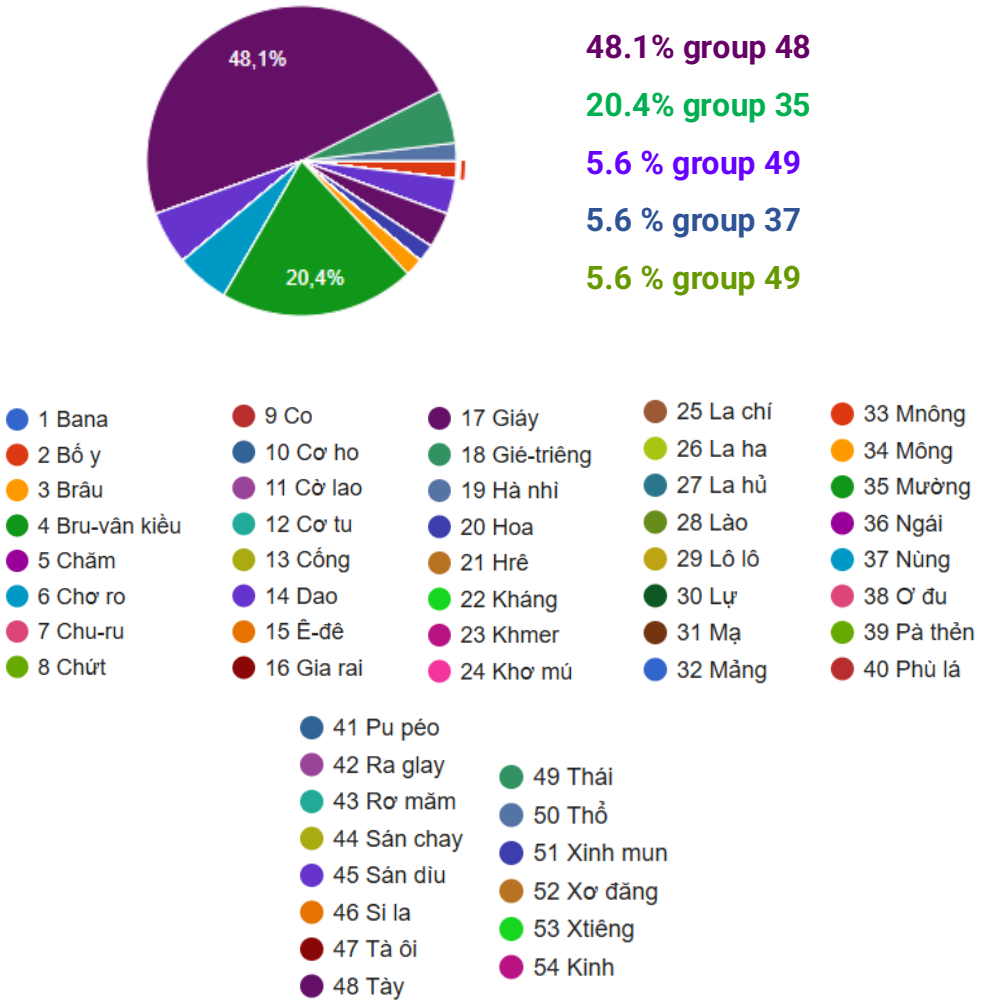
1. Xin vui lòng, cho biết giới tính của bạn (please, indicate your gender):



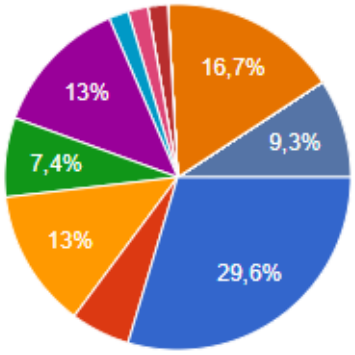
2. Hiện tại bạn là sinh viên đại học năm mấy? (Which year are you in University now?)



3. Bạn là dân tộc thiểu số nào? (Select your ethnic group):



4. Tôi muốn tìm được việc làm trong những lĩnh vực kinh tế sau đây (I would like to find a job in the following economic sector)



29.6% group "a": Khoa học giáo dục và đào tạo giáo viên (Educational and training science)

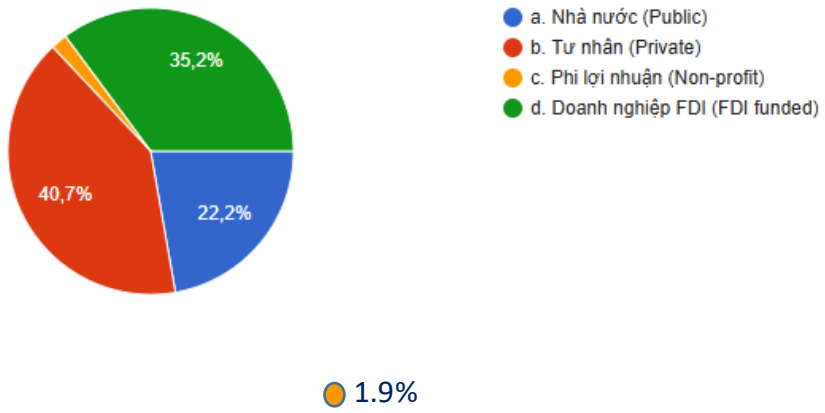
16.7% group "o": Du lịch, Khách sạn, Thể thao và Dịch vụ Cá nhân (Tourism, Hospitality, Sport and Personal Services)

13.0% group "e": Kinh doanh và Quản lý (Business and Administrative studies)

13.0% group "c": Nhân văn (Humanity)

a. Khoa học giáo dục và đào tạo giáo viên (Educational and training science)
b. Nghệ thuật (Arts)
c. Nhân văn (Humanity)
d. Báo chí và thông tin (Journalism and information)
e. Kinh doanh và Quản lý (Business and Administrative studies)
f. Pháp luật (Law)
g. Khoa học sự sống và khoa học tự nhiên (Life and natural sciences)
h. Toán học và thống kê (Mathematics and statistics)
i. Khoa học máy tính và công nghệ thông tin (Computer science and information technology)
j. Khoa học kỹ thuật và công nghệ (Technical sciences and technology)
k. Sản xuất và chế biến (Manufacturing and processing)
l. Kiến trúc và xây dựng (Architecture and construction)
m. Nông, lâm nghiệp và thủy sản (Agriculture, forestry and fisheries)
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q. Môi trường và bảo vệ môi trường (Environment and protection)
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s. Khác (Others)

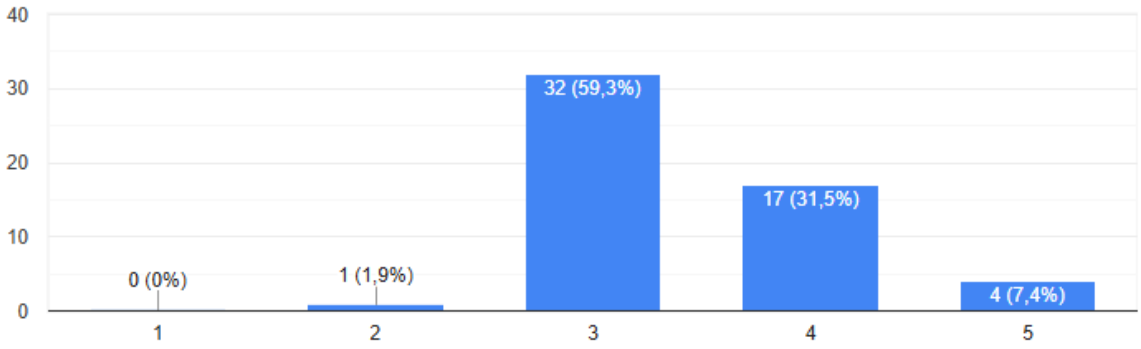
5. Tôi muốn tìm được việc làm trong các tổ chứ (I would like to find a job in an organisation):



1.9%

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6. Mức độ hài lòng của bạn về chất lượng và việc sử dụng các dịch vụ nghề nghiệp (văn phòng việc làm) và bảng thông báo tuyển dụng của trường đại học? (How satisfied are you by usability university career services (job office) and job boards?)

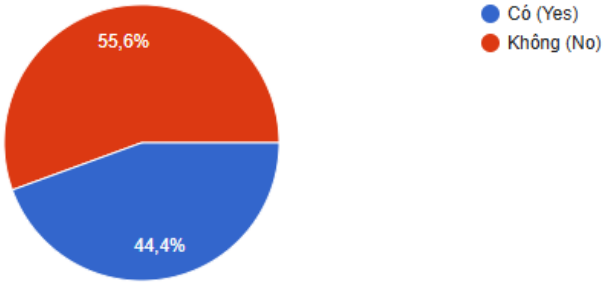


1= Very dissatisfied **2= Dissatisfied** **3= Neutral** **4= Satisfied** **5= Very satisfied**

1: Rất không hài lòng **2: Không hài lòng** **3: Bình thường** **4: Hài lòng** **5: Rất hài lòng**

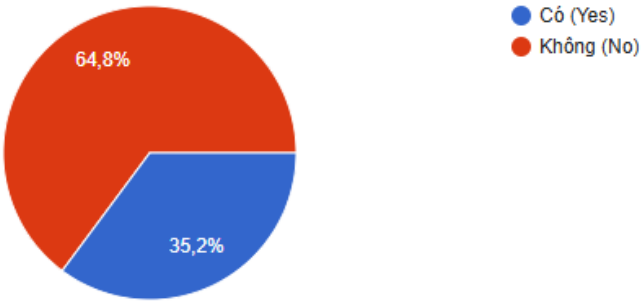
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7. Bạn có được tiếp cận với những người hướng dẫn, đặc biệt là những người có cùng nền tảng? (Do you have access to mentors, particularly those who share a similar background?)



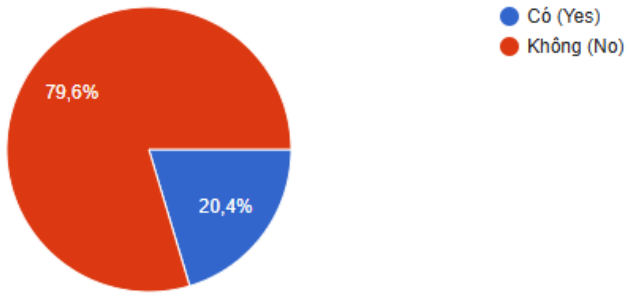
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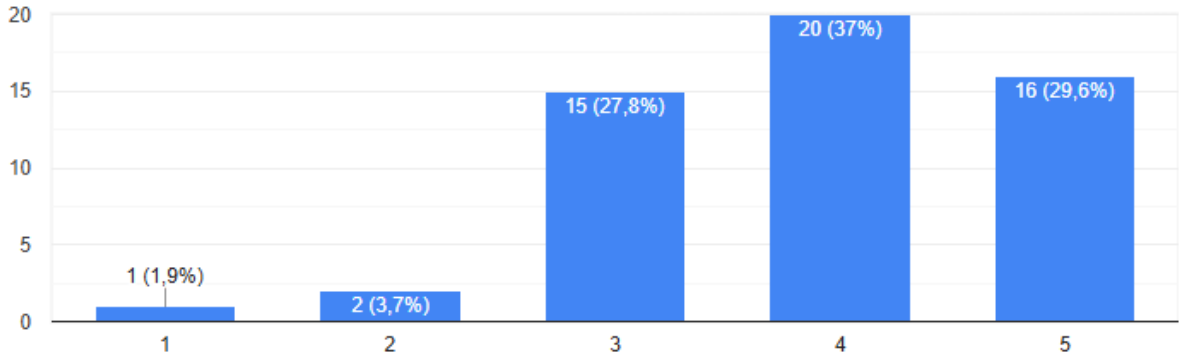
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9. Bạn có biết đến chương trình học bổng, chương trình hỗ trợ hay chương trình nào được thiết kế để hỗ trợ sinh viên thiểu số khi bước vào lực lượng lao động không? (Are you familiar with any scholarships, fellowships, or programs designed to support minority students entering the workforce?)



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10. Tôi cảm thấy thoải mái khi giao lưu với các chuyên gia bên ngoài cộng đồng hoặc vòng tròn xã hội của mình. Vui lòng cho biết mức độ đồng ý của bạn. (I feel comfortable networking with professionals outside my immediate community or social circle. Please indicate your level of agreement.



1= Hoàn toàn không đồng ý (Strongly disagree)

2= Không đồng ý (Disagree)

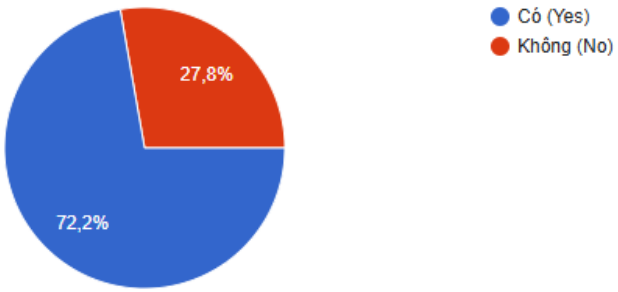
3= Không có ý kiến (Neither agree nor disagree)

4= Đồng ý (Agree)

5= Hoàn toàn đồng ý (Strongly agree)

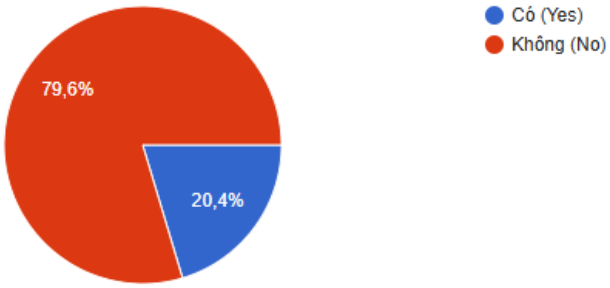
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11. Bạn đã cân nhắc đến việc tham gia các hiệp hội chuyên môn hoặc tổ chức sinh viên thúc đẩy sự đa dạng trong lĩnh vực bạn quan tâm chưa? (Have you considered joining professional associations or student organizations that promote diversity in your field of interest?)



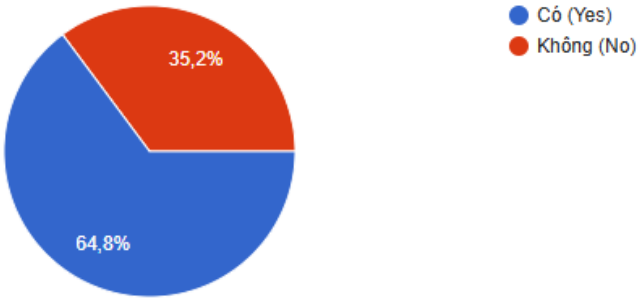
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12. Bạn đã nghiên cứu các công ty có sáng kiến mạnh mẽ về đa dạng và hòa nhập chưa? (Have you researched companies with strong diversity and inclusion initiatives?)



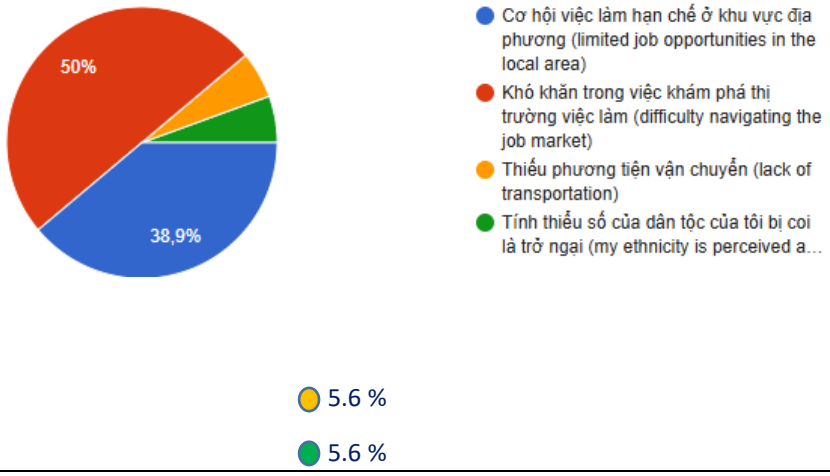
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13. Trong quá trình học, bạn đã tìm hiểu các cơ hội thực tập, chương trình trải nghiệm làm việc hoặc cơ hội tình nguyện có thể mang lại cho bạn kinh nghiệm liên quan chưa? (Have you explored internship, work experience during studies or volunteer opportunities that could give you relevant experience?)



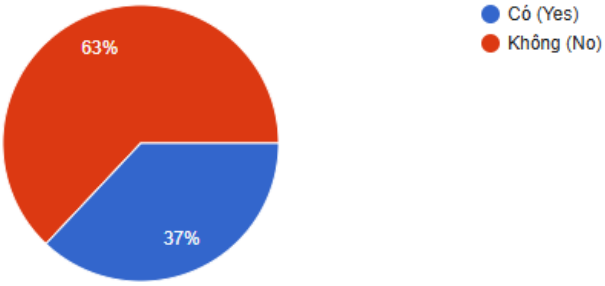
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14. Vui lòng cho biết những rào cản có thể xảy ra đối với việc làm (Please identify possible barriers to employment):



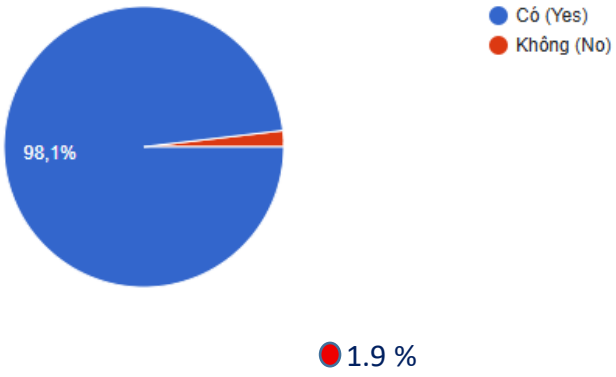
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15. Nền tảng văn hóa của bạn có ảnh hưởng đến sự lựa chọn nghề nghiệp của bạn không? (Does your cultural background influence your choice of career path?)



---

16. Bạn có dự định tiếp tục phát triển kỹ năng và kiến thức chuyên môn của mình sau khi tốt nghiệp không? (Do you plan to continue developing your professional skills and knowledge after graduation?)



NHA TRANG UNIVERSITY STUDENTS FOCUS GROUP

The fourth Focus Group was organized and held at Nha Trang University, in occasion of the meeting held on 3-4 of September 2026.

1.The Office of External Cooperation welcomed the attendees and introduced the participants, including representatives of the Office of External Cooperation, the Office of Student Affairs, and 10 ethnic minority students taking part in the focus group. The chair briefly outlined the purpose of the session: (i) to share the results of the previous survey of ethnic minority students conducted under the EMSIV project (WP3); and (ii) to gather further in-depth feedback from the 10 participating students through a focus group discussion.

2. Presentation of the Results of the Survey of 20 NTU Ethnic Minority Students

The Office of External Cooperation presented the results of the earlier survey of 20 ethnic minority students conducted at Nha Trang University (NTU) under the EMSIV project, Work Package 3 – Transfer of EU Good Practices on the Inclusion and Employability of Ethnic Minority Groups. The key findings presented were as follows:

- Students involvement: 46.7% male, 53.3% female.
- Year of enrolment of respondents: Year 1: 20%; Year 2: 46.7%; Year 3: 33.3%.
- Ethnic composition of respondents: Cham 60%; Raglai 20%; Tay 13.3%; Nung 6.7%.
- Job preferences: FDI enterprises 53.3%; state sector 33.3%; private sector 13.3%; non-profit sector 0%.
- Students' satisfaction by usability university career services and job boards (on a scale of 1 = very dissatisfied to 5 = very satisfied): level 1: 6.7%; level 2: 0%; level 3 (neutral): 20%; level 4 (satisfied): 33.3%; level 5 (very satisfied): 40%. Overall, the majority of students reported being satisfied to very satisfied (73.3%).
- Awareness of job platforms that help connect students with employers committed to diversity and inclusion: 53.3% aware, 46.7% not aware.
- Influence of cultural/ethnic factors on career choice: 20% reported an influence, 80% reported none.
- Willingness to continue learning and developing professional skills and knowledge after graduation: 100%.

Attendees discussed the findings and agreed that the previous survey showed ethnic minority students to be generally satisfied with the university's career support services, with a preference for FDI enterprises. Most respondents felt that cultural/ethnic factors had little influence on their career choices, and 100% expressed willingness to continue upgrading their skills after graduation. These findings provided the basis for proceeding with the focus group discussion with the 10 students present, aimed at further clarifying three key areas: satisfaction levels, job-search channels, and the effectiveness of recruitment information provided by faculties/lecturers.

3. Focus Group Discussion – Questions for the 10 Participating Students

Ms. Tran Thi Thuy Duong - the Office of Student Affairs posed three questions in turn to the group of 10 participating students. The questions and a summary of the responses are recorded below.

Question 1: Are you satisfied with the university's career support services?

All 10 out of 10 students reported being satisfied or very satisfied, with no dissenting views. Students spoke positively of the university's career support centre and its regular, practical career counselling sessions and job fairs, and acknowledged the university's role in connecting students with employers, which makes it easier for students to access the labour market.

Question 2: What channels have you used to search for jobs?

Students reported using a combination of several job-search channels. The most common was social media (mainly Facebook, with some also using TikTok), followed by specialised online recruitment platforms (TopCV, VietnamWorks, Vnjobs), the university's official fanpage/website and information from their faculties, and referrals from friends, family, and lecturers. Many students noted that using multiple channels in combination allowed them to compare opportunities before applying.

Question 3: How effective is the recruitment information provided by faculties/lecturers?

Most students rated the recruitment information provided by faculties/lecturers as effective or very effective, as it is closely aligned with their field of study, is highly reliable, and helps students understand job requirements so they can adapt quickly once employed. Some students suggested that this information could be further diversified and updated more frequently to enhance its effectiveness.

4. Summary of Findings

Based on the feedback collected, the meeting agreed on the following summary points:

- Students expressed consistently positive views of the university's career support services, with no negative feedback recorded within the survey group.
- Social media, particularly Facebook, is the primary job-search channel, used alongside official channels from the university and professional recruitment platforms.
- Recruitment information from faculties/lecturers is regarded as a reliable and highly relevant channel, playing an important role alongside informal channels.
- The main area for improvement lies in the diversity and frequency of recruitment information updates, rather than in the quality of existing services.

Regarding recommendations, the meeting agreed to propose the following:

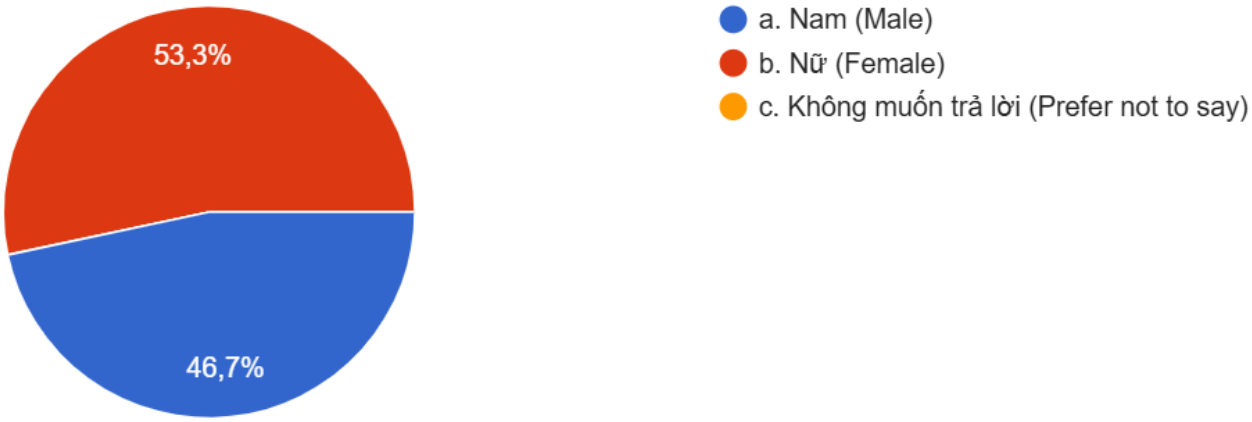
- Maintain and expand existing career counselling activities and job fairs;
- Increase the frequency and diversify the sources of recruitment information provided by faculties/lecturers, incorporating social media channels;
- Encourage faculties to establish official recruitment information channels on social media platforms to reach students more effectively;
- Continue strengthening cooperation between the university and enterprises to expand employment opportunities for students.



Focus group results

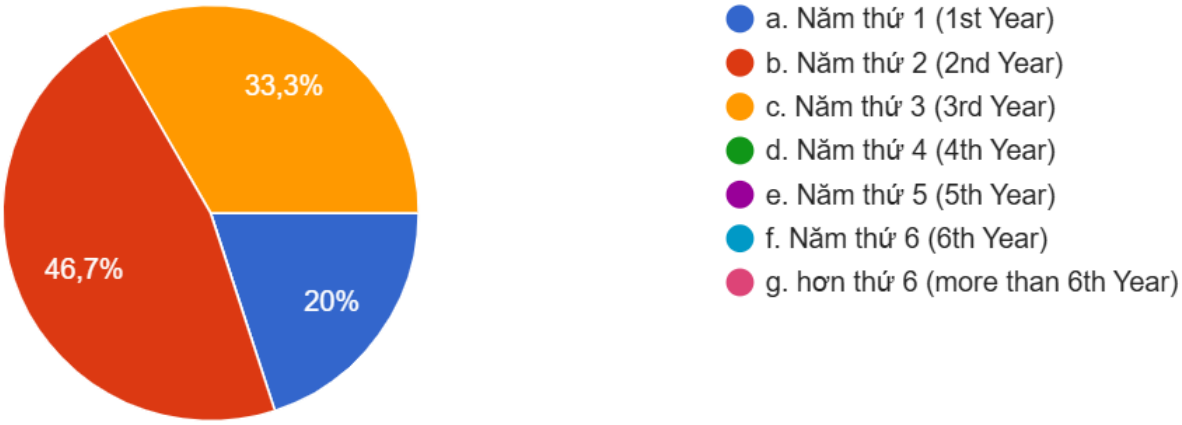
NHA TRANG UNIVERSITY students' responses (inception phase)

1. Xin vui lòng, cho biết giới tính của bạn (please, indicate your gender):



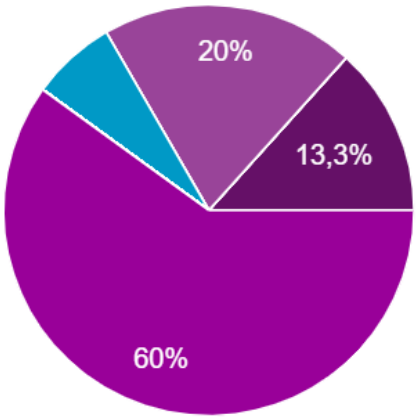
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2. Hiện tại bạn là sinh viên đại học năm mấy? (Which year are you in University now?)



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3. Bạn là dân tộc thiểu số nào? (Select your ethnic group):



60.0% - group 5

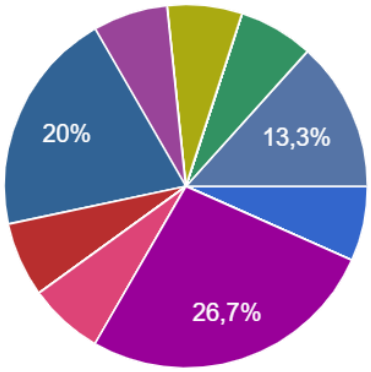
20..0% - group 42

13.3% - group 48

6.7% - group 37

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

4. Tôi muốn tìm được việc làm trong những lĩnh vực kinh tế sau đây (I would like to find a job in the following economic sector)



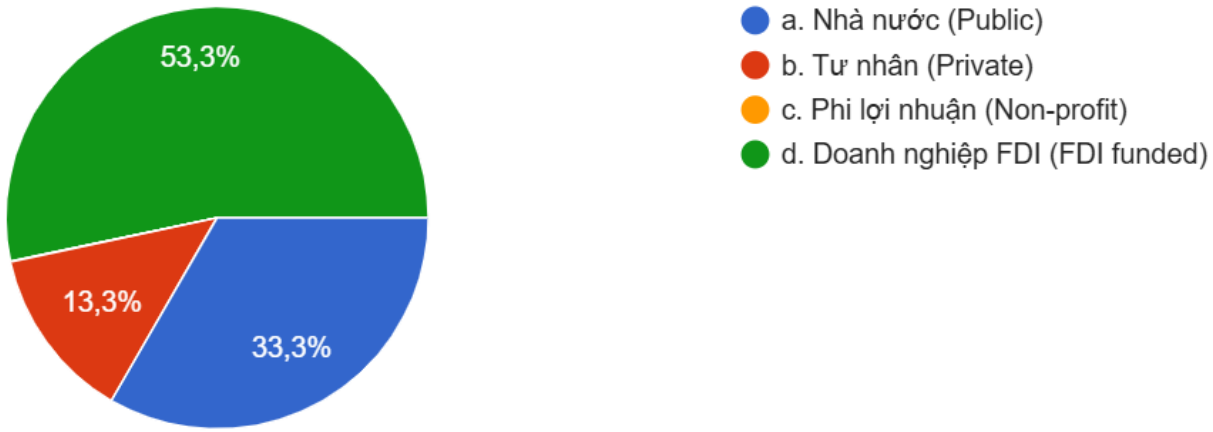
26.7% group "e": Kinh doanh và Quản lý (Business and Administrative studies)

20.0% group "j":Khoa học kỹ thuật và công nghệ (Technical sciences and technology)

13.0% group "s": Khác (Others)

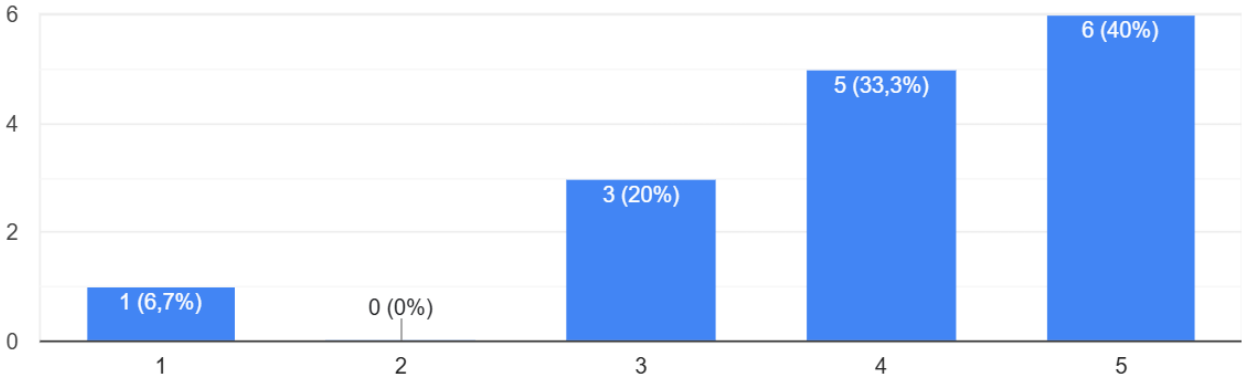
a. Khoa học giáo dục và đào tạo giáo viên (Educational and training science)
b. Nghệ thuật (Arts)
c. Nhân văn (Humanity)
d. Báo chí và thông tin (Journalism and information)
e. Kinh doanh và Quản lý (Business and Administrative studies)
f. Pháp luật (Law)
g. Khoa học sự sống và khoa học tự nhiên (Life and natural sciences)
h. Toán học và thống kê (Mathematics and statistics)
i. Khoa học máy tính và công nghệ thông tin (Computer science and information technology)
j. Khoa học kỹ thuật và công nghệ (Technical sciences and technology)
k. Sản xuất và chế biến (Manufacturing and processing)
l. Kiến trúc và xây dựng (Architecture and construction)
m. Nông, lâm nghiệp và thủy sản (Agriculture, forestry and fisheries)
n. Thuốc thú y và sức khỏe (Veterinary medicine and health)
o. Du lịch, Khách sạn, Thể thao và Dịch vụ Cá nhân (Tourism, Hospitality, Sport and Personal Services)
p. Dịch vụ vận tải (Transportation services)
q. Môi trường và bảo vệ môi trường (Environment and protection)
r. An ninh, quốc phòng (Security and national defence)
s. Khác (Others)

5. Tôi muốn tìm được việc làm trong các tổ chứ (I would like to find a job in an organisation):



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6. Mức độ hài lòng của bạn về chất lượng và việc sử dụng các dịch vụ nghề nghiệp (văn phòng việc làm) và bảng thông báo tuyển dụng của trường đại học? (How satisfied are you by usability university career services (job office) and job boards?)

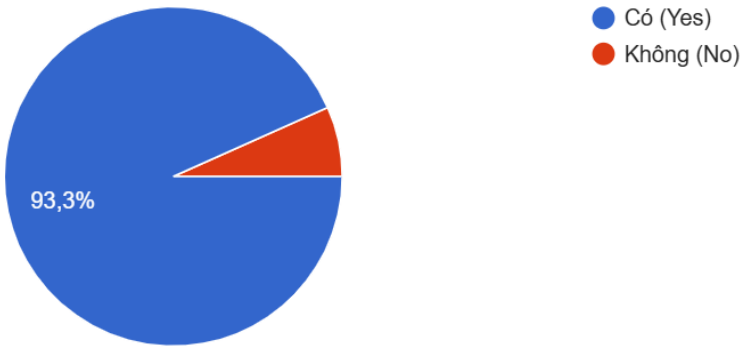


1= Very dissatisfied 2= Dissatisfied 3= Neutral 4= Satisfied 5= Very satisfied

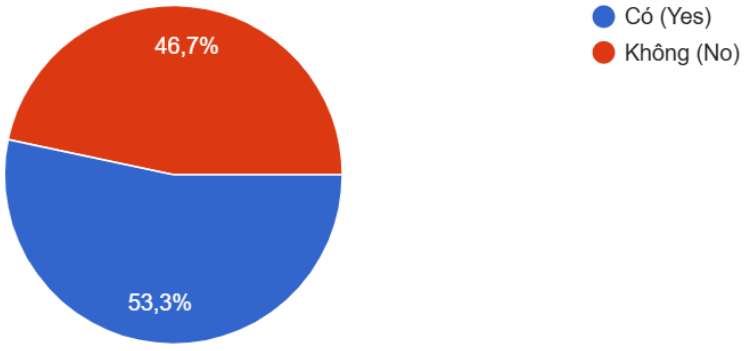
1: Rất không hài lòng 2: Không hài lòng 3: Bình thường 4: Hài lòng 5: Rất hài lòng

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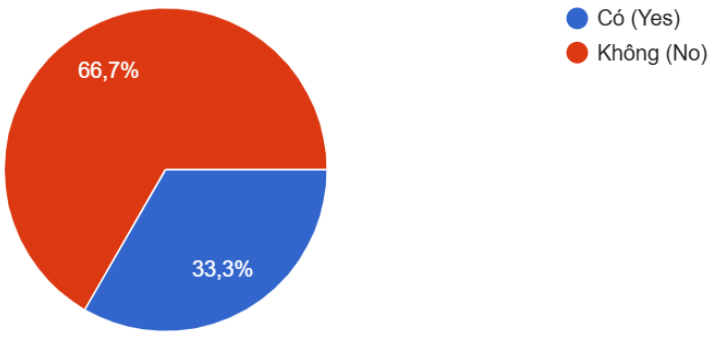
7. Bạn có được tiếp cận với những người hướng dẫn, đặc biệt là những người có cùng nền tảng? (Do you have access to mentors, particularly those who share a similar background?)



8. Bạn có biết nền tảng tìm kiếm việc làm nào hữu ích để tìm các công ty cam kết về tính đa dạng và hòa nhập không? (Did you know any job search platforms helpful for finding companies committed to diversity and inclusion?)

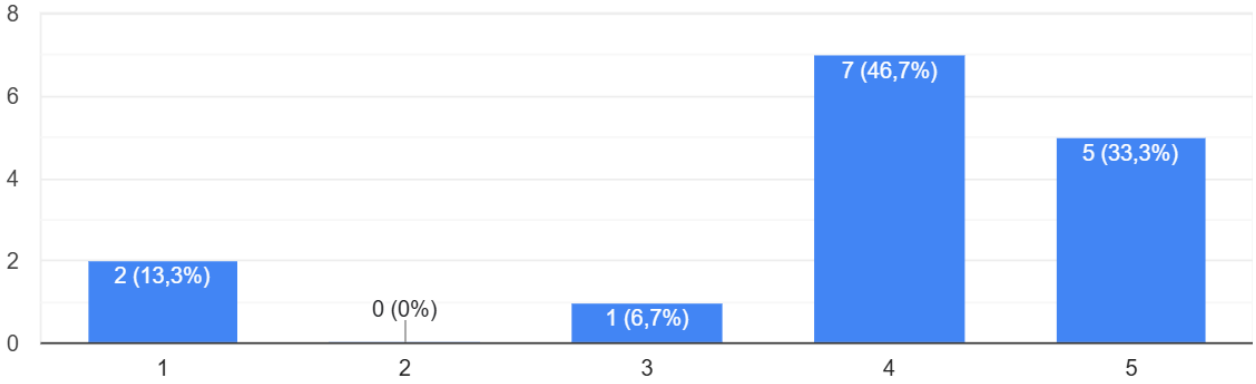


9. Bạn có biết đến chương trình học bổng, chương trình hỗ trợ hay chương trình nào được thiết kế để hỗ trợ sinh viên thiểu số khi bước vào lực lượng lao động không? (Are you familiar with any scholarships, fellowships, or programs designed to support minority students entering the workforce?)



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10. Tôi cảm thấy thoải mái khi giao lưu với các chuyên gia bên ngoài cộng đồng hoặc vòng tròn xã hội của mình. Vui lòng cho biết mức độ đồng ý của bạn. (I feel comfortable networking with professionals outside my immediate community or social circle. Please indicate your level of agreement.



1= Hoàn toàn không đồng ý (Strongly disagree)

2= Không đồng ý (Disagree)

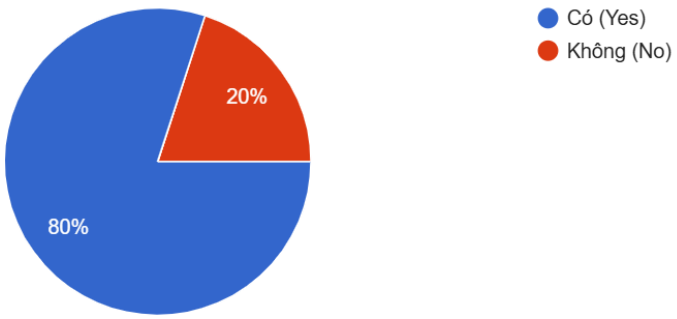
3= Không có ý kiến (Neither agree nor disagree)

4= Đồng ý (Agree)

5= Hoàn toàn đồng ý (Strongly agree)

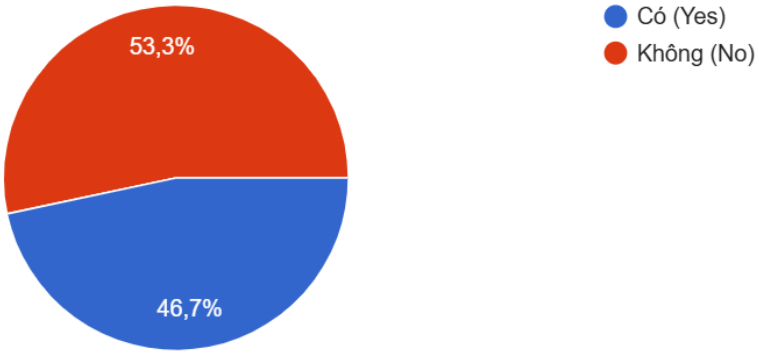
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11. Bạn đã cân nhắc đến việc tham gia các hiệp hội chuyên môn hoặc tổ chức sinh viên thúc đẩy sự đa dạng trong lĩnh vực bạn quan tâm chưa? (Have you considered joining professional associations or student organizations that promote diversity in your field of interest?)



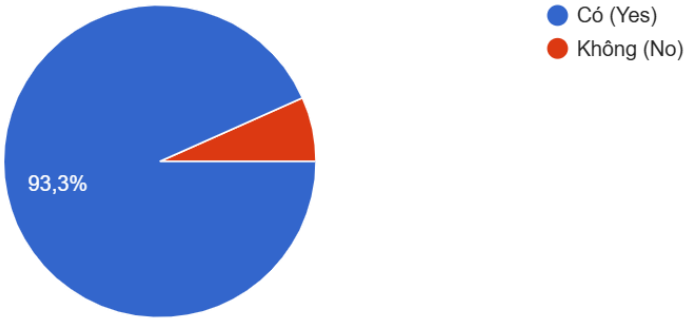
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12. Bạn đã nghiên cứu các công ty có sáng kiến mạnh mẽ về đa dạng và hòa nhập chưa? (Have you researched companies with strong diversity and inclusion initiatives?)



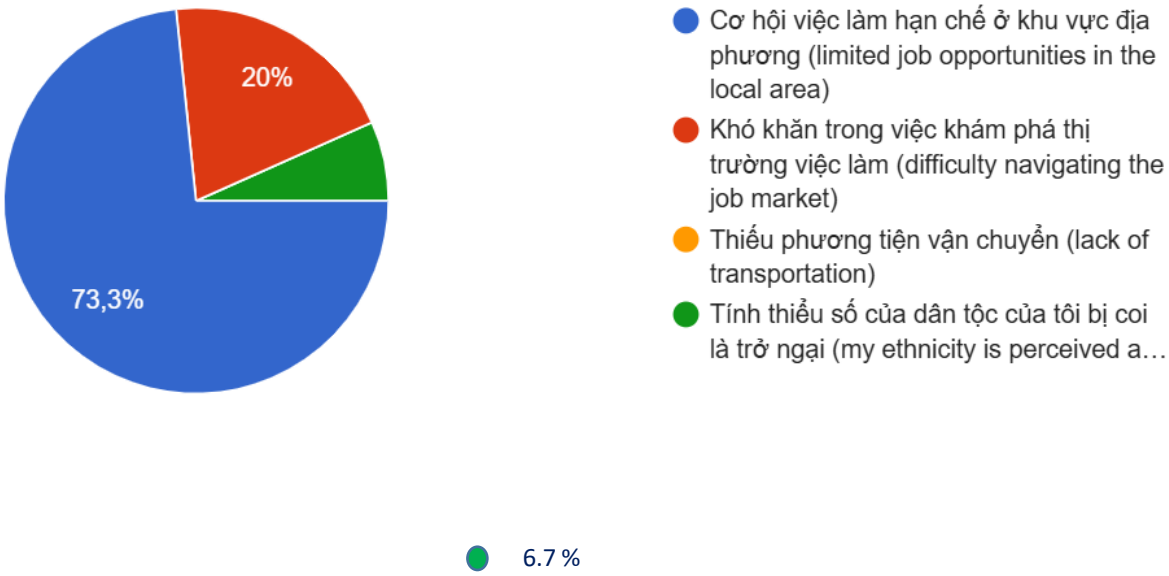
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13. Trong quá trình học, bạn đã tìm hiểu các cơ hội thực tập, chương trình trải nghiệm làm việc hoặc cơ hội tình nguyện có thể mang lại cho bạn kinh nghiệm liên quan chưa? (Have you explored internship, work experience during studies or volunteer opportunities that could give you relevant experience?)



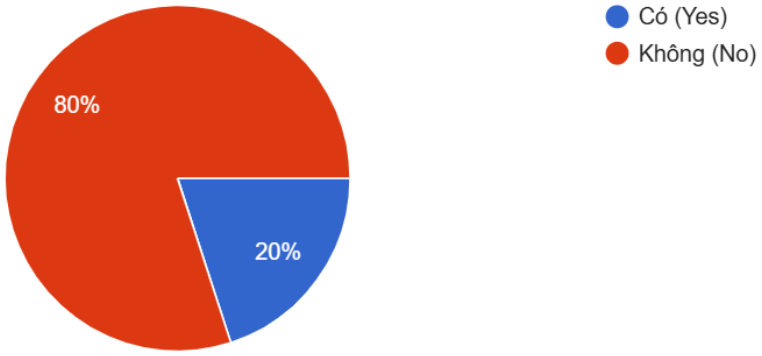
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14. Vui lòng cho biết những rào cản có thể xảy ra đối với việc làm (Please identify possible barriers to employment):



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15. Nền tảng văn hóa của bạn có ảnh hưởng đến sự lựa chọn nghề nghiệp của bạn không? (Does your cultural background influence your choice of career path?)



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16. Bạn có dự định tiếp tục phát triển kỹ năng và kiến thức chuyên môn của mình sau khi tốt nghiệp không? (Do you plan to continue developing your professional skills and knowledge after graduation?)



CONCLUSIONS

Integrating **graduate employability in Vietnam** with the focus on **ethnic minority groups** bridges two highly discussed socio-economic themes.

In Vietnam, while the labour market is growing robustly, the youth unemployment rate stays elevated (nearly 8.4% nationally and 11.3% in urban areas) because employers heavily favour experienced hires or demand highly localized, adaptive skills. For ethnic minority graduates—often coming from regional or mountainous areas—this creates a dual challenge: navigating an increasingly competitive, digitalizing job market while trying to bridge regional skill gaps.

This report underscores that enhancing the employability of ethnic minority graduates in Vietnam requires a shift from universal labour strategies to a highly contextualized approach. While Vietnam's macroeconomic landscape remains dynamic, structural constraints mean that ethnic minority youth encounter unique barriers when transitioning from higher education to formal employment. The data indicates that true progress lies in empowering these graduates with job-ready technical skills that align with both regional development and the emerging digital economy. Moving forward, policymakers and educational institutions must increase the cooperation to build localized employment ecosystems. Designing targeted vocational pipelines and supporting cultural adaptability will ensure that Vietnam's economic boom becomes genuinely inclusive of its diverse communities.

As companies increasingly prioritize digitalisation and previous workplace experience, regional graduates face an uneven playing field. However, employers in developing regions heavily value specific contextual attributes: resilience, continuous self-learning, and community empathy. Bridging the current employability gap will require corporate Vietnam to look beyond traditional recruitment hubs. By investing in tailored career guidance, expanding regional internship initiatives, and actively dismantling structural biases, enterprises can tap into a deeply resilient and underutilized talent pool.

Securing sustainable employment for ethnic minority graduates is a critical, yet unresolved, milestone in Vietnam's development strategy. While affirmative action has successfully increased educational access, the transition into the high-skilled labour market remains disproportionately difficult. To move the needle, we must shift focus from simple graduation rates to long-term employability metrics.

Immediate priorities, emerged from the focus groups organized in the framework of EMSIV Project involving students, experts of Higher Education Institutions involved in activities related to the path of ethnic minority students, as well as listening the voices of former students, must include expanding targeted technical training, establishing direct university-to-enterprise pipelines in mountainous provinces, and fostering localized job creation. Implementing these measures will maximize Vietnam's talent boom while driving equitable economic growth with a higher valorisation of human and social capital represented by the ethnic minority groups.

In addition to the student-led discussions, the European partners of the Project provided a broader perspective by presenting various policies and initiatives implemented in the EU countries. These efforts aim to foster greater access to education and employment opportunities for minorities, with an emphasis on inclusivity and equal opportunities. The exchange of experiences and ideas between students, university representatives, business representatives who attended the meetings and academics led to a richer understanding of the complexities surrounding the inclusion of ethnic minorities in higher education and their transition to labour market.

Annex I - questionnaire

Focus group on EU best practices' transferability (WP3.2)

Inception phase – preparation for focus group

This questionnaire is part of the inception phase for the focus group with students belonging to ethnic minorities group.

The questionnaire results will represent the baseline for the discussion with the students.

Đại học đang tham gia vào một dự án quốc tế Erasmus + do Liên minh châu Âu đồng tài trợ, nhằm mục đích nâng cao năng lực việc làm cho sinh viên, với các đơn vị thụ hưởng chính là 4 trường Đại học tại Việt Nam. Để thực hiện dự án này, ý kiến đóng góp của bạn rất cần thiết. Trong bảng câu hỏi không có câu trả lời đúng hay sai và dữ liệu được thu thập sẽ được ẩn danh. Các dữ liệu cá nhân (ví dụ: giới tính, tuổi tác) sẽ chỉ được trình bày dưới dạng số liệu thống kê tổng hợp ẩn danh. Việc cung cấp dữ liệu là hoàn toàn tình nguyện và bạn có thể dừng khảo sát bất cứ lúc nào. Tuy nhiên, chúng tôi rất mong muốn sự hợp tác từ bạn để đóng góp cho sự thành công của dự án này.
Trọng tâm của chúng tôi là biết ý kiến của bạn dựa trên kinh nghiệm cá nhân của bạn.
Tôi đã đọc và hiểu thông tin trong phần giới thiệu.
Cảm ơn sự hợp tác của bạn!

The University is participating in an international Erasmus+ project co-funded by the European Union, which aims to improve the employability of students, with the main beneficiaries being 4 Universities in Vietnam. To carry out this project, your input is essential. In the questionnaire there are no right or wrong answers and the data collected will be anonymous. Personal data (e.g. gender, age) will only be presented as anonymous aggregate statistics. Providing data is completely voluntary and you can stop the survey at any time. However, we look forward to your cooperation to contribute to the success of this project.
Our focus is to know your opinion based on your personal experience.
I have read and understood the information in the introduction.
Thank you for your cooperation!

General information

Thông tin chung

1. **Xin vui lòng, cho biết giới tính của bạn** (please, indicate your gender)
   a. Nam (Male)
   b. Nữ (Female)
   c. Không muốn trả lời (Prefer not to say)

2. **Hiện tại bạn là sinh viên đại học năm mấy? (**Which year are you attending University now?)
   a. Năm thứ 1 (1st year)
   b. Năm thứ 2 (2nd year)
   c. Năm thứ 3 (3rd year)
   d. Năm thứ 4 (4th year)
   e. Năm thứ 5 (5th year)
   f. Năm thứ 6 (6th year)
   g. Hơn thứ 6 (more than 6th year)

3. **Bạn là dân tộc thiểu số nào?** (Select your ethnic group):

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

Understanding Student Needs and Preferences

Hiểu rõ nhu cầu và sở thích của sinh viên

4. I would like to find a job in the following economic sector

Tôi muốn tìm được việc làm trong những lĩnh vực kinh tế sau đây

a. Khoa học giáo dục và đào tạo giáo viên (Educational and training science)
b. Nghệ thuật (Arts)
c. Nhân văn (Humanity)
d. Báo chí và thông tin (Journalism and information)
e. Kinh doanh và Quản lý (Business and Administrative studies)
f. Pháp luật (Law)
g. Khoa học sự sống và khoa học tự nhiên (Life and natural sciences)
h. Toán học và thống kê (Mathematics and statistics)
i. Khoa học máy tính và công nghệ thông tin (Computer science and information technology)
j. Khoa học kỹ thuật và công nghệ (Technical sciences and technology)
k. Sản xuất và chế biến (Manufacturing and processing)
l. Kiến trúc và xây dựng (Architecture and construction)
m. Nông, lâm nghiệp và thủy sản (Agriculture, forestry and fisheries)
n. Thuốc thú y và sức khỏe (Veterinary medicine and health)
o. Du lịch, Khách sạn, Thể thao và Dịch vụ Cá nhân (Tourism, Hospitality, Sport and Personal Services)
p. Dịch vụ vận tải (Transportation services)
q. Môi trường và bảo vệ môi trường (Environment and protection)

r. An ninh, quốc phòng (Security and national defence)
s. Khác (Others)

5. I would like to find a job in an organisation:

   Tôi muốn tìm được việc làm trong các tổ chức:

   Nhà nước (Public)
   Tư nhân (Private)
   Phi lợi nhuận (Non-profit)
   Doanh nghiệp FDI (FDI funded)

Improving Job Search Resources and Exploring Barriers to Employment

Cải thiện nguồn lực tìm kiếm việc làm và phát hiện các rào cản đối với việc làm

6. How satisfied are you by the quality and utilization of the university career services (job office) and job boards?

   Mức độ hài lòng của bạn về chất lượng và việc sử dụng các dịch vụ nghề nghiệp (văn phòng việc làm) và bảng thông báo tuyển dụng của trường đại học?

1= Very dissatisfied 2= Dissatisfied 3= Neutral 4= Satisfied 5= Very satisfied

1= Rất không hài lòng, 2= Không hài lòng, 3= Bình thường, 4= Hài lòng, 5= Rất hài lòng

1	2	3	4	5

7. Do you have access to mentors, particularly those who share a similar background?

   Bạn có được tiếp cận với những người hướng dẫn, đặc biệt là những người có cùng nền tảng?

   Có (Yes)
   Không (No)

8. Do you know any job search platforms helpful for finding companies committed to diversity and inclusion?

   Bạn có biết nền tảng tìm kiếm việc làm nào hữu ích để tìm các công ty cam kết về tính đa dạng và hòa nhập không?

   Có (Yes)
   Không (No)

9. Are you familiar with any scholarships, fellowships, or programs designed to support minority students entering the workforce?

   Bạn có biết đến chương trình học bổng, chương trình hỗ trợ hay chương trình nào được thiết kế để hỗ trợ sinh viên thiểu số khi bước vào lực lượng lao động không?

   Có (Yes)
   Không (No)

10. I feel comfortable networking with professionals outside my immediate community or social circle

Tôi cảm thấy thoải mái khi giao lưu với các chuyên gia bên ngoài cộng đồng hoặc vòng tròn xã hội của mình

Please indicate your level of agreement

Vui lòng cho biết mức độ đồng ý của bạn

1= Hoàn toàn không đồng ý (Strongly disagree)
2= Không đồng ý (Disagree)
3= Không có ý kiến (Neither agree nor disagree)
4= Đồng ý (Agree)
5= Hoàn toàn đồng ý (Strongly agree)

1	2	3	4	5

11. Have you considered joining professional associations or student organizations that promote diversity in your field of interest?

    Bạn đã cân nhắc đến việc tham gia các hiệp hội chuyên môn hoặc tổ chức sinh viên thúc đẩy sự đa dạng trong lĩnh vực bạn quan tâm chưa?

    Có (Yes)
    Không (No)

12. Have you researched companies with strong diversity and inclusion initiatives?
    Bạn đã nghiên cứu các công ty có sáng kiến mạnh mẽ về đa dạng và hòa nhập chưa?

    Có (Yes)
    Không (No)

13. During your studies, have you explored internship opportunities, work experience programmes or volunteer opportunities that could give you relevant experience?

    Trong quá trình học, bạn đã tìm hiểu các cơ hội thực tập, chương trình trải nghiệm làm việc hoặc cơ hội tình nguyện có thể mang lại cho bạn kinh nghiệm liên quan chưa?

    Có (Yes)
    Không (No)

14. Please identify possible barriers to employment:

    Vui lòng cho biết những rào cản có thể xảy ra đối với việc làm:

    a. limited job opportunities in the local area
       cơ hội việc làm hạn chế ở khu vực địa phương

    b. difficulty navigating the job market
       khó khăn trong việc khám phá thị trường việc làm

    c. lack of transportation
       thiếu phương tiện vận chuyển

    d. my ethnicity is perceived as hindrance
       Tính thiểu số của dân tộc của tôi bị coi là trở ngại

15. Does your cultural background influence your choice of career path?

    Nền tảng văn hóa của bạn có ảnh hưởng đến sự lựa chọn nghề nghiệp của bạn không?

Có (Yes)
Không (No)

16. Do you plan to continue developing your professional skills and knowledge after graduation?

    Bạn có dự định tiếp tục phát triển kỹ năng và kiến thức chuyên môn của mình sau khi tốt nghiệp không?

    Có (Yes)
    Không (No)