

MANAGING AND DEVELOPING VOCATIONAL TRAINING MODELS FOR LOCAL ETHNIC MINORITY WOMEN IN THE DISTRICT VOCATIONAL EDUCATION - CONTINUING EDUCATION CENTERS IN THE CENTRAL HIGHLANDS

- THE CURRENT SITUATION AND THE PROBLEMS RAISED

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Vocational training for ethnic minorities in general in general and ethnic minority women in particular in the 5 provinces of the Central Highlands is one of the issues that are always top priority in policies on socio-economic development of the provinces in the Central Highlands. It is very important and necessary to research and properly assess the status of vocational training for ethnic minority women in the district-level vocational education and continuing education centers in the five Central Highlands provinces. The author of the article has conducted a survey on the current situation of developing vocational training models for ethnic minority women in the Central Highlands in the 2016-2020 period, analyzing the strengths, weaknesses, reasons and the problems posed to effectively manage and develop the vocational training model for ethnic minority women in the Central Highlands in the coming time.

Keywords: Vocational training model; Vocational training model development management; Local ethnic minority women; Center for vocational education and continuing education at district level; The Central Highlands Provinces.

1. Introduction

The Central Highlands is a land with many traditional cultural values, with more than 50 ethnic groups living together, indigenous ethnic minorities in the Central Highlands are those who have been living for a long time and are not people. Ethnic groups have migrated from other parts of the country to settle in the Central Highlands. Currently in the Central Highlands there are 12 local ethnic minorities: Gia Rai, Ede, Ba Na, Xo Dang, Co Ho, Mnong, Ra-glai, Gie-Trieng, Ma, Brau and Ro Mam with economic life - the society develops slowly, the literacy level remains low. Besides, it is also affected by backward customs, so life is still difficult. Vocational training for ethnic minorities in general in general and local ethnic minority women in particular in the 5 provinces of the Central Highlands is one of the issues that are always given top priority in the policies. socio-economic development of the provinces in the Central Highlands. Despite the attention of the Party and State, the concentration of resources of local authorities, vocational training for ethnic minorities in general in general and especially vocational training for women Local ethnic minorities in the district-level continuing

vocational education and continuing education centers of the Central Highlands provinces still have many shortcomings such as: rate of local ethnic minority women vocational training is still very low compared to the general rate and compared to the regional population rate, the number of local ethnic minorities participating in vocational training mainly focuses on short-term training, while the number of long-term vocational training very little term. The organization of vocational training courses is not suitable to production practices, cultures and localities, so it has not attracted local ethnic women. Many localities have not focused on propaganda, counseling, and mobilization of local ethnic minorities for vocational training, job seeking assistance, post-training loan guidance and product sales support. Therefore, underemployment of local ethnic minority women is still a concern. In general, the cause of this situation is mainly due to barriers from traditional beliefs that underestimate the capabilities and potential of women, especially women from local ethnic minorities, but gender stereotypes, ethnic composition and discrimination against women. In addition, the limitations on training opportunities, the ability to access vocational classes, qualifications, knowledge,

motherhood functions, family care, and the limitations on women's financial capacity. Local ethnic minorities greatly affect the participation and quality of vocational training for ethnic minority women in the district vocational education - continuing education centers in five provinces of the Central Highlands region.

Stemming from the above reality shows, the research and correct assessment of the current status of vocational training for ethnic minority women in the district vocational education and continuing education centers in 05 provinces. The Central Highlands is a very important and necessary thing, in order to point out the fundamental causes of the situation in order to propose effective solutions for the management and development of vocational training models for local ethnic minorities women in the district-level continuing education - vocational education centers in the Central Highlands today.

2. Problem research overview

The research on vocational training for women of ethnic minorities has been mentioned through domestic and foreign research as follows:

The work of Dr. Joanne Bailey (New Hall, Cambridge) has studied gender equality which emphasizes and pays attention to the role of women in social positions, capable of undertaking the jobs of male. He argued that it is necessary to investigate the sexual relations between men and women and to discover men's identities and their ability to exercise patriarchal power over women.

The author Jan Lewis Chair in the US emphasizes that somewhere there is still inequality for women in the workplace and in labor and wants women to always assert their equal roles and especially in social life. Associations, in learning, women need more opportunities in work and social work, women need education, job opportunities, vocational training and challenges in them. they thought that it belonged to men.

Authors Dr. Anamaria Dutceac Segesten shows that academics can assist women in discussing gender outcomes in scientific groups. He argued that organizations need to promote research team's gender diversity through a range of incentives and through recruitment transparency. Important decision-making committee should also have different genders, these changes will create equality for women, women can fully participate in research, participate in scientific work, participate study and other activities.

The author Fasiha Farrukh studies on skill development for women. It is a common observation that women are unable to complete their studies or find suitable jobs or lack skills, leading to a decline in financial conditions, leading to their dependence on people. other or they are unable to support

important activities in their families. By providing vocational training for girls and women, we can take them a step further so they can do their own thing and be fully financially proactive.

The author Dr. Asha Khare with non-traditional training for women affirms that vocational training is imparting professional skills and knowledge, imparting social and political attitudes, and building behavioral models for economic activities are successful by participants, formal job creation as well as informal training courses. In the formal training of all training held in public or private institutions (but certified by the state) and regulated under state guidelines to provide skills.

The author Tran Thi Thu with her doctoral thesis "Job creation for women in Hanoi in the period of industrialization and modernization" systematized the theoretical basis of employment and job creation for special workers. especially female workers in developing countries, summarizing working experience for female workers. Assess the status of employment, create jobs for female workers in Hanoi in the period 1995-2000 and propose solutions to create jobs for women in the 2001-2010 period

The author Nguyen Thi Kim Hoa with her doctoral thesis "The position of women in the rural family - the current Northern Delta" has comprehensively studied the position of women in rural areas in the Northern Delta. In the context of rural industrialization and modernization, social changes affect the status of women, the opportunities to study and work for rural women in the current period.

Phung Thi Hong Ha with the project "The main solutions to create jobs and increase income for rural women in Quang Tri province", in 2001 "gave a number of problems in terms of employment, income, and individuals. factors affecting the employment and income of rural women in Quang Tri province, some orientations, enhancement and creation of learning and employment opportunities for rural women.

The national project of NAFOSTED Fund is chaired by Assoc. Prof. Dr. Ngo Quang Son, in the period 2015 - 2017: "Research on vocational training models for ethnic minority women in extremely difficult communes in South West region" has been deployed in three provinces of the South West including Kien Giang, An Giang and Tra Vinh. The topic mentioned in detail and depth about the status of vocational training for ethnic minority women in the process of building a new countryside in the extremely difficult communes of the southwest region, analyzing the results. results, strengths, weaknesses, objective and subjective reasons, thereby proposing effective

solutions to build vocational training models for ethnic minority women in the extremely difficult communes of the West. Southern. The project also builds demonstration models in 03 provinces of Kien Giang, An Giang and Tra Vinh.

Oxfam Anh in Vietnam (2016) publishes a book: "From employment to productivity and income: improving the effectiveness of short-term vocational training for rural workers towards poverty reduction in ethnic minority areas", Hong Duc Publishing House. The book has also researched and evaluated the current vocational training policies and programs are overlapping and spread, resources are insufficient, lack of linkage and difficulty integrating; The content and implementation methods are not consistent with the local characteristics and specific needs of each target group, especially ethnic minority women...

In general, the above-mentioned studies have explored the causes, status and effective management solutions for short-term vocational training, showing us a general picture of the mechanism, vocational training policies of the Party, State and locality. However, most of that research was mainly conducted in many different social groups but less deeply researched on a specific vulnerable social group. On the other hand, there are no projects that have specifically researched the issue of vocational training for ethnic minority women at the district level vocational education and continuing education centers in 5 provinces in the Central Highlands. Thus, the research and development of an effective vocational training models for local ethnic minority women in the Central Highlands provinces has profound theoretical and practical value. This research is very important and urgent not only in addressing gender equality but also in vocational training to develop quality human resources for the community, for livelihood development and for sustainable socio-economic development in the Central Highlands in the current period.

3. Research method

3.1. Method of collecting information:

- Methods of studying secondary documents:

The thesis inherits the research results of the research projects with contents related to domestic and foreign research topics, policies and documents on vocational training, gender equality in access to education services. women's education, vocational training in the Central Highlands... Vocational training policies and policies for local ethnic minorities, documents on gender equality in education and gender equality in career access .

4. Current situation of management and development of vocational training models for local women of ethnic minorities at the district level vocational education - continuing education

centers in the Central Highlands

4.1 Current status of vocational training needs of local ethnic minority women

To understand the vocational training needs of ethnic minority women on the spot, the author conducted a field survey and survey with 504 ethnic minority women on-site in 5 provinces of the Central Highlands: Dak Lak, Dak Nong, Lam Dong, Gia Lai, Kon Tum. The survey results show that the vocational training demand of ethnic minority women is 66.2%. When asked why she did not attend the vocational training class, she answered: no money, no means of transportation, want to work as a hired worker, do not know what to do, do not have time to study and no know the state vocational training support programs, old age... Occupations where ethnic minority women have received vocational training are just farming, veterinary, agriculture and forestry. and fisheries, health care, apparel. These are jobs associated with local agricultural production. At the same time, the establishments where they participate in the vocational course are mainly the ones in their residential areas such as: participating mainly at community learning centers (12.2%), the remaining few attend households in establishments such as the General Education Center, the vocational training center, the high school... however this number is only very small, accounting for less than 10%. At the same time, the vocational training courses attended by ethnic minority women are mostly short-term 3-month classes.

The local ethnic minority women's vocational training needs are also evidenced by the comments of local policy-makers in the question about vocational training needs of male and female students. The percentage of women participating in vocational training is only 26.5% compared with 64.7% of men, while the labor rate in the ethnic minority areas is similar. Survey results, interviews with teachers who are subject to vocational training also show that there is not much demand for vocational training of local ethnic minority women and participation in vocational training has gradually decreased from college level. to intermediate, to short term. The short-term training occupations in intermediate schools, general education centers, community learning centers are mainly cultivation, animal husbandry, veterinary medicine, plant protection, tailoring, and preserving and processing agricultural products. These are professions defined by the Ministry of Education and Training. The above data shows that the vocational training needs of ethnic minority women in the five provinces of the Central Highlands are still quite modest, vocational training needs are mainly related to agricultural production activities and the short-term training courses, the higher the vocational training level, the less the number of vocational

training participants. This proves that the quality of local female ethnic minority workers is still limited, mainly unskilled labor serving agricultural and forestry production activities.

4.2. Current status of accessibility to vocational training and job change programs for ethnic minority women in the Central Highlands region

Implement Party Resolutions on vocational training development orientations, strategies, master plans and plans for vocational training development since 1998, the Law on Vocational Training and policies on vocational training for the poor, vocational training for the youth short-term vocational training books for rural workers and especially vocational training policies for women to learn jobs and job creation in the 2010-2015 period according to Decision No.295 / QĐ-TTg dated February 26, 2010. This policy has increased opportunities for vocational training and job creation for women; especially women in rural areas, middle-aged women, ethnic minority women. On the other hand, this policy also mobilizes all resources in society to pay attention to vocational training and job creation for women; to attach importance to investing in the development of vocational training institutions to attract more female workers, especially vocational training institutions under the Vietnam Women's Union. Local ethnic minority women in the Central Highlands mainly access vocational training programs, change occupations by 3 qualification levels (elementary, vocational and college) and short-term vocational training (less than 3 months). Access to vocational training and job change programs for ethnic minority women in the Central Highlands is through enrolment notification at the commune. Thus, through enrolment announcement and training methods in the commune, the localities in the Central Highlands have helped ethnic minority women in the area to access vocational training programs, annual job change at the commune level has increased.

To conduct a survey and survey on the situation of vocational training for ethnic minority women in the Central Highlands provinces, the research team conducted a survey with 504 local young women and ethnic minority women of 5 provinces in the Central Highlands. The survey results show that ethnic minority women in the Central Highlands region who have not received vocational training have a high proportion (79.9% of the votes), leading to the jobs that women do. Everyday is often heavy work, but the value of labor is low such as hired labor (14.7%), farming (32.9%) and no job (28.4%). There are very few farming and animal husbandry jobs, the rest (10.3%) are trained and accepted by enterprises.

4.3. Employment status of local ethnic minority women in the Central Highlands after vocational training

To evaluate the ability of ethnic minority women to find jobs in the Central Highlands region after receiving vocational training, the topic interviewed 69 questionnaires of provincial, district and commune officials in 5 provinces of Dak Lak, Dak Nong, Gia Lai, Lam Dong, Kon Tum. The results of the questionnaire show that 8.8% believe that local ethnic minority women are easy to apply for after receiving vocational training. Meanwhile, the percentage of votes that say it is difficult to apply for a job is quite high (67.6%). With the question: how enterprises in the area employ local ethnic minority women who have received vocational training? Most of the enterprises standing in the provinces answered that the labor force from the local vocational establishments did not meet the demand, 100% of the businesses had to train themselves and only use can be used in direct working position. 100% of the votes said that they mainly use local ethnic minority young women and ethnic minority women in common jobs, without professional or technical qualifications. Although the number of local ethnic minority female workers is very large, enterprises face difficulties in recruitment because local workers cannot meet professional and professional requirements (over 50% of respondents affirm that that).

4.4. Difficulties facing ethnic minority women in the Central Highlands region when accessing vocational training and changing jobs

To assess the difficulties faced by local ethnic minority women when accessing vocational training and job change, the topic conducted interviews with 504 ethnic minority women in the 5 provinces of the Central Highlands. .

When asked about the knowledge of local ethnic minority women vocational training institutions, the majority (55%) of the opinion of young women and ethnic minority women said that there is a vocational training institution in the locality. For them, 24% of respondents find that there is no facility and the remaining 20% do not know about those facilities. With this question, the ability to access vocational training policy and job change is 55.9%; The rate of participation in vocational training classes was 39.7% (of which, the main vocational training: cultivation 8.8%, veterinary 5.9%); while the rate of respondents wanting to go to vocational training is 66.2%. The proportion of ethnic minority women participating in job change classes accounts for 6.4% (of which conversion: cultivation 4.4%; agricultural product processing 1.0%; veterinary 0.5%; design garment 0.5%).

Through the survey and choosing to answer questions of women participating in interviews, it shows that the difficulty in accessing vocational training, job change mainly focuses on the following

difficulties:

First, due to with difficult conditions, they could not afford to go to vocational training or had to stay at home to do housework 57.4%.

Second, due to low education, high age, and weak health, 39.2% do not want to go to school.

Third, the ability to assess oneself is still limited and lack of knowledge and information about the profession, so they do not know which profession to choose and which job is suitable for 37%.

Fourth, no one takes care of housework and takes care of the elderly 24.0%.

Fifth, due to not being able to resolve the conflict between themselves and their parents, the family does not support 8.8%.

4.5. Current status of vocational training models for ethnic minority women in the Central Highlands today

a. Model 1. Linking “houses” in providing information, apprenticeship counselling, and job counselling for women in line with market needs.

Steering committee of programs / projects / schemes (project 295- training and employment support for women; Project 1956 - vocational training for rural workers ...) vocational training, support job assistance, state management agencies, vocational training institutions of the Women’s Union, common vocational institutions in the system, job placement institutions, employers, socio-political organizations, special unions, the Women’s Union at all levels, share information on the labor market, about the demand of female workers who have received vocational training (number and structure).

Advantages of the model: Vocational institutions have enough information to organize vocational training for women according to market demand. Sources of updated, complete, accurate, timely and cost-effective information.

Disadvantage: Competence of vocational training counselling, limited employment, including professional consultant team and collaborators (commune Women’s Union staff).

b. Model 2. Women’s Union’s vocational training institutions coordinate with vocational institutions under the common system to organize intermediate, primary and short-term vocational training courses of less than 3 months for women. In particular, in extremely difficult communes and specific groups of women in particular, training occupations are diversified, suitable to market needs.

Advantages: (i) Women can choose to study a variety of occupations according to their needs; (ii) Saving investment costs in facilities and conditions to ensure vocational training for vocational institutions, while still ensuring many

jobs for workers; (iii) Strengthening coordination and support relationships between vocational institutions in the same area and in the same region or region; (iv) Save on travel and accommodation costs for apprentices by choosing the nearest vocational institution.

Disadvantages: Depends on the ability and goodwill of business establishments.

c. Model 3. Connecting vocational intermediate and college level training with and between the system of vocational training institutions and vocational training centers

Students graduating from primary vocational institutions can be educated through intermediate and vocational colleges in vocational institutions under the common system;

Advantages: Women have the opportunity to continue vocational training at a higher level (vocational secondary, vocational college) in the general vocational training system.

Disadvantages: There is a difference in teaching quality and curriculum content among vocational institutions, which can cause certain difficulties for students to connect.

d. Model 4. The link between vocational institutions and enterprises employs more women

This model has been implemented and replicated in the Central Highlands in order to link vocational training and job support to women. Vocational institutions link with businesses that employ many female workers for joint training. Vocational institutions capture the needs of employers / production, business - service establishments to develop appropriate training plans.

Vocational institutions enroll, train theory and send apprentices to apprenticeship and internships at enterprises. After finishing the course, the enterprise will immediately recruit the students who meet the requirements. The most appropriate form is a vocational training institution on “orders” for businesses / business and service establishments that employ a lot of female workers. Business support for input and output markets.

This model has been implemented by localities in the Central Highlands for many years now and has provided many employees for enterprises. But in reality, the number of ethnic minority female workers working in enterprises can be used by enterprises with retraining or advanced training.

Advantages: Women who finish vocational training at vocational institutions are introduced to good jobs, which is an important practical driving force that motivates women to participate in vocational training. Vocational institutions improve reputation with employees. Enterprises can recruit workers with technical expertise in the right

profession, ensuring quality.

Disadvantages: Enterprises that use a lot of female workers are often in labor-intensive fields (using a lot of workers), low income, long working hours (long overtime) such as textiles- garment, footwear, electronics, handicrafts, ... It is necessary to replicate this model in jobs where few women participate in order to increase opportunities for women to participate in better jobs, contributing to promoting gender equality in the field of employment.

e. Model 5. Vocational institutions under the Women's Union at all levels or general vocational institutions coordinate vocational training and on-the-job support in group models, groups of women cooperating in production and business association and traditional craft villages. employ many women

In order for this vocational training model to be effective, in recent times, the Women's Union at all levels, or the local authorities have developed vocational training programs and textbooks with the participation of the village. job. The objective is the content of the lean training program using traditional techniques of the craft village in combination with the use of new and modern technologies. The program is both legal, flexible, highly practical, and practical with the traditional production process in the craft village. Specifically, loosening the optional program in the framework program from 25% to 35-40%; increase the internship time in the craft village, accounting for 1/5 of the course time (before 1/10).

Advantages: Workers in the craft villages can get apprenticeships, be granted with official diplomas / certificates, officially recognized. The craft villages are allowed to receive and use the labor force that has received formal vocational training. Students learn jobs conveniently and easily because they do not have to go far. Saving teaching costs because vocational institutions do not have to invest a lot in equipment for practical teaching. Students get practice and internships right at the actual production site, helping them get used to the job right from when they are apprenticeship.

Disadvantages: The whole curriculum and textbooks are compiled specifically for each traditional profession, difficult to apply widely, so it is quite expensive in terms of time and budget.

g. Model 6. Vocational institutions cooperate with labor export enterprises or foreign employers

Vocational institutions have consulted and recruited women to participate in vocational training courses according to orders for labor export enterprises or foreign employers. Women who complete vocational training courses will be examined by a labor export enterprise or foreign worker and sent to work abroad under contract.

Advantages: Labor export enterprises have a source of quality workforce due to vocational training and necessary knowledge and skills education before going to work abroad. A woman with an apprenticeship and technical expertise will increase her chances of going to work abroad with better earning and working conditions.

Disadvantages: Few enterprises exporting labor "order training" women for labor export. In the past time, only focus on a few occupations such as domestic work, nursing care for the elderly, nail care, ... mainly for the Taiwan market, Korea.

h. Model 7: Flexible vocational training (flexible in terms of time, place, number of trainees ...)

Despite achieving some initial results, vocational training in general, and building vocational training models for ethnic minority women in particular still have many limitations and shortcomings such as:

Some issued policies are not consistent with the reality in the Central Highlands provinces; In some places, the organization of vocational training is not suitable to the labor needs of local enterprises and the socio-economic development trend of the region, so some women from ethnic minorities have completed their vocational training. jobs or jobs in the wrong profession, leading to waste of training budget. Vocational education for girls in schools is limited, the popular psychology of students and parents still want to study to get a university or college degree, not vocational or specialized high school. industry and training institutions do not have a full-time vocational teacher ...

The decentralization in the implementation of vocational training tasks in some localities in the Central Highlands has not yet reached consensus, still through many clues (some places are assigned to Farmer's Union, some are assigned to the Women's Union, or Youth Union or Community Learning Center in charge of vocational classes). Therefore, the work of vocational training and guidance, job creation is overlapping and ineffective.

The network of vocational training institutions is inadequate and inadequate. In some districts, there are no specialized staff in vocational training at the district Department of Labor, War Invalids and Social Affairs.

4.6. Factors affecting vocational training models for ethnic minority women in the Central Highlands region

The capacity of grassroots cadres is limited, the network and capacity of service centers providing jobs and teaching is limited; Vocational training for poor workers, especially rural workers, according to Decision 1956, still faces many difficulties, affecting the quality of vocational training: keeping information informed by local officials at all levels. Information, policies to support vocational training

and job change are still limited: the staff said no, especially the number of cadres who answered no to the Provincial Vocational College accounted for 67.6% of the respondents. are not; up to 44.6% of school teachers answered: ethnic minority students in DBKK communes are not entitled to vocational training support policies; and especially the proportion of households receiving vocational training support is low. This, showing the staff's awareness of the implementation of policies to support vocational training in the locality has many limitations and weaknesses.

The level of policy support is still low while women do not have money to attend school, affecting the effectiveness of policies and participation in vocational training for ethnic minority women in the Central Highlands. For short-term training under 3 months, the vocational training support level according to Decision No.1956/QĐ-TTg dated November 27, 2009 is VND 15,000 / person / day, from 2016, according to Decision 46/2015 of The share rate of 30,000 VND / person / day is too low, cannot ensure daily living expenses for a student; For students studying vocational intermediate level courses, vocational colleges are entitled under the ethnic minority student policy support level of 900,000 VND / person / month is not guaranteed daily living expenses. Because most of the students enrolled are policy beneficiaries, difficult families do not have any additional support, the percentage of students who do not have money to attend school is 29.5%. Collaboration is still weak, vocational training is not associated with outputs, it shows that there is no connection between vocational training institutions and establishments and enterprises employing workers in the area. 100% of ethnic minority female workers, when recruited to work in enterprises, have to train themselves, the enterprises pay their own expenses without state support. Most of the workers after vocational training find jobs by themselves and when recruited to work in enterprises with the right job training, the employees only partially meet the expertise. Meanwhile, ethnic minority workers, after being trained by a new enterprise, have met 100% of their expertise in the working positions of the enterprise.

5. Discussion

It can be seen that, at present, our State has issued a comprehensive and detailed system of policies to support the development of ethnic minority areas, among 116 related policies for ethnic minorities. For ethnic minorities, there are seven policies to support ethnic and mountainous youth in vocational training and training from refresher, elementary, intermediate, but the access and use of policies to train Job creation and start-up of ethnic minority women in the locality is still a problem with many shortcomings.

The characteristics of the current ethnic policy

system are located in many different ministries, branches and fields, so that the policy can really become a resource and motivation for successful startups in ethnic minority areas. it is necessary to have the connection and effective coordination of many ministries and branches. Along with that, before providing on-the-job training for ethnic minority women-only occupations, localities as well as vocational training centers need to redefine the nature of vocational training and redefine the role of women entrepreneurship in this particular area. In addition to job creation, poverty reduction and economic development also go with the goal of preserving cultural diversity, building confidence and supporting the inclusion of women of ethnic groups. local minorities into the overall provincial, regional and national startup flow. Only by doing that can women be encouraged to learn their jobs, love their jobs and live by their favorite jobs.

6. Conclusion

The National Target Program for Socio-Economic Development in Ethnic Minority and Mountainous Areas Period 2021 - 2030 is built into 10 projects and 11 sub-projects. In which, project No.8 "Implementing gender equality and solving urgent issues for women and children" plays an important role in enhancing the role of ethnic minority women, especially ethnic minority women in the spot.

Building and developing vocational training models for ethnic minority women in the area in vocational education centers - district continuing education in the Central Highlands region, is one of the prerequisite solutions to It is very important to improve the current living conditions of ethnic minority women in the locality, along with enhancing the economic role of women, because when women take economic power in the family, they will have the power to make decisions, thereby helping ethnic minority women participate better in all areas of life, reducing gender gaps, promoting the role of men in participating housework, child care...In reality, women's education and technical expertise are still lower than that of men. This is a barrier in the implementation of equality in general and gender equality in the labor market in particular. Vietnam is one of the countries in the world that has been participating in many conventions on gender equality, in the Law on Vocational Education, women are given priority when participating in vocational training and employment programs. and decent jobs. As a result, it contributes to overcoming gender gaps, creating conditions for promoting sustainable employment, social security for women, and ensuring the realization of gender equality in the field of vocational education, especially for women. women of ethnic minorities in the Central Highlands region.

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QUẢN LÝ PHÁT TRIỂN MÔ HÌNH ĐÀO TẠO NGHỀ CHO PHỤ NỮ CÁC DÂN TỘC THIỂU SỐ TẠI CHỖ Ở CÁC TRUNG TÂM GIÁO DỤC NGHỀ NGHIỆP - GIÁO DỤC THƯỜNG XUYÊN CẤP HUYỆN KHU VỰC TÂY NGUYÊN - THỰC TRẠNG VÀ NHỮNG VẤN ĐỀ ĐẶT RA

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Tóm tắt

Công tác đào tạo nghề đối với đồng bào dân tộc thiểu số tại chỗ nói chung và phụ nữ các dân tộc thiểu số tại chỗ nói riêng trên địa bàn 5 tỉnh Tây Nguyên đang là một trong những nội dung luôn được ưu tiên hàng đầu trong các chính sách phát triển kinh tế - xã hội của các tỉnh trong khu vực Tây Nguyên. Việc nghiên cứu, đánh giá đúng thực trạng về đào tạo nghề cho phụ nữ các dân tộc thiểu số tại chỗ ở các trung tâm giáo dục nghề nghiệp - giáo dục thường xuyên cấp huyện ở 05 tỉnh Tây Nguyên là một việc hết sức quan trọng và cần thiết. Tác giả bài báo đã tiến hành điều tra khảo sát về thực trạng phát triển mô hình đào tạo nghề cho phụ nữ các dân tộc thiểu số tại chỗ ở khu vực Tây Nguyên trong giai đoạn 2016-2020, phân tích những mặt mạnh, những mặt còn yếu, nguyên nhân và những vấn đề đặt ra để quản lý phát triển hiệu quả mô hình đào tạo nghề cho phụ nữ các dân tộc thiểu số tại chỗ ở khu vực Tây Nguyên trong thời gian tới.

Từ khóa

Mô hình đào tạo nghề; Quản lý phát triển mô hình đào tạo nghề; Phụ nữ dân tộc thiểu số tại chỗ; Các Trung tâm giáo dục nghề nghiệp - Giáo dục thường xuyên cấp huyện; Các tỉnh Tây Nguyên.