

# Understanding the education landscape and growth opportunities in Vietnam



MAY 2024

# Foreword

On behalf of BritCham Vietnam and the Education Working Group, I am excited to announce the launch of our Annual Education Survey, this joint project between the Chamber and the British Embassy and Consulate General, undertaken by Decision Lab and sponsored by British University Vietnam, starts a commitment by the Chamber to support education providers, business and Government understand the wants and desires of parents and students as well as the areas of opportunity for British business to further contribute to the education landscape here and benefit from the excellent reputation of our education offerings.

Some of the main points found in the 2024 survey are:

## 1. Educational Objectives

It's evident that Vietnamese parents are increasingly prioritising holistic development for their children. Beyond academic excellence, they aspire to cultivate well-rounded individuals equipped with self-reliance, ethical values, critical thinking, and a passion for lifelong learning. This paradigm shift emphasises the importance of creating learning environments that foster these qualities over a mere focus on exam-based achievements.

## 2. School Choice Triggers

The decision-making process for parents in selecting schools is influenced by several factors, including facilities, a healthy learning environment, and the quality of teachers. These elements significantly impact the overall educational experience and should be central considerations in educational policy and investment decisions.

## 3. Expected Skillsets

Parents place high value on a diverse set of skillsets for their children, including effective communication, proficiency in foreign languages, self-directed study skills, and problem-solving abilities. Aligning educational curricula and methodologies with the development of these skills is paramount for preparing students for success in a rapidly evolving global landscape.

#### 4. Integrated Programmes

The growing preference for integrated programmes among parents underscores the need for accessible options that combine international standards with Vietnamese language proficiency. While cost remains a barrier, state schools can bridge this gap by offering integrated programmes at lower fees and implementing comprehensive teacher training initiatives to ensure quality education delivery.

#### 5. Popular Majors and University Choices

Recent surveys indicate a strong inclination towards degrees in Computer Science, Engineering, and Business among students. Additionally, while state universities continue to be favored, there is a noticeable uptick in demand for private and international institutions, reflecting evolving aspirations and preferences among Vietnamese youth.

The Chamber will continue to advocate with Government as well as working with national partners, the development of well-rounded educational frameworks that nurture essential skills alongside academic knowledge. Investing in infrastructure and teacher training to enhance the quality of learning environments across all educational institutions. Supporting innovative financing models to make integrated programmes more accessible to a broader segment of the population. Finally fostering partnerships with private and international universities to broaden educational opportunities and align curricula with global standards as well as professional qualifications to support the development of the country.

I hope you find the report both insightful and interesting. As the Education Working Group we value members participation and would welcome you to participate. We are also open to partnership and sponsorship of reports and initiatives and please do get in touch if you are interested in finding out more details or joining the working group.

**Chris Jeffery**

Chair Education Working Group  
Board Member BritCham Vietnam

British University Vietnam (BUV) is proud to co-present this research report on the education landscape and growth opportunities in Vietnam. This comprehensive report is the result of collaboration between BUV, Decision Lab, and BritCham, with support from the British Embassy in Vietnam.

In recent years, Vietnam has emerged as a dynamic and rapidly evolving hub for education in Southeast Asia, marked by significant reforms, investments, and a growing commitment to international standards of excellence.

This report highlights tremendous opportunities for growth within Vietnam's education sector, driven by a young, ambitious population and an increasing demand for high-quality, globally recognised degrees. It underscores the vital role that institutions like BUV play in shaping the future of education in the region, fostering international collaboration, and driving innovation.

Founded on the legacy of British educational rigor and innovation, BUV's mission is to nurture a new generation of lionhearted individuals who are highly employable, caring, resilient and able to not only survive, but thrive in a changing world. BUV is committed to excellence in teaching, research, and community engagement.

We believe that education is the key to unlocking the potential of individuals and societies, and that international education can bring mutual benefits and understanding between nations. We hope this report will serve as a valuable resource for policymakers, educators, investors, and students who are interested in the development and innovation of the education sector in Vietnam.

We look forward to continuing our long-term commitment to the growth and development of Vietnam's education.

Warm regards,

**Professor, Dr. Raymond Gordon**

Vice-Chancellor and President

# Methodology

The purpose of this study is to understand parents and students' aspiration, their educational journey from the start of K12 education to the higher education, and their perception about international/transnational programmes.

The survey is conducted using an online questionnaire, scripted and managed by Decision Lab's surveying and data management platform, with specifications:

- Sample size: n = 1,682
- Data collection period: 12 – 20/04/2024
- The target audience includes both Parents and Students.



## PARENTS

Who are main or joint decision-makers for their children's education and have at least one child currently enrolled in nursery/ preschool/ kindergarten, K12 school or university/ college.



## STUDENTS

18-25 year olds in Vietnam who are currently studying for a vocational/ undergraduate degree or fresh graduates (within past 3 years)

# Key findings

**01.**

Beyond grades:  
Vietnamese  
families value  
well-rounded  
education

**02.**

The pursuit of a  
nurturing  
environment  
with global  
exposure

**03.**

English  
proficiency: a  
foundational skill  
for the future

**04.**

Significance of  
parental  
influence on the  
students' higher  
education  
choices

**05.**

Growing  
demand for  
international  
and  
transnational  
higher  
education

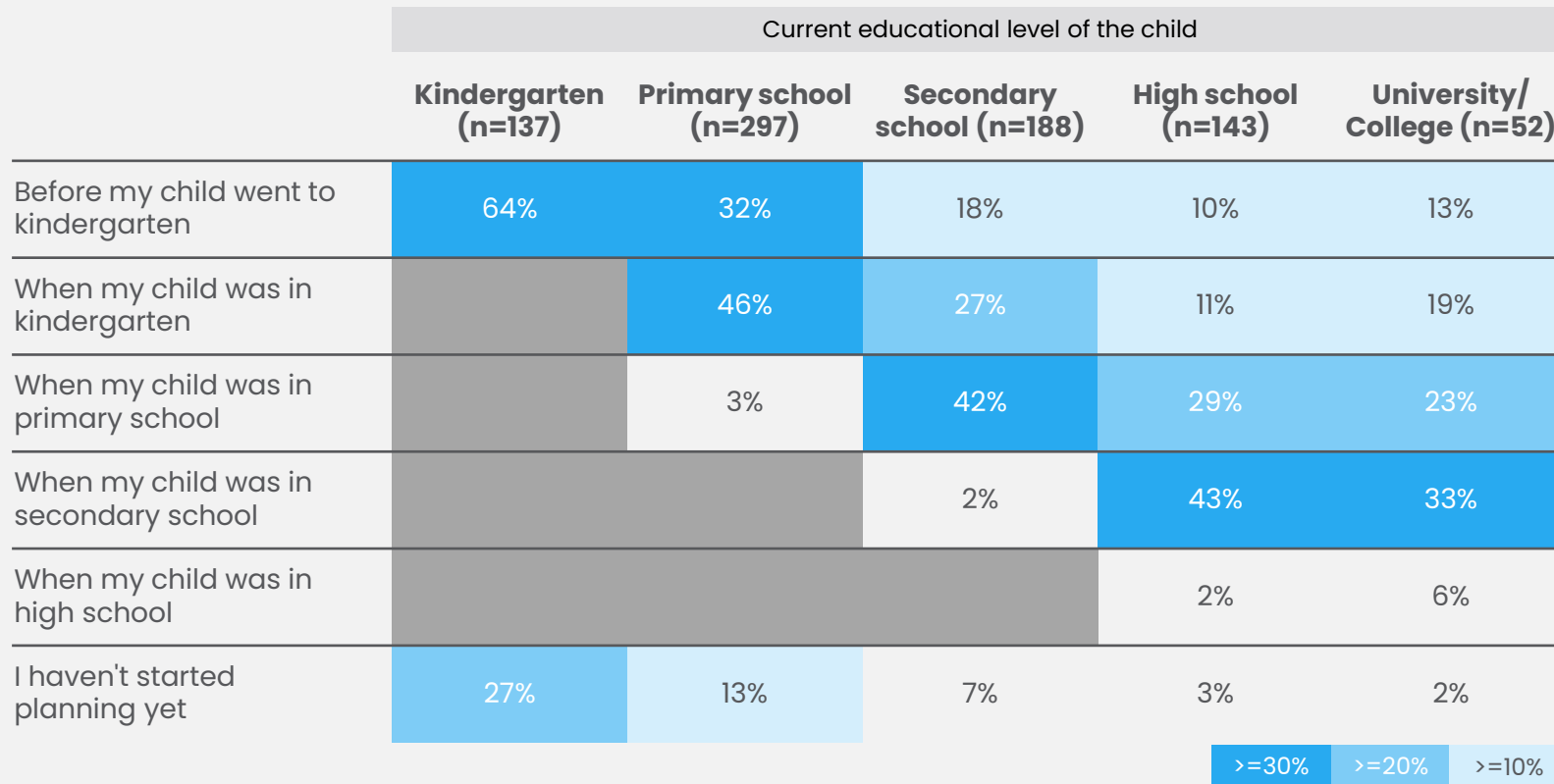


# 01.

## Beyond grades: Vietnamese families value well-rounded education




## When do parents start planning their child's education?



Q. When did you start planning your child's educational program? (e.g. complete Undergraduate/ Postgraduate programme, study at state/ international school, study in Vietnam or abroad, etc.)

**Vietnamese parents exhibit a well-defined, long-term vision for their child's educational journey, often planning one or two stages ahead.**





Vietnamese parents seek to cultivate well-rounded individuals in their children, fostering their self-reliance, ethical values and core competencies, like critical thinking and lifelong learning.

They are moving away from the traditional and old-fashioned achievement-driven culture.

## Top 5 educational objectives

Be able to take care of themselves and their physical & mental health	74%
Build a strong foundation of ethics to guide the children as they grow up	72%
Develop critical thinking and problem-solving skills	68%
Obtain soft skills & learning to build positive social relationships	65%
Have a passion and curiosity for learning, exploring new knowledge, and developing creative skills	64%

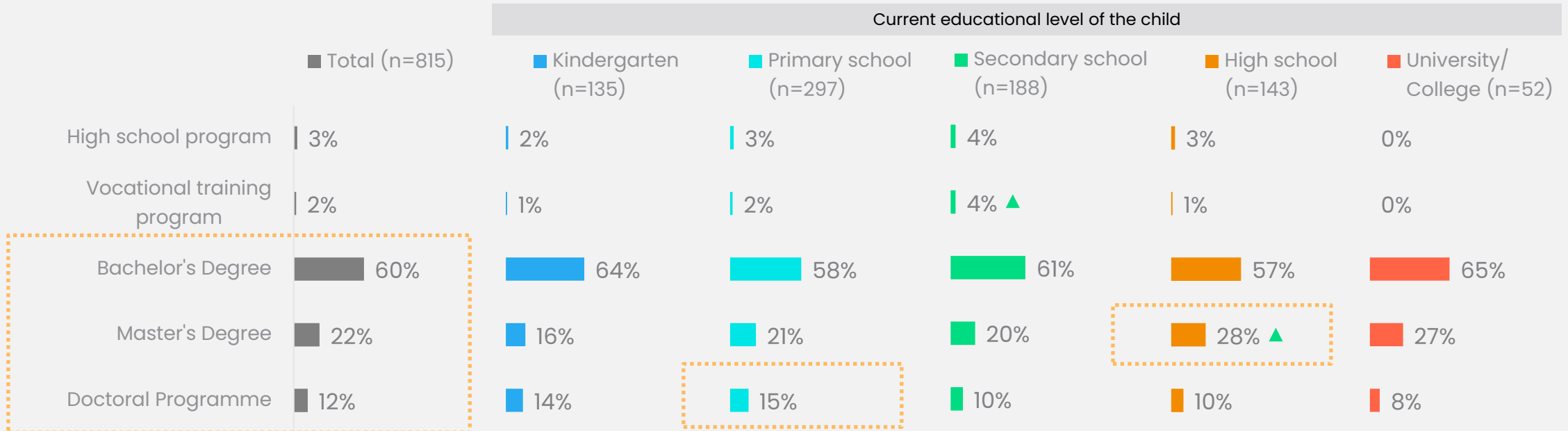
Q. What is your main goal for your child's education?

n=815

# 94% of parents aspire for their child to attain a higher education institution degree

Parents' interest for the child to study Master's Degree grows progressively throughout the years and peaks among the parents with children at the high school level. On the other hand, the interest in their children attaining a doctorate degree decreases as the child grows.

## Desired last stage of education



Q. What type of institution do you envision for your child to enter as the last stage of education?

▲ Higher than Total at 95% confidence level  
▼ Lower than Total at 95% confidence level

**Parents that aim for their offspring to finish their education at the Bachelor’s degree stage prioritize immediate job security & financial stability for their child. However, parents with aspirations of having their children obtain post-graduate degrees prioritize knowledge foundation and expertise, with job stability becoming less important.**

**Top 5 reasons for parents to choose their child’s last stage of education**

**Bachelor’s Degree as the final stage**

Get a stable job	▲ 68%
Get many job opportunities	▲ 66%
Have a solid professional knowledge foundation	64%
Get a higher salary	50%
Develop critical thinking & problem-solving skills	48%

n = 487

**Master’s Degree as the final stage**

Have a solid professional knowledge foundation	▲ 73%
Get many job opportunities	63%
Become an expert in one field	▲ 60%
Get a higher salary	▲ 56%
Facilitate future career advancements	▲ 54%

n = 176

**Doctorate Degree as the final stage**

Have a solid professional knowledge foundation	70%
Become an expert in one field	▲ 67%
Develop critical thinking & problem-solving skills	▲ 58%
Get many job opportunities	56%
Learn more about the world and themselves	51%

n = 99

Q. What are the main reasons you want your child to complete [final stage of education]?

▲ Higher than Total at 95% confidence level  
▼ Lower than Total at 95% confidence level

# Summary

## Key takeaways

- Vietnamese parents have a long-term perspective on their child's education, planning ahead for future academic stages.
- Their goal is to raise well-rounded individuals with strong ethics, critical thinking skills, and a lifelong love of learning, which indicates a mindset shift away from the academic achievement-driven culture.
- Nearly all Vietnamese parents prioritize university degree education for their children.
- For the Bachelor's degree, parents expect their child to have better chances for job stability. For Master's and Doctorate degrees, the expectation goes further into specialized knowledge and skillset development.



## Implications

- **Highlighting the long-term benefits of degree programmes:** it's important for higher education institutions to showcase how their curriculum equips students for life and career beyond graduation.
- **Emphasizing well-roundedness:** showcasing programmes that go beyond academics and foster critical thinking and strong values.
- **Catering to different aspirations:** depending on the last stage of education, programmes need to emphasize the practical outcome that suits aspirations of its graduates



## 02.

### The pursuit of a nurturing environment with global exposure



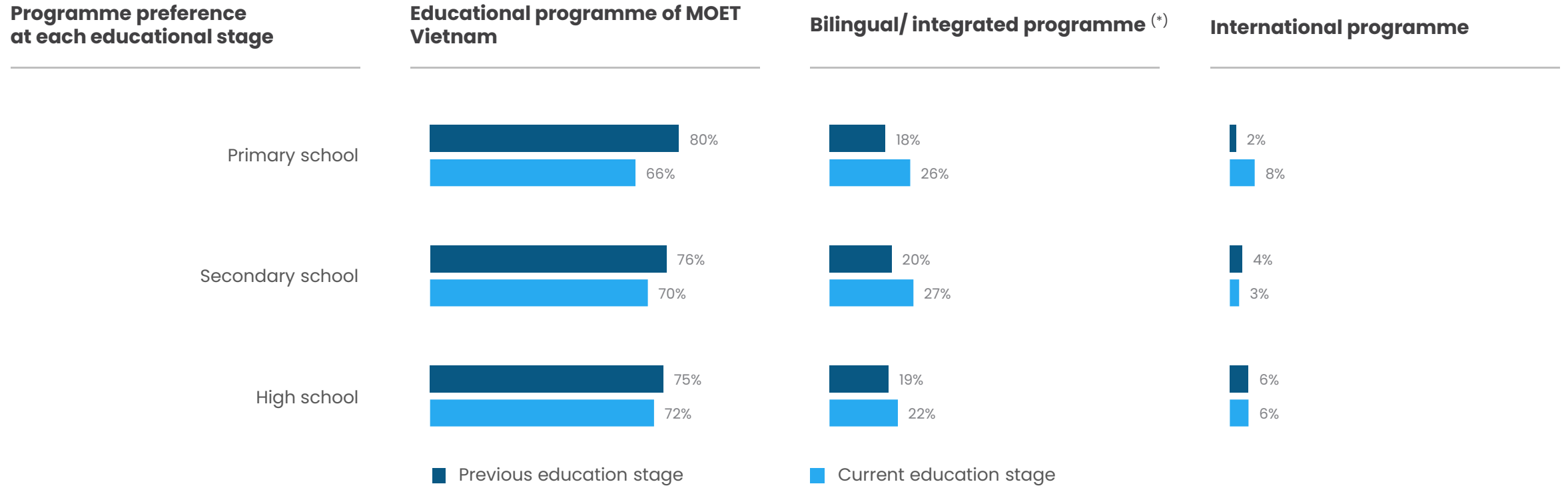
**On average, Vietnamese parents consider 6 to 8 factors when choosing a school for their child. They prioritize a healthy learning environment for their children’s early education, while the academic factors, like teacher quality, gaining importance later on in the key stages of K12 education.**

**Top triggers for school choice**

Nursery/Kindergarten/Preschool	Primary school	Secondary school	High school
Good facilities <b>56%</b>	School location is close to home <b>62%</b>	Healthy learning environment <b>55%</b>	Suitable admission requirements <b>59%</b>
Healthy learning environment <b>54%</b>	Healthy learning environment <b>55%</b>	Reasonable tuition fees/ cost <b>52%</b>	Good facilities <b>59%</b>
Reasonable tuition fees/ costs <b>52%</b>	Good facilities <b>53%</b>	Good teacher quality <b>50%</b>	Good teacher quality <b>59%</b>
School location is close to home <b>52%</b>	Reasonable tuition fees/ cost <b>51%</b>	School location is close to home <b>48%</b>	Healthy learning environment <b>59%</b>
Good teacher quality <b>51%</b>	Good teacher quality <b>49%</b>	Good facilities <b>46%</b>	Reasonable tuition fees/ cost <b>57%</b>
There are many physical development activities <b>47%</b>	Admission requirements are suitable for my child <b>45%</b>	Suitable admission requirements <b>46%</b>	Good teaching results of the school (e.g. graduation results) <b>48%</b>
Safe school area <b>41%</b>	Safe school area <b>42%</b>	Safe school area <b>39%</b>	Safe school area <b>43%</b>
Diverse and rich curriculum content <b>37%</b>	There are many physical development activities <b>39%</b>	Good teaching results of the school (e.g. graduation results) <b>37%</b>	School location is close to home <b>43%</b>
n = 135	n = 297	n = 188	n = 143

Q. Please indicate the main reasons that influenced your decision to choose [current school that the child is studying at]?

# In search of a healthy learning condition for their child, more and more parents are enrolling their offspings into bilingual/ integrated/ international programmes across education stages.



Q. For each education stage below, please select all of school types that your child has attended and is currently attending.

Q. Please select your child's current education level

(\*) **Bilingual programme:** An educational approach that employs two languages, the native language and a second language, for teaching and learning, enabling students to pursue both national and international curricula | **Integrated programme:** An educational approach in Vietnam that combines Vietnamese national curriculum standards with those of another country, ensuring alignment with Vietnamese educational goals and avoiding duplication of content and knowledge.

Present experience:  
Kindergarten n=135, Primary school n=297, Secondary school n=188, High school n=137

Past experience:  
Kindergarten n=680, Primary school n= 383, Secondary school n= 195, High school n= 52

**These programmes are being considered by parents due to its ability to provide a nurturing environment, which in turn will allow the children’s English proficiency to flourish, along with the development of soft and communication skills. The parental expectation for the children to become global citizens is evident.**

**Top 5 triggers to choose bilingual/ integrated/ international programmes (\*)**

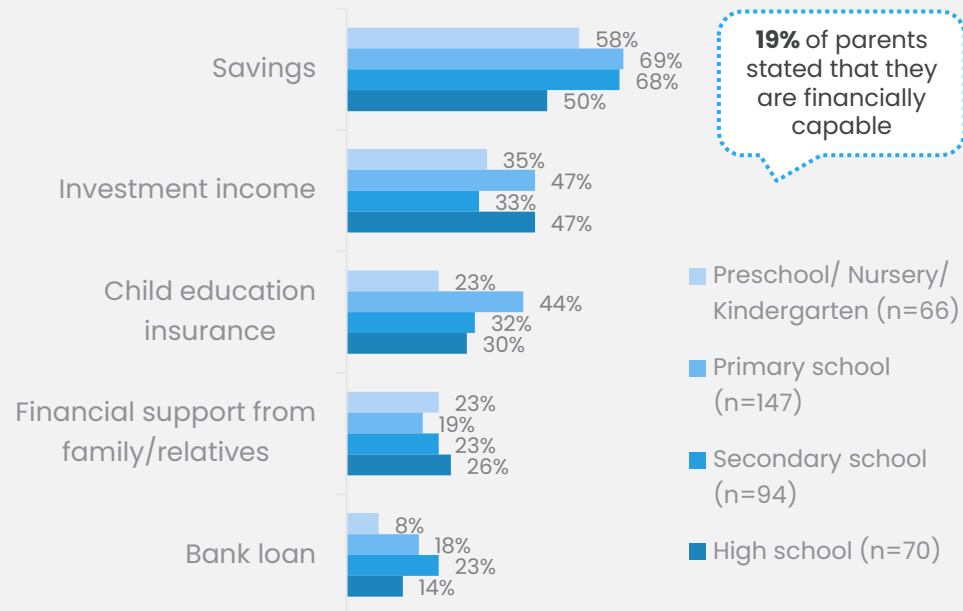
Nursery/Kindergarten/Preschool		Primary school		Secondary school		High school	
Improve English proficiency	<b>74%</b>	Improve English proficiency	<b>71%</b>	Improve English proficiency	<b>56%</b>	Improve English proficiency	<b>61%</b>
Develop the ability to adapt, communicate interculturally	<b>73%</b>	Help my child to become more confident	<b>63%</b>	Develop the ability to adapt, communicate interculturally	<b>55%</b>	Develop the ability to adapt, communicate interculturally	<b>56%</b>
Develop soft skills and personal talents	<b>64%</b>	Develop soft skills and personal talents	<b>61%</b>	Help my child to become more confident	<b>55%</b>	Combine many foreign exchange/ transnational programmes	<b>56%</b>
Internationally-accredited education programme	<b>52%</b>	Develop the ability to adapt, communicate interculturally	<b>56%</b>	Develop soft skills and personal talents	<b>48%</b>	More cost-effective than studying high school abroad	<b>53%</b>
Help my child to become more confident	<b>50%</b>	Advanced, balanced and methodical curriculum	<b>55%</b>	The quality of education is better than other programmes	<b>47%</b>	International programme diplomas are widely recognized worldwide	<b>50%</b>
n = 66		n = 147		n = 94		n = 70	

Q. Please indicate the main reasons that influenced your decision to choose [current school that the child is studying]? (\*) **Bilingual programme:** An educational approach that employs two languages, the native language and a second language, for teaching and learning, enabling students to pursue both national and international curricula | **Integrated programme:** An educational approach in Vietnam that combines Vietnamese national curriculum standards with those of another country, ensuring alignment with Vietnamese educational goals and avoiding duplication of content and knowledge.



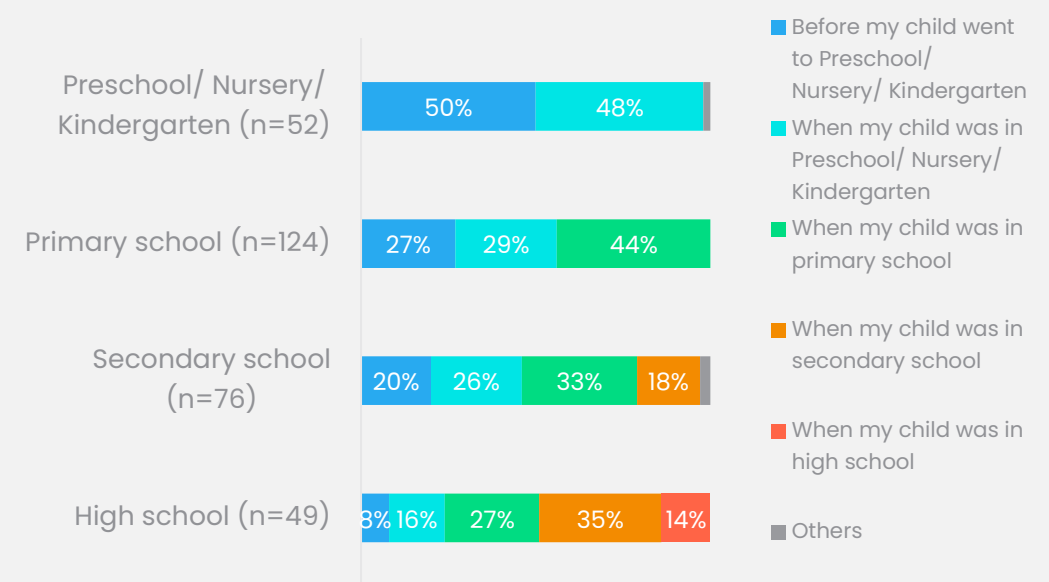
**Savings, investment income, and child education insurance are the top financial preparation methods mentioned by parents to pay for bilingual/ integrated/ international programmes. And most of the parents plan their finances a few education stages ahead.**

**Top 5 ways of financial preparation from parents for their children to study bilingual/ integrated/ international programmes**



Q: How have you prepared financially for your child to study an international/bilingual/integrated/ transnational program in Vietnam?

**Financial preparation starting stage from parents for their children to study bilingual/ integrated/ international programmes**



Q: When did you start preparing financially for your child's international/bilingual/integrated/ transnational program in Vietnam?

# Summary

## Key takeaways

- Vietnamese parents value a nurturing environment for early childhood education, with a shift of focus towards academia in the later education stages.
- There's a growing interest towards bilingual/ integrated/ international programmes to develop English proficiency and global culturalisation competencies.
- Exchange programmes and international exposure become more important during the high school stage.
- Savings, investment income, and child education insurance are parents' go-to financial preparation options.



## Implications

- **Offering nurturing environments for early learners:** this can include play-based learning, social-emotional learning programmes, and small class sizes.
- **Developing strong bilingual or integrated programmes:** showcasing the benefits of English language acquisition and global citizenship skills.
- **Considering to increase the volume of high school exchange programmes and/or international collaborations:** cater the growing demand for global exposure at this education stage.

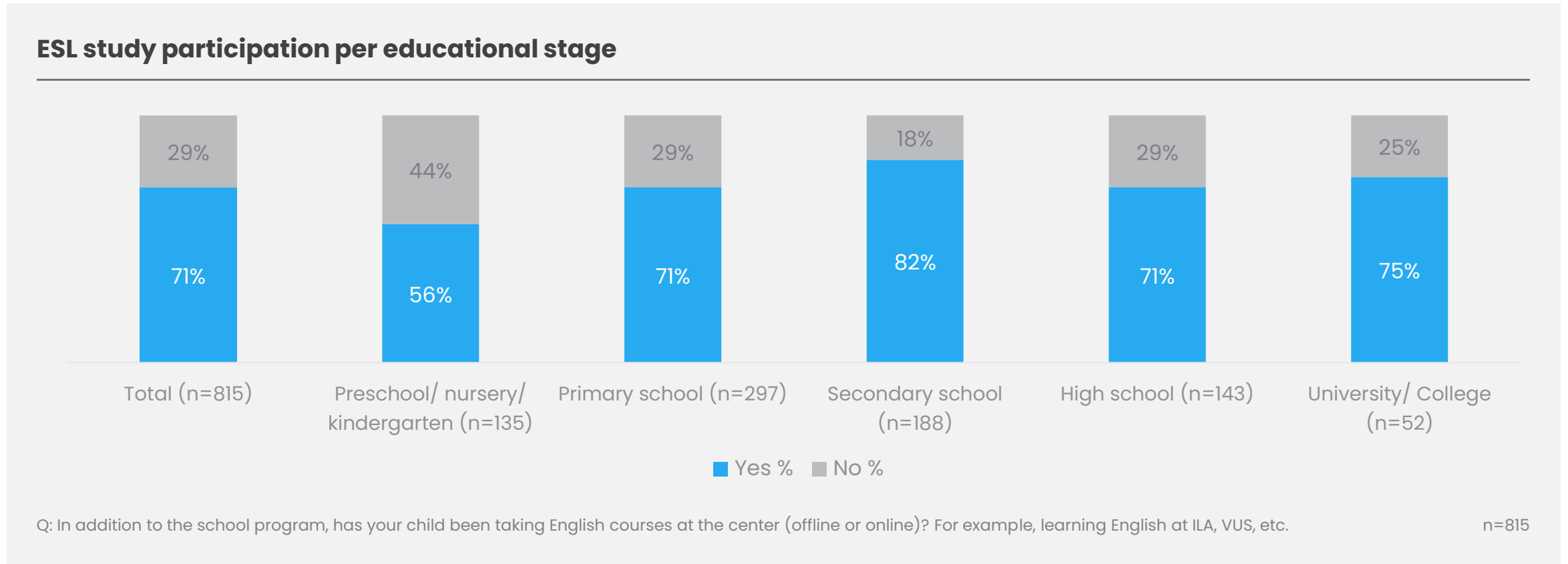


# 03.

## English proficiency: a foundational skill for the future



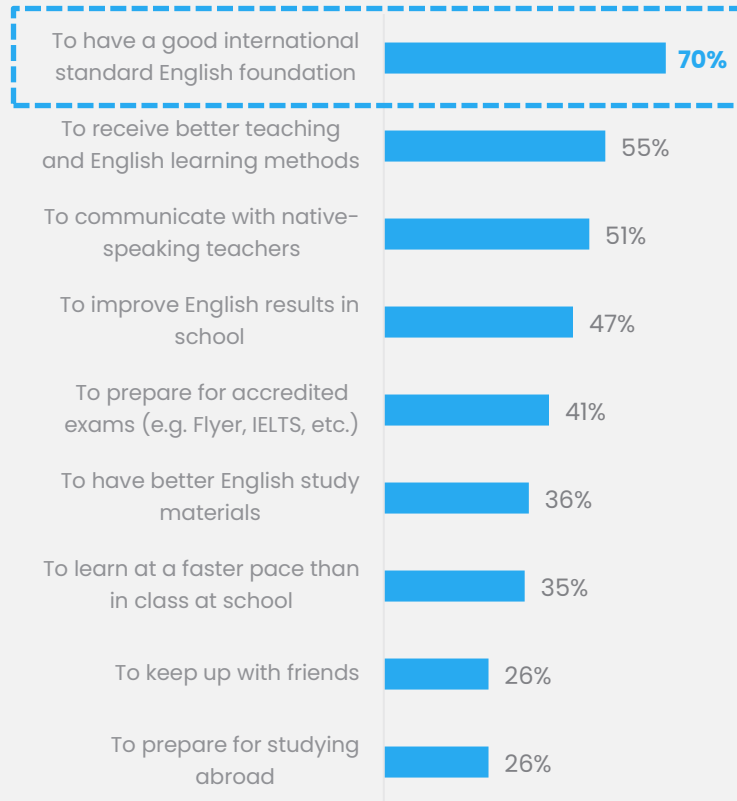
**7 out of 10 Vietnamese parents have enrolled their children to study at English centres. Surprisingly, even 56% of preschool/ nursery/ kindergarten students have already started to take English courses.**



**Parents want their children to take ESL studies to receive an good international standard English foundation through proper teaching methods and communication with native-speaking teachers.**

**The key barrier for ESL studies remains the tuition fee.**

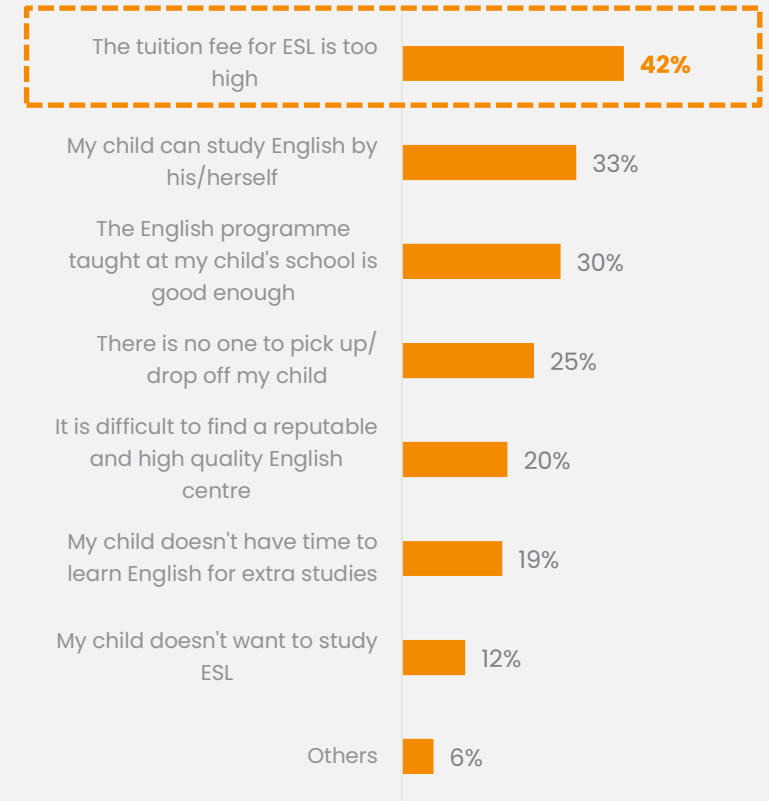
### Triggers for ESL studies



Q: Why do you let your child take additional English courses at the centre?

n=582

### Barriers to ESL studies

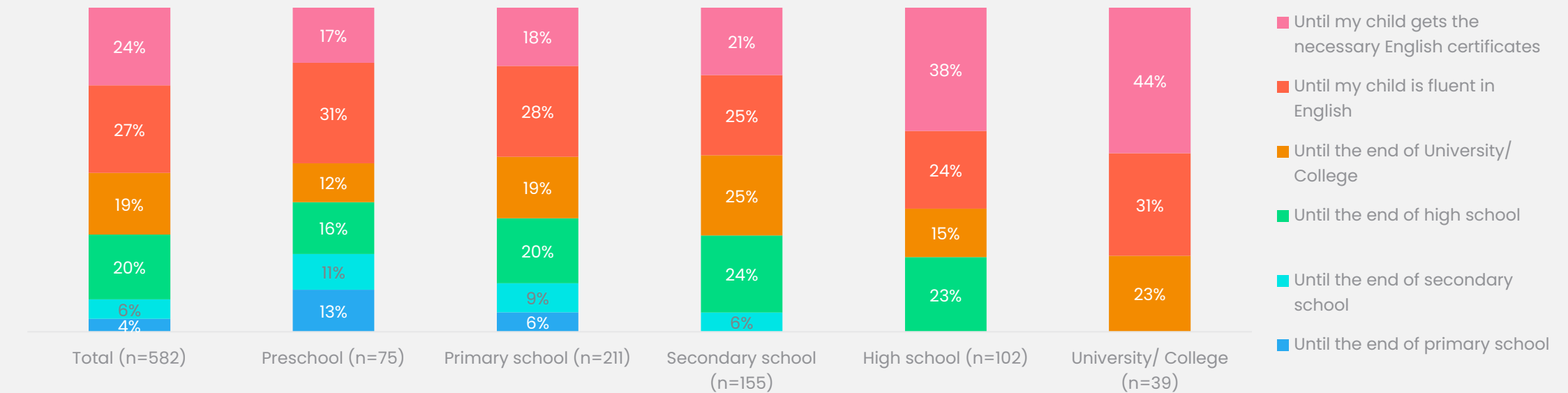


Q: Why do you NOT let your child take English courses at the centre?

n=233

**The longevity of ESL studies engagement depends on parental perception of their child reaching the desired English proficiency outcome. It can be the achievement of certain English proficiency level certificates and/or the accepted level of fluency.**

### Parents' future plan for ESL studies



Q: When do you plan to let your child take English courses of the center?

# Summary

## Key takeaways

- A growing trend of starting learning English early can be observed. Parents are registering their children for English language programmes at a young age.
- Parents are primarily driven by the desire to equip their children with a strong, methodical foundation in English, which is considered a key skill for future career opportunities. However, high cost remains the biggest barrier for parents to enroll their children into ESL studies.



## Implications

- **Early learning focus:** develop and promote programmes catered towards early learners.
- **Focus on long-term benefits:** communicate how the programmes help students achieve a strong foundation in English that meets international standards.
- **Progression and certification tracks:** create clear progression pathways (in terms of required skills and English language certifications) to incentivize Students and Parents as the child's English skills develop over time.
- **Address cost concerns:** offer flexible pricing models, promotion schemes to address the tuition fee concerns and make the programmes more accessible.



# 04.

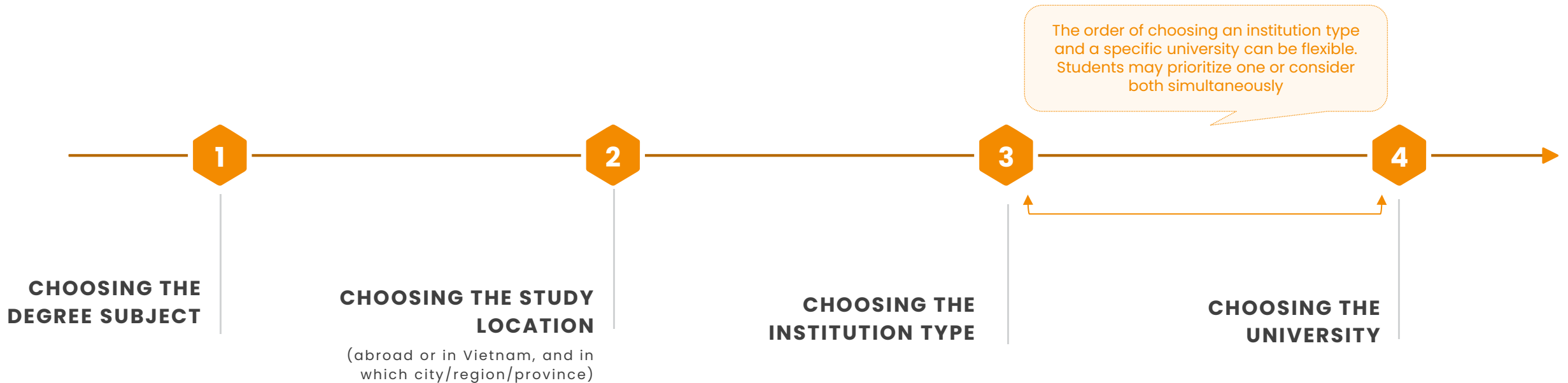
## Significance of parental influence on the students' higher education choices





# Students have a fully top-down approach when choosing a university, starting with choosing the subject and/or the degree they would like to pursue.

## Decision-making journey for choosing a university/ major

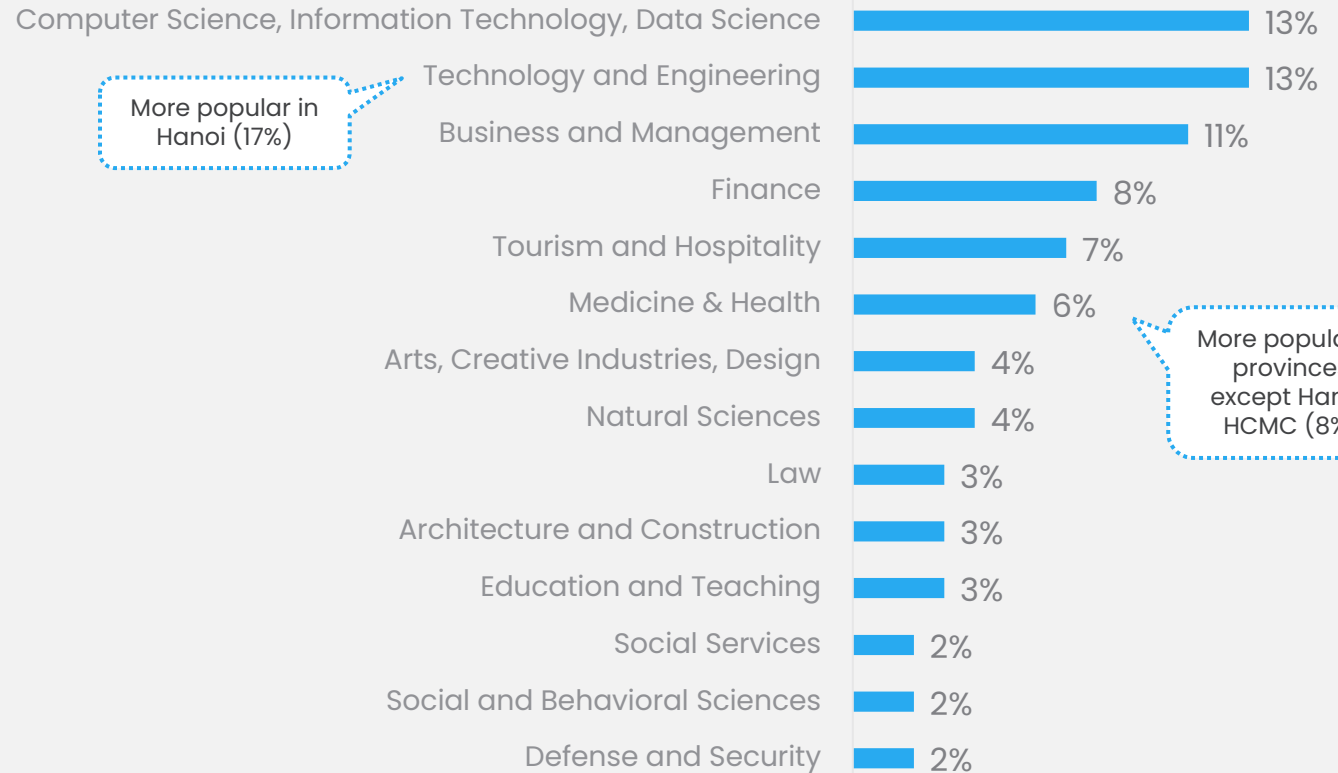


Q. Please select and sort in order the steps involved in the process of deciding a University/ College and your degree subject? (You don't need to choose a step that is not included in the process) n=862

Source: Education market landscape in Vietnam Study 2024

**Computer Science, IT, Data Science, Technology and Engineering take the lead among most desired degree study areas, followed closely by Business, Management and Finance areas of study.**

### Top degree subjects students intend to/ have studied



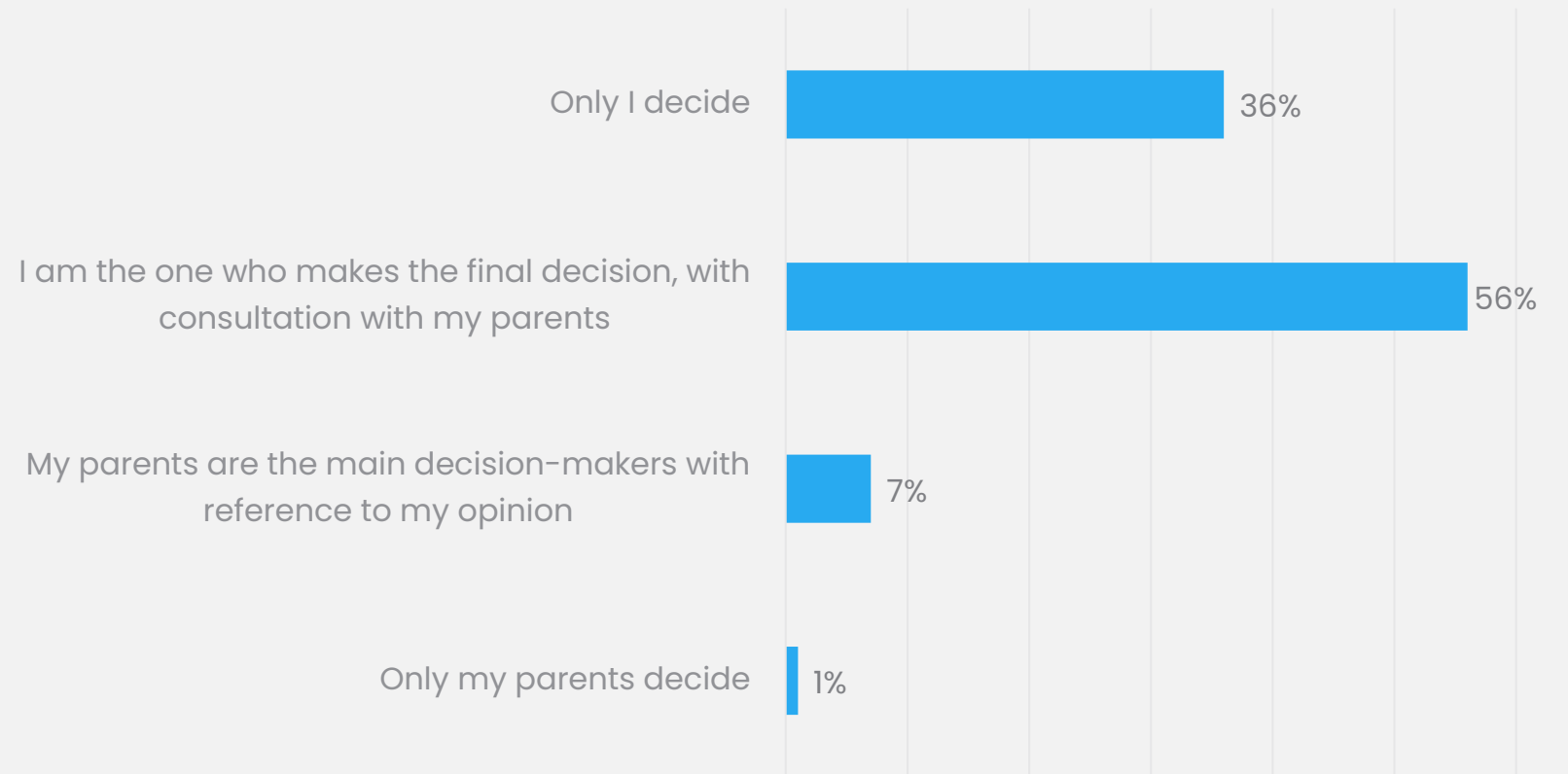
Q. Which of the following degree subjects did you studied/ are studying/ intend to study? Hanoi n=234, HCMC n=256, Other provinces n=373

Total n=862

**More than a third of students make their university/degree choice decision on their own.**

**However, the parental influence remains strong in Vietnam, with 64% of students rely on the parents' advisory with the decision-making process**

### Decision maker for final university/degree choice



Q. Please choose a statement that best describes the person who influenced your decision to choose a University/ College & degree subject

n=862

# Students who make the decision on their own are more passion-driven, while the ones that seek parental consultation have a more well-rounded view on their final decision.

## Top reasons for students to choose a degree subject

### STUDENTS ARE THE ONLY DECISION MAKERS



n=294

### STUDENTS MAKE THE FINAL DECISION, WITH CONSULTATION FROM PARENTS



n=452

Q. Please choose a statement that best describes the person who influenced your decision to choose a University/ College & degree subject, Please select the main factors that influenced your decision to choose a degree

▲ = Significantly higher than Total at 95% confidence

▼ = Significantly lower than Total at 95% confidence

# Summary

## Key takeaways

- In the journey of planning the options for higher education, choosing the subject/degree is the first key stage in the decision-making process. Vietnamese students prefer Computer Science, IT and Engineering degrees the most, followed by the cohort of Business, Management and Finance degrees.
- Parental influence on the university/degree choice is significant (64%) in Vietnam. Parents aim to guide their children towards well-rounded choices with consideration of multiple factors, such as career potential, students' personal passions and strengths.



## Implications

- **Strengthening programme offerings** in Computer Science, IT, Engineering and Business, Management and Finance programmes to meet the the high student demand.
- **Targeted communication:** develop communication plans that resonate with both Students and Parents.
- **Emphasizing well-roundedness:** educators need to highlight how the programmes resonate with both students' strengths and passions and at the same time can guarantee them a successful career in the field.

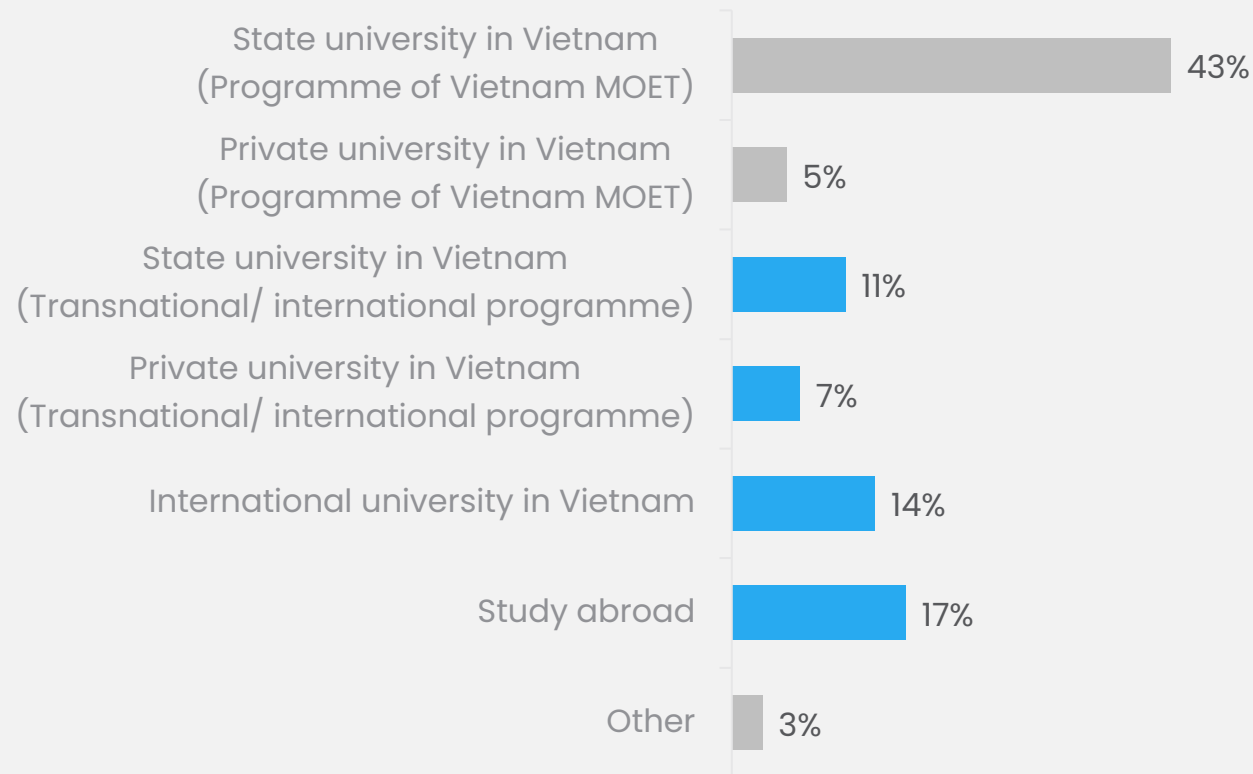


# 05.

## Growing demand for international and transnational higher education



## University type preference of parents for their child



Q. Which of the following types of universities did you let your child study/ do you intend to let your child study at?

n=135

**48% of parents value the traditional Vietnamese higher education provided by MOET.**

**While the other half (49% of parents) aim to provide their children with transnational and international education experiences, whether in Vietnam or abroad.**

## Social media, university website, search engines, school counselors and admissions consultation events work best to raise awareness of international/ transnational programmes, while family’s opinion shows a higher influence in the final decision-making process.

### Top sources of awareness and influence for international/transnational university programmes in Vietnam

#### Source of awareness

Social media	56%
University website	42%
Search engines (e.g. Google)	40%
Admissions consulting programs/events (e.g. admission consulting at universities and high schools)	38%
School counselor (e.g. career guidance, college selection)	38%

Q. Through which channels do you know about the international/ transnational programmes in Vietnam? n = 862

#### Source of influence

Family	49%
Admissions consulting programmes/events (e.g. admission consulting at universities and high schools)	40%
Social media	37%
Teacher	31%
School counselor (e.g. career guidance, college selection)	30%

Q. Please rank up to 5 channels that have the highest level of influence on your decision to choose an international/transnational programme (1 - Most influential). You don't need to select a channel that has no influence on your decision.  
 Above sources of influence are ranked 1 - most influential | Family n=49, admission event n=58, social network n=92, teacher n=54, school counselor n=61



**Developing English skills, global adaptability, becoming more confident and the course prestige are the factors that drive students to international university programmes, but the high costs and insecurity about the current English proficiency level are the biggest hurdles of consideration.**

### Triggers and barriers to choose international/ transnational university programmes in Vietnam

#### Triggers

Improve my English proficiency	<b>41%</b>
Develop the ability to adapt, communicate interculturallly	<b>40%</b>
Help me to become more confident	<b>40%</b>
International programme diplomas are widely recognized worldwide	<b>38%</b>
Many scholarship opportunities to study abroad at prestigious universities	<b>34%</b>
Internationally-accredited education programme	<b>34%</b>

Q. Please tell us the main reasons why you intend/decided to study an international/transnational program in Vietnam? n = 187

#### Barriers

The cost is too high	<b>68%</b>
My English proficiency is not good	<b>49%</b>
I have no intention to study abroad	<b>35%</b>
Admission requirements are difficult to meet	<b>25%</b>
Learning environment is not suitable for my personality	<b>20%</b>
The curriculum is too difficult/ heavy	<b>16%</b>

Q. Please tell us the main reasons why you DON'T intend/ DIDN'T decide to study an international/transnational program in Vietnam? n = 675

# Summary

## Key takeaways

- There's a high potential of growth for transnational and international education market in Vietnam.
- Social media, university website, search engines, school counselors and consultation events are the most effective touchpoints to raise awareness of these programmes. However, family plays the most important role in decision-making process.
- The desire for higher English language proficiency, global adaptability and course prestige drives the student interest. However, high costs and insecurity about English proficiency limitation still remain the key challenges of student recruitment.



## Implications

- Capturing the student interest during their initial information gathering stage by:
  - **Leveraging digital channels:** maintain a strong presence on social media, university websites, and search engines.
  - **Collaboration opportunities between universities, schools and counselors:** higher education fairs/events/talks to drive exposure of institutions
- Providing more guidance to both students and parents during crucial decision-making periods (around Grade 12):
  - **Addressing cost concerns:** highlight value-for-money aspects and financial support offerings of the programmes.
  - **English Language Support:** integrating English language development courses into the programmes to support students' language proficiency.

# Final summary

## 01.

### BEYOND GRADES: VIETNAMESE FAMILIES VALUE WELL-ROUNDED EDUCATION

- Education programme must showcase the well-rounded and long-term development the child
- Job security and financial stability are the expected education outcome for undergraduate study. At the same time, postgraduate degree most expected outcome is solid professional knowledge foundation.

## 02.

### THE PURSUIT OF A NURTURING ENVIRONMENT WITH GLOBAL EXPOSURE

- The search for bilingual/ integrated/ international programmes is rooted in the parents' need to find an environment for their children to obtain English communication and soft skills to become global citizens in the future.
- These programmes require a substantial investment, therefore parents start the financial preparation very early.

## 03.

### ENGLISH PROFICIENCY: A FOUNDATIONAL SKILL FOR THE FUTURE

- There is a growing trend of enrolling children into ESL studies at a young age: at primary school stage or even at the preschool stage.
- Through the internationally recognised educational curriculum and exposure to the language with native-speaking teachers, parents aim for their children to reach a certain level of language fluency with a certificate proof.

## 04.

### SIGNIFICANCE OF PARENTAL INFLUENCE ON THE STUDENTS' HIGHER EDUCATION CHOICES

- The highest demand on the market is for the Computer Science, IT, Engineering, Business, Management and Finance degrees.
- Parents in Vietnam have a certain level of influence on their children's degree and university choices. Their role is to offer guidance on choosing a path that can foster their children's passion and strengths, combined with future career appliance.

## 05.

### GROWING DEMAND FOR INTERNATIONAL AND TRANSNATIONAL HIGHER EDUCATION

- 49% of the parents aim to provide their child with an international or transnational higher education experience. Global adaptability is one of the key drivers
- Family and admissions office are the top sources of influence. Cost, however, is the top barrier.

# Appendix



THE TARGET AUDIENCE

# Achieved Sample

QUANTITATIVE

Survey timeline:  
12 – 20/04/2024

**1682**

TOTAL ACHIEVED SAMPLE SIZE

## Demographics

Target group	Parents	815
	Students/recent graduates	867

## Target profile

### PARENTS WITH CHILDREN AGED 2–22 YO

- Age: 25 y/o and above
- Household status: have children aged 2–22 y.o.
- Location: online nationwide population
- Gender: Both (natural fall)
- SEC (Household): ABCD
- Location: nationwide
- Behaviour:
  - Main or joint decision maker in the education of their children
  - Must have at least 1 child going to preschool, K12 school or 1st year in university

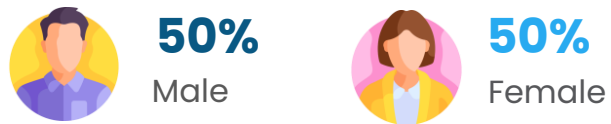
### STUDENTS/RECENT GRADUATES AGED 18–25 YO

- Age: 18–25 y.o.
- Location: online nationwide population
- Gender: Both (natural fall)
- SEC (Household): ABCD
- Behaviour:
  - Currently studying for a vocational/undergraduate degree
  - First jobbers, recently graduated vocational/higher education institution

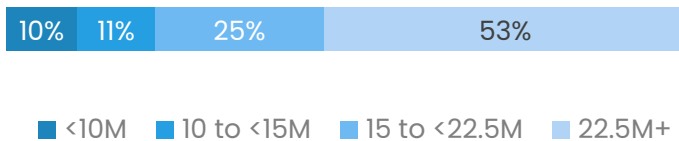
# Parents' profile (n=815)

(\* If parents have multiple kids, the study only focuses on one oldest child to avoid confusion.

## Gender

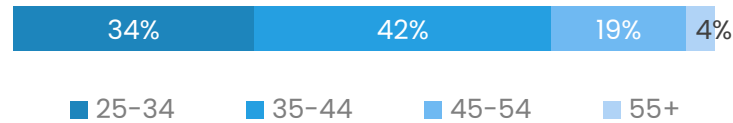


## Monthly household income (VND)

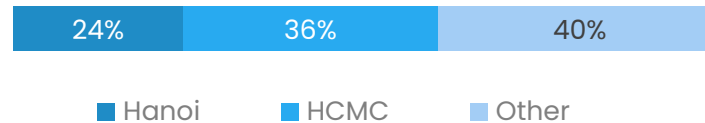


Q. What is your gender?  
Q. What is your monthly household income?

## Age

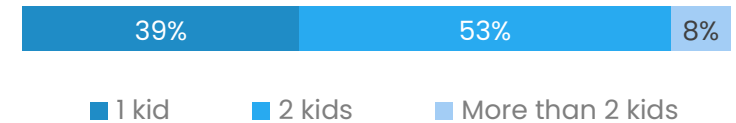


## Location

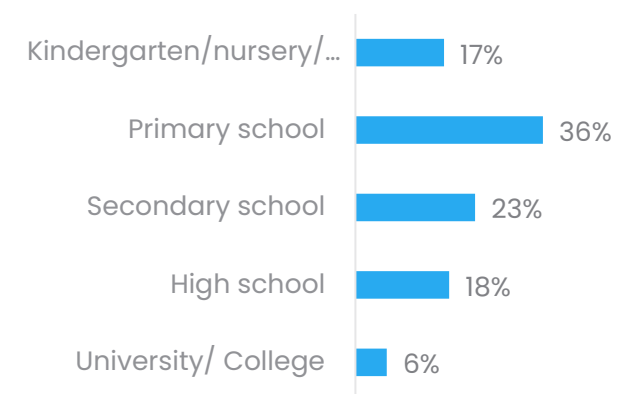


Q. How old are you?  
Q. Where are you currently living?

## The number of kids



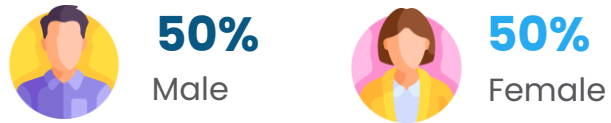
## Their child's educational level (\*)



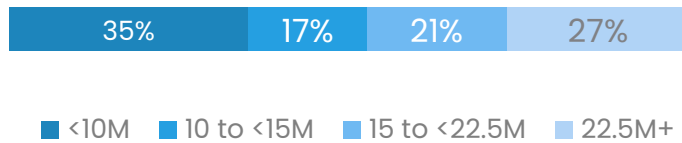
Q. Do you have kids?  
Q. Please select your child's current education level

# Students' / First jobbers' profile (n=867)

## Gender



## Monthly household income (VND)

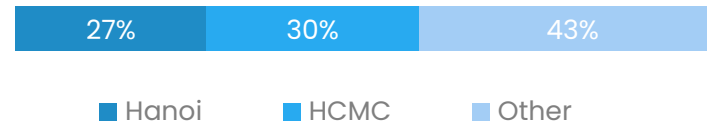


Q. What is your gender?  
Q. What is your monthly household income?

## Age

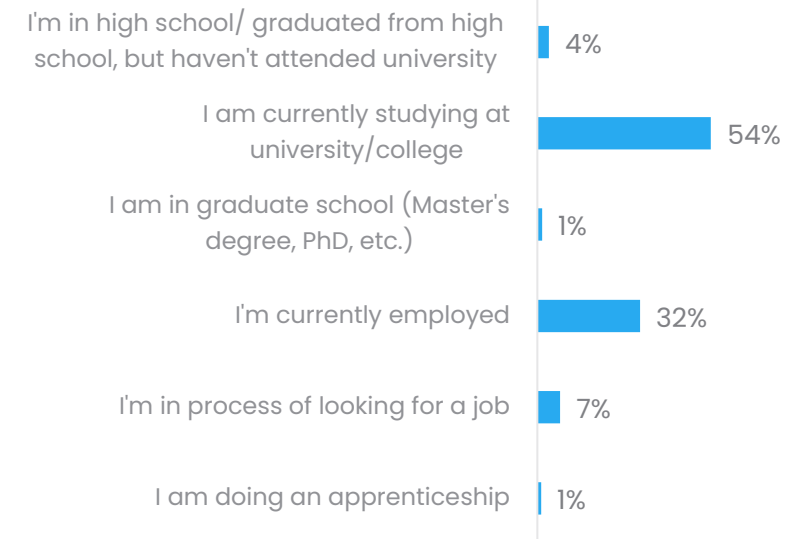


## Location



Q. How old are you?  
Q. Where are you currently living?

## Educational level



Q. Please choose the statement that best describes you?

**EXPERIENCE**

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