

MANAGING THE DEVELOPMENT OF VOCATIONAL TRAINING MODELS FOR LOCAL WOMEN OF ETHNIC MINORITIES IN VOCATIONAL EDUCATION AND CONTINUING EDUCATION CENTERS AT DISTRICT LEVEL IN DAK NONG PROVINCE IN THE CONTEXT OF THE CURRENT INDUSTRIAL REVOLUTION 4.0 SITUATION AND ISSUES

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Vocational training and career development are the rights and obligations of female employees; Women actively participate in vocational training to meet the needs of the labor market, contributing to increasing the competitiveness of human resources, economic growth and social development. Increase opportunities for vocational training and job creation for women; especially women in rural areas, middle-aged women, ethnic minority women, especially disadvantaged areas, displaced and liberated areas is the desire of the whole society. The State increases investment in vocational training development and job creation for women; adopt policies to mobilize all resources in society, pay attention to vocational training and create jobs for women; focus on investing in the development of vocational training institutions that attract many female workers. The issue of vocational training, especially vocational training for ethnic minority women in general, especially ethnic minority women, in particularly difficult communes in particular, is an issue that needs special attention, while local ethnic minority women in the area still have little opportunity to receive formal vocational training, often only taking classes for less than 3 months.

Education is the key to development. Education development is to create a solid foundation for socio-economic development in regions of the country in general, especially vocational training in extremely difficult communes of Dak Nong province in particular. In education, research to address the issue of vocational training for local ethnic minority women has become increasingly significant. The authors conduct the research: "Managing and developing a model of vocational training for local ethnic minority women in District-level vocational education - continuing education centers in Dak Nong province in the context of the Industry 4.0 today. Actual situation and issues" has practical value, gender equality and profound humanity, is an urgent requirement to help local ethnic minority women have the opportunity to improve their capacity, professional capacity as well as labor productivity to develop the household economy.

Keywords: *Development management; Vocational training model; Local ethnic minorities women; Vocational education - Continuing education centers at district level; Dak Nong Province.*

1. Foreword

Vocational training in Dak Nong province only meets about 25% of the local vocational training needs. Vocational training and job creation for rural workers in general and ethnic minorities in particular, especially local ethnic minority women living in extremely difficult communes, still face many difficulties. After vocational training, laborers are able to find jobs and earn a small amount of income. There is no appropriate policy to encourage vocational training institutions to expand enrollment. Many localities in remote, isolated and extremely difficult areas do not yet have a suitable vocational training model for each target group, especially ethnic minority women in the area. Education socialization has not been promoted and resources have not been mobilized from businesses and people. There are places where vocational training is not suitable with local needs. The quality of vocational training is not high because the education level of the workers, especially the quality of workers in remote areas and ethnic minority areas is not uniform, so the number of rural workers participating in vocational training is not high. The main occupation is learning simple jobs or fostering knowledge for a few days. In particular, there is a lack of preferential mechanisms and policies for ethnic minority women apprentices. A number of regulations and norms on vocational training support for rural workers and ethnic minority women are not appropriate and do not meet local vocational training needs, specifically: regulations on the level of support for food and travel expenses is too low, while the training facility is too far away compared with the residence of the people. High-tech occupations have not yet developed. The qualifications of workers do not meet the requirements of the labor market. Labor export is still limited. Many training institutions still have difficulties in terms of facilities and lack of places to practice. The vocational training program is still heavy on theory, not really suitable with the awareness level of local ethnic minority women in the area, especially local ethnic minority workers. Most of the trainees in rural areas have only been trained at primary level and under 3 months. Also due to customs left behind, most local ethnic minority women in the area rarely go to school, have too little time to study, and have little opportunity to participate in rural vocational training programs. underemployed workers, due to lack of skills or weak skills, this is the basic cause of inhibiting the development of the household economy, also a big challenge in vocational training, job creation for ethnic minorities, especially local ethnic minority women in extremely difficult communes of Dak Nong province. Most of the workers after receiving vocational training still do their old jobs (agriculture

accounts for over 60%). The percentage of ethnic minority workers receiving vocational training is very low (less than 12% compared to ethnic minority workers in the age group). Local ethnic minority women still have few opportunities to receive formal vocational training, often only taking classes for less than 3 months. The authors conduct the research: “*Managing and developing a model of vocational training for local ethnic minority women in District-level vocational education - continuing education centers in Dak Nong province in the context of the Industry 4.0 today. Current status and issues*” have practical value, gender equality and profound humanity, from which to propose a system of management solutions to develop a vocational training model for local ethnic minorities women in vocational education - Continuing education centers at district level of Dak Nong province in the context of the current industrial revolution 4.0.

2. Overview of research in the field of the topic

2.1. Abroad research

Alan L. Gustman, Thomas L. Steinmeier, “The Labor Market and Vocational Assessment Curriculum in Public High Schools - Towards an Analytical Framework”. A simple model was built to analyze the role of vocational training programs in secondary schools. This model assumes that there are two types of secondary school education, vocational. The model also assumes that there are two types of employment for high school graduates.

Two authors Adeela Razzak, PhD Scholar at Allama Iqbal Open University, Islamabad, Pakistan with the work “Designing a model of vocational training programs for people with disabilities in Pakistan” was conducted to design a model of vocational training programs for people with disabilities. The work has reviewed the models of vocational training that have been implemented and the model applied in the program of Israel, the UK, Vietnam, Japan and Thailand will be analyzed to form a standard framework. The proposed model is related to the vocational training plan for the jobs of cashiers and receptionists. Authors Shaista Majid and Adeela Razzac with the work “Designing a model of vocational training programs for people with disabilities through ODL are also studied to design a model of vocational training programs for people with disabilities.

The work of Dr. Joanne Bailey (New Hall, Cambridge) has researched on gender equality, which emphasizes and pays attention to the role of women in social positions, capable of taking on the tasks of male. He considers it necessary to investigate gender relationships between men and women and to explore the identities of men and their ability to exercise patriarchal power over women.

Author Jan Lewis Chair in the US emphasizes that there is still inequality for women in the workplace and at work and wants women to always assert their equal roles and especially in social life. In society, in learning, women need more opportunities in work and social work, women need to be educated, need job opportunities, need vocational training and be challenged in different positions. job positions that they have always thought were men's jobs.

Author Dr. Anamaria Dutceac Segesten suggests that institutions can support women in discussing gender-specific outcomes in scientific groups. He argues that organizations need to promote the gender diversity of the research team through a series of incentives (e.g. recognition of quality and allocation of resources) and through transparency in recruitment. Important decision-making committees should also have different genders, these changes will create equality for women, women can fully participate in research, participate in scientific work, participate in study and other activities.

Author Fasiha Farrukh studies skills development for women. It is a common observation that women are not able to complete their studies or find suitable jobs or lack skills, leading to a decline in financial conditions, leading to their dependence on others. other or they are unable to support important activities in their families. By providing vocational training to girls and women, we can take them a step further so that they can do their own thing and be fully financially independent.

Author Kathleen Collett has studied "Challenges for ethnic minorities in vocational training". Challenges faced by ethnic minorities in acquiring and using different occupational skills for ethnic minorities in particular and their relationship with multinational and local populations, relations their own with the power of the state and norms within the group. Three common problems can be recognized in the research such as: cultural barriers; realistic barriers; discrimination in the workplace.

2.2. Domestic research

The research work of Lao Cai province "Study on some models of vocational training for rural workers" shows that vocational training for rural workers has both economic and social significance. Therefore, it is necessary to organize practical vocational training with people, while achieving socio-economic efficiency.

Author Mac Van Tien, in the article "Some models of vocational training for rural workers", has proposed some models of vocational training for farmers in craft villages, specialized farming areas, for purely agricultural workers. Experience from Norway's elite vocational training and training model has shown that the Norwegian vocational training system is quite comprehensive and has

few defects when combining vocational training with educational programs. The research work on replicating the examples of vocational training for rural workers shows the most obvious results in organizing vocational training for rural workers according to pilot agricultural models. According to the evaluation of the Steering Committee of Project 1956, most of the pilot models have worked well, creating conditions for apprentices to have the opportunity to find jobs and increase income and stabilize their lives.

Gender equality is a central and long-term goal that most countries have been pursuing recently because it plays a very important role in the socio-economic development as well as the culture of peace of the country in particular and the world in general (UNESCO, 2000). In Vietnam, this is verified through the implementation of the goal of "Strengthening gender equality and enhancing the capacity and status of women (MDGs)". Under this plan, education is the key to bringing girls into the world on par with boys. Our State has been considering "education as the top national policy" in order to develop human resources regardless of male or female. But it is worth mentioning here that the ratio of boys and girls at all educational levels is increasingly markedly gap. At the primary school level, the percentage of boys and girls attending school is almost equal without any distinction. At the high school level, the percentage of boys and girls attending school is not much different. But the interesting thing here is that the higher the education level, the lower the percentage of girls.

Gender equality in education increases the average quality of human resources of the society. If we assume that boys and girls are equally gifted and that more capable children receive more education and training, then favoring boys means that children who are more capable will receive more education and training. Boys with lower potential than girls are more educated, thus, the quality of human resources in the economy will be lower than it can be and inhibit the potential for economic growth. Gender equality in education has a positive influence on the quality of human resources of the future.

Do Thi Bich Loan's research work, "Gender equality in education in Vietnam - Opportunities and challenges, Gender equality is one of the important criteria to assess the development of each society" has present the achieved results as well as the shortcomings and limitations on gender equality in the field of education in Vietnam and propose some solutions to successfully realize the gender equality goals in education. education, including a proposal to enhance the role of women in educational activities.

Author Nguyen Thi Kim Hoa with the doctoral thesis "The social role status of women in the rural

family - the Northern Delta today (through a re-study of Nam Dinh province) 2000” has comprehensively studied about status of rural women in the Northern Delta in the context of rural industrialization and modernization, social changes affecting the status of women, opportunities to study and work for rural women in the period The current.

Author Nguyen Nhu Sang, institute-level project, Research on social justice in accessing lower secondary education in Dien Bien province, assessing the current status of social justice in accessing lower secondary education in the Dien Bien province. Proposing recommendations to improve social equity in access to education in ethnic minority areas.

Training ethnic minority workers in Kontum city, Phan Thi Thu Ha’s master’s thesis in economics wishes to provide an overview of the training of ethnic minority workers, from which: improve the quality of human resources, shift the labor structure to meet the socio-economic development goals of Kon Tum city.

Do Thi Bich Loan, “Gender Education for Ethnic Minority Students - An Issue of Concern”, investigated and identified the causes and barriers for ethnic minority female students in school, access to education (about learning capacity; status, ability to participate and succeed in society; about women’s status and participation in society; about status, roles and rights in society family); thereby changing the perception of the community and society about gender and gender equality.

Kieu Thi Bich Thuy, “Promoting gender equality and children’s rights in ethnic minority areas” affirmed: Gender equality and children’s rights in ethnic minority areas is one of the important goals of the development process. development of the country. The Education Sector has assigned the Center for “Ethnic Education Research” to implement a number of international cooperation projects to realize children’s rights and gender equality in ethnic minority areas. In particular, the content related to women and girls in ethnic minority areas is the most focused.

3. Research approach and research methods

3.1. Research approach: The thesis is carried out based on the following main approaches: Historical-logical approach; Systematic approach with the main orientations of interdisciplinary, inter-regional and interdisciplinary research; Access to school education; Access to sociology; Access to value; Market Access; Access to psychology; Cultural access; Approach to case study; Access through expert consultation

3.2. Research methods and techniques used

- Methods of collecting information: Methods of researching secondary documents; Primary data

collection methods:

4. The model of vocational training for local ethnic minority women in extremely difficult communes of Dak Nong province

Vocational training for local ethnic minority women in Dak Nong province can be carried out in various forms such as teaching at vocational training institutions; vocational training according to orders of corporations and corporations; mobile vocational training (in communes, villages and hamlets); vocational training at enterprises and production, business and service establishments; Vocational training associated with specialized farming areas, craft villages;... Training methods should also be diversified, suitable for each target group and the conditions of each region or region. Specifically: concentrated training at vocational training institutions for farmers changing careers (vocational training centers, intermediate schools, vocational colleges, other schools participating in vocational training...); mobile vocational training for farmers to be modern farmers in villages, communes, hamlets and hamlets; Vocational training at the place of production...

The development of vocational training models, including vocational training models for rural and female workers, has been carried out in many localities and communities. According to research experts in the field of vocational training, a number of vocational training models for rural workers have been studied, built, and replicated as follows:

**For workers in specialized farming areas:*

- Model 1: will be a model of State agencies (General Department of Vocational Training, Departments of Labour, Invalids and Social Affairs of provinces...) in cooperation with Corporations with specialized cultivation areas (such as tobacco, tea, rubber, coffee...), through the technical centers of the Corporations, directly organize training courses for farmers in specialized farming areas. .

- Model 2: State agencies (General Department of Vocational Training, Provincial Departments of Labor, War Invalids and Social Affairs...) coordinate with vocational training institutions (schools/ vocational training centers/regular education centers) regularly in the area to organize vocational training for specialized farming professions. In the implementation process, there are the participation of specialized enterprises.

** For purely agricultural workers:*

- Model 1: State agencies (Department of Labor, Invalids and Social Affairs of the province...) coordinate with vocational training institutions (schools/vocational training centers/continuing education centers) in the area, organize vocational training for agricultural workers. In the process of implementation, there is the participation of local

associations and unions.

- Model 2: State agencies (Department of Labor, Invalids and Social Affairs of the province...) coordinate with mass organizations and professional associations in the locality (Gardeners Association, Bird Breeding Association, Farmers' Association), Women's Union ...) organize vocational training for members.

- Model 3: State agencies (General Department of Vocational Training, Provincial Departments of Labour, Invalids and Social Affairs...) coordinate with People's Committees of districts to organize vocational training for local ethnic minority women in the province. In this model, the People's Committees of districts have the role of "contractor", responsible to the General Department of Vocational Training or the Department of Labor, Invalids and Social Affairs to organize vocational training. In the process of implementation, there are participation of vocational training institutions, unions and professional associations in the locality.

** For workers in craft villages:*

- Model 1: State agencies (General Department of Vocational Training, Departments of Labor, Invalids and Social Affairs...) coordinate with specialized vocational training institutions (of the Vietnam Cooperative Union) directly. vocational training for workers in the craft village. In the process of implementation, there are the participation of artisans of the craft village.

- Model 2: State agencies (General Department of Vocational Training, Departments of Labor, War Invalids and Social Affairs of provinces/district Labor Departments...) coordinate with each craft village to provide vocational training to people. The teacher is an artisan - a person with high vocational skills who directly transmits the profession. In the process of implementation, there are the participation of teachers of specialized vocational training institutions.

- Model 3: State agencies (General Department of Vocational Training, provincial Departments of Labor, Invalids and Social Affairs) coordinate with vocational training establishments in the locality to organize vocational training for workers in craft villages. In the process of implementation, there are the participation of artisans in the village.

** For workers changing jobs:*

- For short-term vocational training:

Model: State agencies (General Department of Vocational Training, Departments of Labor, Invalids and Social Affairs of the provinces...) coordinate with local vocational training institutions to provide vocational training in accordance with the needs of workers. In the process of implementation, the People's Committee of the District and the Job

Introduction Center participated.

-For long-term vocational training:

+ Model 1: State agencies (General Department of Vocational Training, Departments of Labor, Invalids and Social Affairs of the provinces...) coordinate with appropriate vocational schools and colleges in the area (or neighboring areas) approach) organize vocational training with occupations registered by enterprises. In the implementation process, there is coordination of enterprises and local supervision.

+ Model 2: State agencies (General Department of Vocational Training, Departments of Labor, War Invalids and Social Affairs of the provinces...) coordinate or order with enterprises (or Schools in enterprises) to provide vocational training according to their business needs requirements.

There may be many other models of vocational training, during the implementation process, it is necessary to evaluate the results to adjust the model and replicate the effective models. It is necessary to deploy some models with a number of target groups in typical locations. On that basis, learn from experience and if effective, it will be widely deployed.

5. Actual situation of vocational guidance, job change, vocational training for local ethnic minority women in extremely difficult communes of Dak Nong province

Currently, vocational education is usually through 5 ways:

Firstly, Vocational education through teaching basic science subjects in order to exploit the relationship between subject knowledge and professions, associating the content of the lesson with productive life by integrating, integrating Combining subject knowledge with professional knowledge helps students understand issues related to professions in society, discover and foster students' talents. Secondly, through the organization of mainstream vocational education activities with the aim of introducing students to the main and basic occupations of the country, the professions that the State needs to develop systematically; Training information and economic development direction of the country, of the locality, career counseling for students. Third, through extracurricular activities to support other vocational education activities in introducing and propagating careers to students.

Fourthly, through technology teaching and learning activities to provide students with basic principles of engineering, scientific technology and actual production processes, making students understand the applications of science and technology in different professional activities, helping students to have basic knowledge about professions in society. Fifth, through career

orientation activities, students share their insights with friends about careers and learn other knowledge. Each activity session is a topic, each topic gives the students new knowledge, forming a sense of their own in choosing their own profession.

Thus, vocational education and training in extremely difficult communes has been paid attention and initial results have been achieved. However, due to many reasons, vocational education activities are still formal and not practical. Most teachers are not aware of their role in career guidance, while the awareness of students' parents about choosing a career is still very limited. Almost the overwhelming majority of parents earnestly want their children to go to college. In addition, students' general psychology of choosing a career is based on luck, lacks information on choosing a career and often chooses famous, easy-to-make money...without knowing if it matches their abilities, interests, and conditions. yourself or not.

Not having a teacher in charge of career guidance is a very difficult problem while requiring teachers to have a deep and wide practical understanding of many industries and fields, and good communication and presentation skills... Most of the teachers in charge of career guidance are part-time teachers, homeroom teachers or basic subjects of the school. The duration for vocational education activities is 01 period/month, 10 periods/school year. In addition, the school integrates career guidance into subjects such as Biology, Citizenship Education, Extracurricular Activities and Hygiene, Weekend Activities. Teachers do not have allowances for vocational training classes and there are no materials for vocational training, etc. These issues have a significant impact on the effectiveness of vocational education in extremely difficult communes. The majority of vocational training for ethnic minority women in the area is agricultural training (60%). After the apprenticeship, the local ethnic minority women mainly continue to do the old jobs in the locality, with little change in employment. Vocational training for ethnic minority workers is mainly short-term training, training and retraining for less than 3 months, the rate of vocational training under one year accounts for about 5%; vocational intermediate level training accounts for only about 0.48%, vocational colleges only 0.17%. After participating in vocational training courses, employees have made remarkable progress in all aspects, from knowledge, professional skills, ability to master modern equipment to labor discipline and industrial style.

Vocational training results have made practical contributions to labor restructuring, job creation, and improvement of the quality of life for local ethnic minority women.

However, the local ethnic minority women who receive vocational training are still too few, not connecting the need for vocational training with the jobs trained at vocational training institutions; Job placement after vocational training is still low. Most people find jobs on their own after being trained. Most of the teaching and administrative staff at vocational training schools have basically met the pedagogical standards and the corresponding professional qualifications are up to the prescribed standards. In vocational training centers, in addition to the standard system of teachers as prescribed, there is also a system of teachers who are artisans from craft villages, good farmers, good engineers, reputable people, etc. participate in teaching. To understand the vocational training needs of local ethnic minority women, we conducted surveys and field surveys with 204 local ethnic minority women in extremely difficult communes of Dak Nong province. The survey results show that the need for vocational training of ethnic minority women in the locality is 66.2%. When asked why she did not attend the vocational training class, she answered: no money, no means of transport, want to work as a hired laborer, do not know what to do with vocational training, do not have time to study and no know the state's vocational training support programs, old age,... The occupations that ethnic minority women have received vocational training in place are only horticulture, veterinary, agriculture and forestry and seafood, health care, garment. These are occupations associated with local agricultural production. At the same time, the establishments where they participate in vocational training are mainly establishments located in their residence areas such as: participating mainly in the community learning center (rate 12.2%), the remaining few participate. participants at institutions such as continuing education centers, vocational training centers, high schools...however, this number is very small, accounting for less than 10%. At the same time, the vocational training courses that local ethnic minority women participate in are mostly short-term classes of 3 months.

Through the above data, it is shown that the vocational training needs of ethnic minority women in the extremely difficult communes of Dak Nong province are still quite modest. agricultural production and is a short-term training course, the higher the vocational training level, the smaller the number of apprentices. This proves that the quality of local ethnic minority female laborers in extremely difficult communes of Dak Nong province is still limited, mainly unskilled workers for agricultural and forestry production activities. Causes affecting the ability to access vocational training and change jobs of local ethnic minority women in extremely

difficult communes of Dak Nong province today:

Firstly, because the mechanisms and policies on vocational training over the past time have many inappropriate contents, lack of unity in direction and administration among central ministries.

Secondly, the infrastructure is interested but the investment is not synchronized, especially in the extremely difficult communes that have not met the requirements; lack of policies to strongly attract businesses to invest in rural areas and areas with special difficulties; New industries are slow to develop, especially in extremely difficult areas, so the labor restructuring is still slow.

Third, the recruitment demand of enterprises in the region tends to decrease due to the difficult situation of production and business. Especially handicraft enterprises, seafood and food processing enterprises,

Fourthly, the transformation of vocational training models is slow, and the training occupations are still outdated and are not suitable for the actual recruitment needs of local workers, so they cannot apply for jobs, leading to workers not wanting to participate. vocational training, career change.

Fifth, the awareness of the people, some cadres and party members also underestimated access to vocational training and apprenticeships, so the implementation of the policy was ineffective, and the people's understanding of the programs was not effective. Vocational training and job change are limited, so it is not possible to determine whether it is necessary to participate in vocational training or determine the profession to study in accordance with their abilities and perceptions.

Sixth, funding for training support is too low. At the same time, the policy of lending credit capital, capital from banks, cumbersome procedures, low loan amount, short time does not guarantee production, business or capital turnover when facing risks. ..All these problems lead to limited access to vocational training programs for women, so the number of women currently in the locality who are mainly seasonal workers will not capital loss and less risk.

Seventh, policy propaganda is still weak: stemming from the limited qualifications of local officials, leading to weak propaganda and implementation of policies, propaganda officers have not fulfilled their responsibilities. The propaganda to each people has not been thoroughly grasped and implemented. Therefore, the percentage of local ethnic minority women in extremely difficult communes of Dak Nong province who do not know about the vocational training policy for job change accounts for a very high rate of 71.6% and has no need. demand for job change 52.0%. This is an alarming number that contributes to reducing

the effectiveness of policies and policies as well as poverty reduction in extremely difficult communes.

Eighthly, coordination is still weak, vocational training is not linked to output, showing that there is no connection between vocational training institutions and employers in the area. 100 % of ethnic minority workers, when recruited to work in enterprises, have to train themselves, enterprises pay their own expenses without support from the state. Most of the workers after receiving vocational training find jobs by themselves and when they are recruited to work at enterprises in accordance with their trained occupations, they only partially satisfy their professional needs. Meanwhile, ethnic minority workers, after being newly trained by the enterprise, have met 100% of the professional requirements at the working positions of the enterprise.

Through studying the accessibility to jobs, the reality of vocational training of ethnic minority women in extremely difficult communes of Dak Nong province, we have the following evaluations:

The policy system has been promulgated more and more fully and completely, the facilities, facilities, and the vocational education system have been enhanced, including human and material resources.

The achievement of policies and programs on vocational training and job change is training more and more workers in different industries and occupations for the society. Opportunities for vocational training and job change for ethnic minority women on the spot are increasing, relieving pressure on vocational training, accessing vocational training programs, and changing jobs. Implement the policy of vocational training and job change for ethnic minority women on the spot more and more effectively. This work contributes to poverty alleviation and improvement of social justice and gender equality.

6. Discussion

- The biggest limitation of the current policy of vocational training and job change is mainly focusing on extensive training, as many people are trained as possible without paying attention to the output as employment. Therefore, employees are not encouraged to participate in vocational training to improve their qualifications and skills.

- Vocational training policy is mainly aimed at supporting and encouraging participation in vocational training without knowing the responsibilities of the subjects adjusted by the policy. Just give vocational training, send as many workers to vocational training as possible to disburse funds for policy implementation without any commitment to fulfill responsibilities to the parties in participating and coordinating to find outputs for laborers. Therefore, the rate of workers

after vocational training having a job is very low, reaching 4.9% due to the support of the local government to apply for a job, while the rate of self-employment and the support of family or relatives. employment assistance is 57.6%.

- The access to loans from social policy banks, credit loans, and inappropriate loan levels and payment terms lead to difficulties in production and business, thus contributing to limiting access to training occupations for local ethnic minority women.

- There is no system of policies to support trained workers moving to industrial parks and urban areas.

- The policy to support vocational training is too low, while workers have to take care of the costs for their families and go to school, so the guarantee of expenses for the family is limited.

- Infrastructure in the localities, especially at the district level, has been enhanced but has not been synchronized and has not met the requirements; lack of policies to strongly attract businesses to invest and create many jobs in rural areas; New industries are slow to develop, especially in purely agricultural localities, especially difficult communes.

- The majority of rural laborers have low education and low professional and technical qualifications; Labor style, poor sense of organization and discipline, have not met the requirements of the labor market.

- The content of the program, curricula, vocational training equipment and the teaching staff have not kept up with the increasing development requirements of the society, and the training professions have not been diversified.

- The support policy for apprentices is still modest compared to the current economic growth. Investment to support loans after vocational training has not been realized. Vocational training for current laborers is mainly primary and vocational

training is less than 3 months; has not yet made a breakthrough in labor productivity, income increase, and efficiency in household economic development.

- The content and methods of vocational training have not been renewed in the context of the industrial revolution 4.0 and the current digital economy.

7. Conclusion

In recent years, although the living standards of people in extremely difficult communes of Dak Nong province have gradually reduced the disparity, there are still a number of issues that need attention such as: essential infrastructure is still needed. still facing difficulties, low education level, limited farming and business knowledge. In particular, in particular, ethnic minority women on the spot participating in vocational training still have their own limitations such as: ability to understand knowledge, slow grasp of information, ineffective application, not good management. production and living management, limited time to attend classes; Ethnic minority households have escaped poverty, but the risk of falling back into poverty is still hidden, a part of ethnic minorities still have the mentality of relying on the help of branches at all levels, have not made efforts to improve the quality of life. fight to get out of poverty.

After analyzing the achievements and limitations of vocational training, the model of vocational training for ethnic minority women in general and local ethnic minority women in particular, this study has determined clear views and orientations for innovation in formulating and implementing policies on career guidance, counseling and vocational training, in building appropriate and effective vocational training models for local ethnic minority women in especially difficult communes of Dak Nong province in the context of the industrial revolution 4.0.

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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 CỦA TỈNH ĐẮK NÔNG TRONG BỐI CẢNH CÁCH MẠNG CÔNG NGHIỆP 4.0 HIỆN NAY

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Học nghề, lập nghiệp là quyền lợi và nghĩa vụ của lao động nữ; phụ nữ chủ động tham gia học nghề để đáp ứng nhu cầu của thị trường lao động, góp phần tăng sức cạnh tranh của nguồn nhân lực, tăng trưởng kinh tế và phát triển xã hội. Tăng cơ hội học nghề, tạo việc làm cho phụ nữ; đặc biệt phụ nữ khu vực nông thôn, phụ nữ độ tuổi trung niên, phụ nữ DTTS, vùng đặc biệt khó khăn, vùng di dời, giải tỏa là mong muốn của toàn xã hội. Nhà nước tăng cường đầu tư phát triển đào tạo nghề, tạo việc làm cho phụ nữ; có chính sách huy động mọi nguồn lực trong xã hội, quan tâm dạy nghề, tạo việc làm cho phụ nữ; chú trọng đầu tư phát triển các cơ sở dạy nghề thu hút nhiều lao động nữ. Vấn đề đào tạo nghề nghiệp đặc biệt là đào tạo nghề nghiệp cho phụ nữ dân tộc thiểu số nói chung nhất là phụ nữ dân tộc thiểu số tại chỗ ở các xã đặc biệt khó khăn nói riêng là vấn đề cần được đặc biệt quan tâm khi mà phụ nữ dân tộc thiểu số tại chỗ vẫn ít có cơ hội được học nghề bài bản, thường chỉ theo các lớp học dưới 3 tháng.

Giáo dục là chìa khóa của sự phát triển. Phát triển giáo dục là tạo nền tảng vững chắc để phát triển kinh tế - xã hội ở các vùng miền trong cả nước nói chung, đặc biệt là đào tạo nghề ở các xã đặc biệt khó khăn của tỉnh Đắk Nông nói riêng. Trong giáo dục, nghiên cứu giải quyết vấn đề đào tạo nghề dành cho phụ nữ dân tộc thiểu số tại chỗ ngày càng có ý nghĩa đặc biệt sâu sắc. Nhóm tác giả thực hiện nghiên cứu: 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 của tỉnh Đắk Nông trong bối cảnh cách mạng công nghiệp 4.0 hiện nay. Thực trạng và những vấn đề đặt ra” có giá trị về mặt thực tiễn, bình đẳng giới và nhân văn sâu sắc, là một yêu cầu cấp thiết nhằm giúp cho phụ nữ dân tộc thiểu số tại chỗ có cơ hội được nâng cao năng lực nghề nghiệp cũng như năng suất lao động nhằm phát triển kinh tế hộ gia đình.

Từ khóa: *Quản lý phát triển; Mô hình đào tạo nghề; Phụ nữ các dân tộc thiểu số tại chỗ; Các trung tâm giáo dục nghề nghiệp - Giáo dục thường xuyên cấp huyện; Tỉnh Đắk Nông.*