

# SOME ISSUES IN UNIVERSITY ENROLLMENT AT THE VIETNAM ACADEMY FOR ETHNIC MINORITIES IN THE CURRENT PERIOD

Pham Quang Minh<sup>a</sup>; Vu Dang Truyen<sup>b</sup>

Vietnam Academy for Ethnic Minorities

Email: <sup>a</sup>minhpq@hvdt.edu.vn; <sup>b</sup>truyenvd@hvdt.edu.vn

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The research was conducted to propose feasible solutions to attract candidates to the Vietnam Academy for Ethnic Minorities. The product clearly identifies the current situation and factors affecting the enrollment affair at the Academy. The research also proposed a number of solutions to help the Academy improve the effectiveness of enrollment affair, including: (1) Improving the capacity of staff working in admissions; (2) Strengthening inspection and supervision of admissions; (3) Strengthening the management of teaching and learning; (4) Increasing investment in facilities, apply information technology in enrollment; (5) Increasing the opening of more training majors, diversify training forms; (6) Strengthening cooperation with agencies, socio-political organizations and local enterprises to train according to labor market needs; (7) Strengthening recruitment communication connections between students and students and lecturers and students, parents, local departments and agencies; (8) Strengthening the application of social networks in admissions at the Academy; (9) Proposing admission policy orientations with the participation of the governing body of the Ethnic Committee; (10) Promotion and communication work for the Vietnam Academy for Ethnic Minorities's brand, strengthening the dissemination of Party and State policies on education and training for ethnic minorities.

**Keywords:** *Vietnam Academy for Ethnic Minorities; Enrollment; Training; Entrance exam; Candidates.*

## 1. Introduction

The rate of ethnic minority students of university age attending university is 3.3% (according to the source: Results of the survey collecting information on the socio-economic situation of 53 ethnic minorities in 2019), this is a very low rate, the remaining number of students go to vocational training, work... this shows that the quality of human resources in ethnic minority and mountainous areas is still very low.

With a large number of students who have not yet enrolled in university, however, from 2021-2023, the Vietnam Academy for Ethnic Minorities has not yet reached the enrollment target registered with the Ministry of Education and Training. The question is: How to improve the efficiency of enrollment affair, attracting more students to participate in the entrance exam and register for admission to the Vietnam Academy for Ethnic Minorities?

## 2. Research overview

In recent years, there have been many researchs on university admissions, both in the world and in Vietnam, mainly focusing on issues such as factors affecting admissions at training institutions, factors related to student quality, and career guidance activities in high schools, including some researchs such as: *Evaluating factors affecting career orientation of high school students in*

*Nghe An* (Nhung., & Vinh, 2018), the author mentioned the issue of choosing a career, choosing a university and career guidance in high schools is also carried out regularly, every year to support and orient students on the path to different levels of education; *Researching some factors affecting the choice of school of students at Van Hien University* (Van, 2019), the research found groups of factors affecting students' decision to choose a university: Personal factors influencing students' decisions; Factors of university characteristics; Factors about the individual student; Factors about future higher education opportunities; Factors about future employment opportunities; Factors about universities' efforts to communicate with students; Factors about students' gender characteristics; *Factors affecting the decision to choose a university of high school students in Vietnam* (Linh., & Quy, 2020) found the direct impacts of factors affecting the decision to choose a university such as academic performance in high school, motivation to enter university, personal investment and effort, personal environment. These factors include a strong and transparent legal basis, which is one of the prerequisites for developing educational and training facilities; psychological factors that have a significant impact on university admissions; economic factors regarding training investment and learners' ability to pay; *Solutions for*

university-level enrollment at the Ethnic Academy in the period of 2021-2025 (Khoi, 2020), the author clarified the relationship between enrollment at the Ethnic Academy and the following aspects: training facilities, training programs, teaching staff, career orientation... thereby assessing the shortcomings and limitations of enrollment and proposing solutions to improve the quality of enrollment in the period of 2021-2025 at the Vietnam Academy for Ethnic Minorities.

However, this topic is researched in the context that the Vietnam Academy for Ethnic Minorities has not yet recruited students and is in the process of applying to open a major in Ethnic Minority Education Economics.

Based on the above situation, the study was conducted to propose feasible solutions to improve the effectiveness of enrollment work at the Vietnam Academy for Ethnic Minorities in the current period.

**3. Research overview**

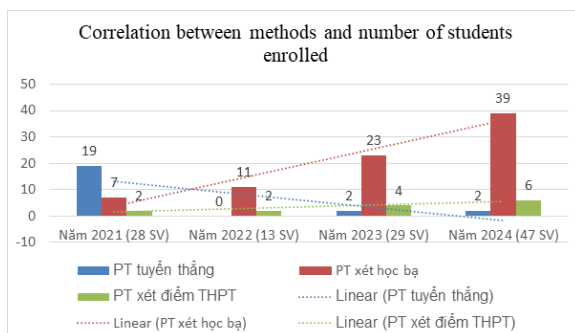
The analytical methods used in the topic include: descriptive statistics method, comparative statistics method. After the survey, the data is processed, the collected data will be processed on Excel software, SPSS combined with analytical methods such as comparison method, contrast, using statistical tools to verify the reliability of the data.

Analysis to deeply understand the internal and external relationships of the problem being researched; through analysis we can choose qualitative or quantitative analysis. Synthesis shows us the general picture of the research problem to make judgments about influencing factors and propose appropriate solutions.

**4. Research results**

**4.1. Achieved results**

In the admissions from 2021, the Vietnam Academy for Ethnic Minorities uses 3 methods: (1) Direct admission method (receiving preparatory students); (2) Method of considering academic records; (3) Method of considering high school exam scores.

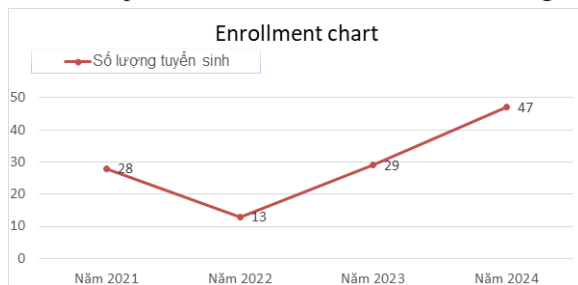


From 2021 to 2023, the main method of receiving preparatory students will be used, along

with this method as a solution to recruit students at some locations in the provinces such as ethnic minority boarding schools, high schools...

In 2021, the Academy had a source of preparatory students so they transferred directly to university at the Academy, with 28 students studying, reaching 56% of the enrollment target. In 2022, when there was no more preparatory source at the Vietnam Academy for Ethnic Minorities, this solution showed limitations in the enrollment process, with no students enrolling with the method of accepting preparatory students and reaching only 26% of the enrollment target, with 13 students enrolled under the other two methods studying.

By 2023, to be suitable and in order to achieve the set goals, the Vietnam Academy for Ethnic Minorities will strengthen enrollment solutions such as organizing enrollment participation of local agencies, departments and organizations; strengthen connections, increase the number of direct access to students of high schools, boarding schools for ethnic minorities, connect with parents and especially connect enrollment with organizations and individuals such as connecting enrollment with Thai Nguyen University, the results achieved: 29 students are studying, of which 23 students are enrolled by considering their current academic records, equivalent to 58% of the enrollment target.



In 2024, the Vietnam Academy for Ethnic Minorities organized admissions in 3 ways (using the results of the 2024 high school graduation exam; Using the learning results recorded in the high school transcript; Accepting students of the preparatory university program) and implemented according to the Regulations of the Ministry of Education and Training (Circular No. 08/2022/TT-BGDĐT dated June 6<sup>th</sup>, 2022 of the Ministry of Education and Training on promulgating the Regulations on university admissions, college admissions in the field of Preschool Education; Decision No. 1139/QĐ-BGDĐT dated April 15<sup>th</sup>, 2024 of the Ministry of Education and Training on promulgating the plan to implement university admissions, college admissions in the field of Preschool Education in 2024; Official Dispatch No. 1957/BGDĐT-GDDH dated April 26<sup>th</sup>, 2024 of the Ministry of Education and Training on guiding university admissions, college admissions in the

field of Preschool Education).

In addition to traditional enrollment consulting solutions, contacting boarding schools for ethnic minorities, high schools,... the 2024 enrollment affair will strengthen various solutions such as: promotion and propaganda through the application of information technology, social networks such as Zalo, Facebook,... of students and lecturers at the Vietnam Academy for Ethnic Minorities. Especially in this enrollment period, the solution of promoting and communicating enrollment between students and students and lecturers and students, parents, departments and agencies in the locality brings the best results and the largest number of registrations.

The total of the 2 enrollment periods in 2024 of the Vietnam Academy for Ethnic Minorities is 47/50 targets, reaching about 94%.

**4.2. Assess the current status of enrollment affair**

From 2021, each year the Vietnam Academy for Ethnic Minorities will recruit 50 students majoring in Economics and Education for Ethnic Minorities. Every year, the university admissions are carefully prepared by the Academy to meet the set enrollment targets. Therefore, evaluating the current enrollment status to propose enrollment solutions is one of the most meaningful and practical tasks for the Vietnam Academy for Ethnic Minorities’s enrollment to meet the set targets.

**Table 1.** Summary of opinions of relevant units and individuals on enrollment affair

Content	Disagree		Temporarily agreed		Agree		Strongly agree		Note
	Quantity	%	Quantity	%	Quantity	%	Quantity	%	
The training target structure is appropriate.			3	30	6	60	1	10	
The Vietnam Academy for Ethnic Minorities’s facilities have met training needs.			7	70	3	30			
The Vietnam Academy for Ethnic Minorities’s human resources have met the training quality requirements.			4	40	6	60			
The industry and training program ensure practicality and application.			3	30	5	50	2	20	
Implementing the Admissions Promotion Program is the right direction.			2	20	5	50	3	30	
The program of promoting enrollment, disseminating ethnic policies and career guidance must be given top priority to create a brand for the Vietnam Academy for Ethnic Minorities.			2	20	7	70	1	10	
There should be coordination between specialized faculties in recruitment promotion affair.			2	20	7	70	1	10	
There should be policy participation of the competent authority in the recruitment affair.			6	60	3	30	1	10	
Admissions staff have the capacity and professional qualifications to perform well in admissions tasks.			4	40	5	50	1	10	

Through the survey on the implementation of enrollment work at the Vietnam Academy for Ethnic Minorities, we have obtained specific results,

reflecting the actual situation of enrollment work at the Vietnam Academy for Ethnic Minorities. Thereby, we found that the majority of the

interviewed officers evaluated the enrollment work and temporarily agreed with the survey contents. Thereby, we found that the majority of the surveyed officers assessed the temporary enrollment affair and agreed with the survey contents. Notably, some contents such as “The enrollment promotion program, popularizing ethnic policies and career guidance must be given top priority to create a brand for the Academy” 70% agreed; “There should be coordination between specialized faculties in enrollment promotion affair” both received 70% of the number of officers participating in the survey agreed and “The training program’s quota structure is appropriate” 60% agreed, “The Vietnam Academy for Ethnic Minorities’s resources have met the training quality” also received 60% agreed, it can be seen that the majority of the research subjects reflected the need to build the Vietnam Academy for Ethnic Minorities’s brand and in the enrollment process, there needs to be coordination between units and lecturers in the Vietnam Academy for

Ethnic Minorities.

Thus, it can be seen that the university enrollment affair of the Vietnam Academy for Ethnic Minorities still has many issues of concern such as the content “The facilities of the Vietnam Academy for Ethnic Minorities have met the training needs” with 70% disagreeing and stopping at temporarily agreeing; “There should be policy participation of the governing body in the admission affair” with 60% temporarily agreeing; “The staff in charge of admissions have the capacity and professional qualifications to perform well the enrollment task” with 40% temporarily agreeing, similar to this content is “The human resources of the Academy for Ethnic Minorities have met the training quality”, these contents are assessed as low and need more attention. Surveying the current situation and proposing enrollment solutions are important factors contributing to completing the university enrollment target at the Academy for Ethnic Minorities in the coming period.

**Table 2.** Summary of student opinion survey results

Content	Disagree		Temporarily agreed		Agree		Strongly agree		Note
	Quantity	%	Quantity	%	Quantity	%	Quantity	%	
The Vietnam Academy for Ethnic Minorities is the main training facility for ethnic minority students.	35	58.3	15	25	8	13.3			
Most of the students in the high school where they study know clearly about the Vietnam Academy for Ethnic Minorities.	40	66.7	15	25	5	8.3			
You have known about the preferential policies for ethnic minority students if they are admitted and study at the Vietnam Academy for Ethnic Minorities as well as other universities.	30	50	12	20	15	25			
You went to the website of the Vietnam Academy for Ethnic Minorities to learn about admission information and the Vietnam Academy for Ethnic Minorities.	17	28.3	10	16.7	27	45	6	10	
The time for admissions officers of the Vietnam Academy for Ethnic Minorities to provide admissions and career guidance should be at the end of the second semester of grade 12 at high schools.			10	16.7	37	61.7	13	21.6	

Through the results obtained from the above table, it can be seen that the majority of high school students do not have much knowledge about the Vietnam Academy for Ethnic Minorities. In the survey content, up to 58.3% of students do not have access to the information “students understand about the Vietnam Academy for Ethnic Minorities”; especially “Most students in the high school where you study know clearly about the Vietnam Academy for Ethnic Minorities” 66.7% of the majority of students do not know, a few have just known about the Vietnam Academy for Ethnic Minorities and “students do not know about ethnic policies, preferential regimes for ethnic minority students if they are admitted and study at the Vietnam Academy for Ethnic Minorities as well as other universities” is 50%. In addition, the survey content on understanding the Ethnic Academy through the Vietnam Academy for Ethnic Minorities’s website to learn about enrollment information also has 28.3% of students not interested. From that result, we realize the need to provide synchronous enrollment solutions to expand the Vietnam Academy for Ethnic Minorities’s brand to high school students in localities across the country. In particular, the content “The time for admission officers of the Vietnam Academy for Ethnic Minorities to provide admission and career guidance should be at the end of the second semester of grade 12 at high schools” was approved by the majority of 61.7% and strongly agreed by 21.6%, which shows that the solution for effective admission needs to focus on the time of enrollment.

#### ***4.3. Some issues raised in the enrollment affair at the Vietnam Academy for Ethnic Minorities***

(1) After four enrollments, the Vietnam Academy for Ethnic Minorities is gradually becoming known to ethnic minority students. The brand of the Vietnam Academy for Ethnic Minorities has not been built widely in localities, high schools nationwide, and to parents and ethnic minority students. The Vietnam Academy for Ethnic Minorities’s brand in four years of university training can be said to be too young and is in the process of brand development.

(2) Currently, the Vietnam Academy for Ethnic Minorities only trains in one major, economic education for ethnic minorities, and there are no other majors for students to choose from when entering the Vietnam Academy for Ethnic Minorities. This is also a difficult factor, strongly affecting the enrollment process.

(3) The enrollment among higher education institutions is increasingly high, with many simple admission methods, so prestigious universities are more attractive to students.

(4) The number of enrolled candidates is small compared to the total number of enrolled

candidates, leading to the institutions having to organize multiple enrollment rounds during the year to meet the registered quota.

(5) Many candidates choose the wrong enrollment method; independent candidates do not have data or have incorrect date of birth registered on the system; candidates have difficulty accessing the online fee payment system... the admission process has encountered many difficulties in resolving according to the procedures guided by the Ministry of Education and Training.

(6) Not doing a good job of communicating, disseminating and propagating the Party and State’s ethnic policies to ethnic minority students in mountainous areas in Vietnam.

(7) Facilities and training equipment are important factors in determining the enrollment targets of an educational institution (along with the criteria for permanent teaching staff). However, the Vietnam Academy for Ethnic Minorities’s facilities still have many limitations, greatly affecting the process of determining the Vietnam Academy for Ethnic Minorities’s training targets and scale at different levels. Because the facilities serving the Vietnam Academy for Ethnic Minorities’s training facilities are still rented, from one to three years the Academy Office must consult with the Vietnam Academy for Ethnic Minorities’s Board of Directors to submit a plan to rent the Vietnam Academy for Ethnic Minorities’s facilities to the leaders of the Ethnic Committee for consideration, approval, and implementation by the General Department and the Financial Planning Department.

#### **5. Discussion**

Through the survey results and practical analysis researchs, we would like to propose some solutions to improve the effectiveness of enrollment affair at the Vietnam Academy for Ethnic Minorities, as follows:

*Firstly, strengthen the connection of recruitment communication between students and students, lecturers and students, parents, departments and agencies in the locality.*

Lecturers increase communication to students about the annual enrollment activities of the Vietnam Academy for Ethnic Minorities and suggest that students communicate and promote the image of the Vietnam Academy for Ethnic Minorities to students studying at local high schools where the students have studied.

The Vietnam Academy for Ethnic Minorities’s lecturers increase communication to parents, departments, branches, and organizations through business trips and personal relationships about the Vietnam Academy for Ethnic Minorities’s enrollment activities.

*Secondly, increasing the application of social networks in enrollment work at the Vietnam Academy for Ethnic Minorities.*

The Training Department studies relevant regulations and the current status of the Vietnam Academy for Ethnic Minorities's enrollment affair, develops plans and uses various solutions in the annual enrollment process.

Strongly promoting and advertising on mass media such as newspapers, radio, websites, Facebook, Zalo... admission information channels about the Admission Project, Admission Plan, Admission Announcement... of the Vietnam Academy for Ethnic Minorities to bring information to admission subjects.

*Thirdly, increasing investment in facilities and apply information technology in enrollment.*

Implementing the Vietnam Academy for Ethnic Minorities construction project closely following the plan, regulations, and schedule to ensure the facilities of the educational and training institution in accordance with current regulations.

Applying information technology to enrollment management will help the stages of enrollment such as determining enrollment targets, enrollment announcements, communication, enrollment promotion, receiving and managing records, especially the enrollment process to be accurate. The contents of this solution include:

(1) Evaluating resources and content of information technology application in enrollment management as well as training management.

(2) Building and applying information technology in the process of enrollment management, education management, school management and training management in the Vietnam Academy for Ethnic Minorities.

(3) The Training Department proposes to arrange a specialist to manage the application of information technology in enrollment as well as update enrollment data and update data to ensure the educational facilities of the Vietnam Academy for Ethnic Minorities.

(4) Developing software for enrollment management: determine enrollment targets from physical resources and staff of each faculty, manage enrollment records, classify, store, consider, filter successful candidates and call candidates for enrollment.

(5) Organizing training for management cadres and lecturers to improve their information technology skills to meet the need for computerization in enrollment management as well as training management.

*Fourthly, improving the capacity of staff working in enrollment.*

(1) Managing the affair of developing plans to select and send staff to study and improve their knowledge of expertise, profession, skills and innovate recruitment methods and approaches to meet recruitment requirements in educational practice.

(2) Have a plan to organize professional training courses, practical training at other units, application of information technology,... regularly and periodically for staff working in enrollment.

(3) Managing the content and forms of training for the admissions team.

(4) Expanding cooperation with universities and pre-university education institutions, develop policies and mechanisms to send staff to do enrollment affair for the Vietnam Academy for Ethnic Minorities.

(5) Recruit additional staff and adjust the remuneration policy to attract highly qualified and experienced personnel in admissions to improve the quality of the Vietnam Academy for Ethnic Minorities's enrollment team.

(6) Developing a plan to improve foreign language, information technology and ethnic language skills for the admissions team.

*Fifthly, strengthening the management of teaching and learning.*

(1) Improving the sense of responsibility, professional expertise and skills of the teaching staff, including full-time lecturers and guest lecturers.

(2) Innovate teaching methods to create interest in learning for learners.

(3) Building appropriate training programs; at the same time meet the needs of the labor market when students graduate.

(4) Strengthening student management; closely coordinate between schools and parents to improve training quality.

*Sixthly, increase the opening of more training majors and diversify training forms.*

(1) Conducting market research, especially in mountainous areas, the Central Highlands, the Southwest... to collect information about occupations that are in great need but do not have enough labor resources, and what the requirements are for those occupations so that appropriate training programs can be developed (determine the output to meet the needs before developing the training program).

(2) Build training programs that are appropriate to goals and needs.

(3) It is especially necessary to widely communicate and promote the training program, the output of the training program and the superiority of

the training program to attract candidates to register for the exam.

(4) Career counseling needs to be promoted so that candidates can understand their own needs and abilities, and from understanding their own needs, understanding the training program and liking the superiority to register for their favorite career.

(5) It requires investment in both human and financial resources, specific planning, methodical organization, and close and decisive direction from the Vietnam Academy for Ethnic Minorities's leaders to create the success of the program.

*Seventhly, strengthen cooperation with agencies, socio-political organizations and local businesses to provide training according to labor market needs.*

(1) Making a detailed plan on resources, finance, and content for the cooperation process. Establish a specialized committee in charge of foreign affairs, promotion, establishment and expansion of cooperative relationships with socio-political organizations, agencies, businesses and localities.

(2) Research regulations and develop a plan to sign a contract to teach a number of subjects (practicum, practice, internship) in the training program related to the actual work of the enterprise.

(3) Signing cooperation contracts with businesses and some localities in the field of training, ensuring conditions and commitments during the cooperation process.

(4) Sign training contracts according to the local and corporate user addresses, clarifying the user address' requirements for human resources so that training programs can be designed to suit the user address' needs.

(5) Organizing meetings and exchanges between socio-political organizations, agencies, businesses with the Vietnam Academy for Ethnic Minorities's and its students, thereby helping students grasp the requirements and labor needs of businesses as well as socio-political organizations so that students can plan their studies, training and efforts for themselves. Besides, the exchange and cooperation will promote the close relationship between the Vietnam Academy for Ethnic Minorities and the units, which is a condition for the Academy to adjust the training program as well as enrollment targets to meet the requirements of education in the new situation.

*Eighthly, promoting and communicating the Academy's brand, strengthening the dissemination of Party and State policies on education and training for ethnic minorities.*

(1) Building a communication, promotion and marketing strategy in aspects such as: Enrollment information (enrollment quotas, majors, admission

objects, admission methods,...); ethnic policies of the Party and State for ethnic minority students, products, tuition fees, scholarships, boarding, learning equipment, etc. In which, popularizing ethnic policies, enhancing counseling and career guidance for students are the focus of the Marketing strategy, innovating communication to promote the brand of the Vietnam Academy for Ethnic Minorities. It will become a solid foundation for the process of counseling, enrollment and career guidance for ethnic minority students.

(2) Diversify forms of propaganda so that learners know more about the Vietnam Academy for Ethnic Minorities; increase the number of news and articles in the mass media.

(3) Disseminate widely the policies and priorities of the Party and State that ethnic minority students will receive when studying at the Vietnam Academy for Ethnic Minorities. Specifically, the system of documents, Decrees, Circulars, Decisions... of the Government on ethnic work in the field of education and training that the Vietnam Academy for Ethnic Minorities is currently implementing. Enrollment staff need to carefully study the documents, filter the content and regulations on priority policies for ethnic minority students in order to be able to propagate, disseminate, and advise accurately and promptly.

*Ninthly, strengthen inspection and supervision of enrollment work.*

(1) Based on the inspection and examination regulations of relevant ministries and branches, develop and update inspection regulations related to enrollment affair to specify them in the conditions of the Vietnam Academy for Ethnic Minorities.

(2) Developing specific plans for annual inspection and examination affair.

(3) Developing a strict and detailed inspection, examination and supervision process for each stage of the inspection affair.

(4) Continuing to improve the professional qualifications of the inspection collaboration team.

*Tenthly, proposing an orientation for admission policy with the participation of the governing body of the Committee for Ethnic Minority Affairs.*

(1) Participating in giving opinions on the Project to innovate the management mechanism of education and training activities of the Committee for Ethnic Minority Affairs.

(2) Giving opinions on the orientation of receiving ethnic boarding students from 05 specialized schools under the Committee for Ethnic Minority Affairs to the Vietnam Academy for Ethnic Minorities.

## 6. Conclusion

The research has clarified the current status of enrollment at the Vietnam Academy for Ethnic Minorities in terms of facilities, training

programs and teaching staff, thereby assessing the shortcomings and limitations of enrollment. In addition, it also provides requirements for determining enrollment tasks in the 2024-2025 school year and the following years.

The research has proposed solutions to improve the quality of enrollment work in the coming period at the Vietnam Academy for Ethnic Minorities. The

solutions have the effect of supporting each other, coordinating with each other to help the enrollment work at the Vietnam Academy for Ethnic Minorities to be increasingly perfected and developed. We will continue to research, supplement and perfect the solutions to improve the enrollment capacity in the coming time to suit the current conditions of the Vietnam Academy for Ethnic Minorities.

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# MỘT SỐ VẤN ĐỀ TRONG CÔNG TÁC TUYỂN SINH ĐẠI HỌC TẠI HỌC VIỆN DÂN TỘC TRONG GIAI ĐOẠN HIỆN NAY

Phạm Quang Minh<sup>a</sup>  
Vũ Đăng Truyền<sup>b</sup>

Học viện Dân tộc

Email: <sup>a</sup>minhpq@hvdt.edu.vn; <sup>b</sup>truyenvd@hvdt.edu.vn

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Nghiên cứu được tiến hành nhằm đề xuất các giải pháp có tính khả thi để thu hút thí sinh dự tuyển vào Học viện Dân tộc (Học viện). Sản phẩm phân định rõ thực trạng và các yếu tố ảnh hưởng đến công tác tuyển sinh tại Học viện. Nghiên cứu cũng đã đưa ra một số giải pháp nhằm giúp Học viện nâng cao hiệu quả công tác tuyển sinh, bao gồm: (1) Nâng cao năng lực cho cán bộ làm công tác tuyển sinh; (2) Tăng cường thanh tra, giám sát công tác tuyển sinh; (3) Tăng cường công tác quản lý việc dạy và học; (4) Tăng cường đầu tư cơ sở vật chất, ứng dụng công nghệ thông tin trong công tác tuyển sinh; (5) Tăng cường mở thêm ngành đào tạo, đa dạng hóa các hình thức đào tạo; (6) Tăng cường hợp tác với các cơ quan, tổ chức chính trị xã hội, doanh nghiệp địa phương nhằm đào tạo theo nhu cầu thị trường lao động; (7) Tăng cường kết nối truyền thông tuyển sinh giữa sinh viên với học sinh và giảng viên với học sinh, phụ huynh, sở, ban ngành tại địa phương; (8) Tăng cường ứng dụng mạng xã hội trong công tác tuyển sinh tại Học viện; (9) Đề xuất định hướng chính sách tuyển sinh có sự tham gia của cơ quan quản lý chủ quản Ủy ban Dân tộc; (10) Công tác quảng bá, truyền thông cho thương hiệu Học viện, tăng cường phổ biến chính sách của Đảng, Nhà nước về giáo dục đào tạo đối với đồng bào dân tộc thiểu số.

**Từ khóa:** Học viện Dân tộc; Tuyển sinh; Đào tạo; Thi tuyển; Thí sinh.