

SOME FACTORS AFFECTING THE ORGANIZATION OF TRAINING ETHNIC KNOWLEDGE FOR CADRES, CIVIL SERVANTS AND PUBLIC EMPLOYEES*

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Received: 08/8/2021
Reviewed: 20/8/2021
Revised: 26/8/2021
Accepted: 20/9/2021
Released: 30/9/2021

DOI: <https://doi.org/10.54163/0866-773X/573>

The contingent of cadres, civil servants and public employees engaged in ethnic affairs is an important force in the implementation of the National Target Program for socio-economic development in ethnic minority and mountainous areas in the 2021-2030 period. Faced with new requirements, this contingent needs to be fostered ethnic knowledge, to understand ethnic minorities, culture, customs and practices of ethnic minorities, ethnic policies in order to create favorable conditions for them to successfully complete their assigned tasks. The article focuses on analyzing the factors affecting the organization of fostering ethnic knowledge for cadres, civil servants and public employees such as programs and materials for fostering ethnic knowledge; Teaching staff; Awareness of students about fostering ethnic knowledge; The coordination between the Vietnam Academy for Ethnic Minorities and related agencies and units in organizing the training of ethnic knowledge; Infrastructure and information technology applications. The identification of these factors will help the organization and training of ethnic knowledge for cadres, civil servants and public employees more effectively.

Keywords: *Affected factor; Fostering ethnic knowledge; Cadres, civil servants and public employees.*

1. Introduction

Over the years, our Party and State have always paid special attention to the training and fostering of cadres, civil servants and public employees who are ethnic minorities in particular and the cadres, civil servants and public employees currently working in ethnic minority and mountainous areas in general. In which, Resolution No. 24-NQ/TW dated March 12th, 2003 of the IX Central Committee of the Communist Party of Vietnam at the 7th Conference on ethnic work in the new period affirmed “Ethnic issues and national unity is a fundamental and long-

term strategic issue, and at the same time an urgent issue of the Vietnamese revolution; Ethnic work and implementation of ethnic policies are the tasks of the entire Party, people, army, all levels, branches, and the entire political system; Prioritize investment in socio-economic development in ethnic minority and mountainous areas, pay attention to developing and fostering human resources; take care of building a contingent of ethnic minority cadres”.

Accordingly, on June 26th, 2018, the Prime Minister signed Decision No. 771/QĐ-TTg approving the project “Ethnic knowledge training

* The article is the research results of the scientific project “Study on the model of organizing the fostering of ethnic knowledge in the national target program for socio-economic development in ethnic minority and mountainous areas in the 2021-2030 period, code: 02.2021/HVDT.

for cadres, civil servants and public employees in the period of 2018-2025". It can be said that the work of fostering ethnic knowledge for cadres, civil servants and public employees is very necessary and urgent. Well-organized training of ethnic knowledge for cadres, civil servants and public employees will directly contribute to improving the quality and efficiency of professional activities, the quality of leadership and management of the contingent of cadres and civil servants, public employees, especially for the contingent of cadres, civil servants and public employees engaged in ethnic affairs and working in ethnic minority and mountainous areas, contributing to improve the quality of human resources in this region.

The problem is to determine the factors affecting the organization of training ethnic knowledge for cadres, civil servants and public employees. This article analyzes and points out 5 factors affecting the organization of fostering ethnic knowledge for cadres, civil servants and public employees and proposes solutions to improve the quality of organizing training courses on ethnic knowledge for cadres, civil servants and public employees in the current period.

2. Research overview

In recent years, the work of training and fostering the contingent of cadres, civil servants and public employees in general has been studied by many authors, however, research works related to the training and fostering knowledge about ethnic affairs for the contingent of cadres, civil servants and public employees in ethnic minority and mountainous areas so far is not much. Among them are some typical research works such as: Do Van Vien and Vi Tien Cuong (2017), "Factors affecting the current training and fostering of civil servants" published in the E-Journal of State Organization. The author has said that there are 7 factors affecting the current training and fostering of civil servants: "Policy on training and fostering; Source and input quality of civil servants; Competency framework of the job position; System of training and fostering establishments; Qualifications and skills of the teaching staff; Budget for training and retraining; Integration and Globalization". The research work of Vu Van Ha (2019), "Assessment of factors affecting the training of Party theoretical cadres", published in website of Communist Review, also points out some basic factors affecting to train the team of Party theorists such as: "Source and quality of input for training programs for theory cadres; Program content and training methods; Reputation and qualifications of lecturers; Regarding the regime, policy, resources and training conditions".

In general, a number of studies have shown the factors affecting the training and fostering of cadres

and civil servants, but so far there has not been any research on the factors affecting the organization of fostering ethnic knowledge for cadres, civil servants and public employees.

3. Research method

In this article, the author uses a number of main methods such as: Methods of studying secondary sources including (Political point of view of the Party, state policies in the field of ethnicity, ethnic affairs; Relevant research documents such as training and fostering cadres, civil servants and public employees; Policy on fostering ethnic knowledge); and Methods of analysis, comparison and synthesis. In addition, the author also approaches from the goal of fostering ethnic knowledge in the National Target Program for Socio-Economic Development in Ethnic Minority and Mountainous Areas in the period of 2021-2030.

4. Research result

4.1. General overview of the fostering ethnic knowledge for cadres, civil servants and public employees

According to the Vietnamese Dictionary edited by Prof. Hoang Phe "fostering is to increase the strength of the body with nutrients and increase capacity or quality". The Regulation on organization of training activities of the Vietnam Academy for Ethnic Minorities has introduced the concept that "Fostering is an activity of equipping, updating and improving knowledge and working skills".

Thus, fostering is the process of equipping, updating and improving working knowledge and skills for a specific learning object, in order to provide more knowledge and capacity for learners.

Ethnic knowledge fostering is the process of updating and improving ethnic knowledge, ethnic culture and ethnic policies, in order to improve the quality and efficiency of professional activities, and the quality of leadership and management for the contingent of cadres, civil servants and public employees doing ethnic work, directly monitoring ethnic affairs, full-time ethnic affairs; cadres, civil servants and public employees working in areas with a large number of ethnic minorities; grassroots level officials directly contact and work with ethnic minorities.

Ethnic work and implementation of ethnic policies are the tasks of the entire Party, people, army, all levels, branches, and the entire political system. On October 30th, 2019, the Politburo issued Conclusion No. 65-KL/TW on continuing to implement Resolution No. 24-NQ/TW of the IX Central Committee of the Party on ethnic work in the new situation. In order to sustainably develop ethnic minority and mountainous areas, the Politburo requires all levels of Party committees,

authorities and mass organizations at all levels to continue effectively implementing Resolution No. 24-NQ/TW of the IX Central Committee focuses on the following contents:

- Strengthen the leadership, direction and raise awareness and responsibility of the Party committees and organizations on ethnic affairs, especially in the ethnic minority and mountainous areas in the new situation. To persist in implementing the Party's viewpoints on ethnic affairs in Resolution No.24 and resolutions of the 10th, XI, and 12th National Party Congresses; Identifying ethnic work is a fundamental, long-term and urgent strategic issue; is the task of the entire Party, the people, the army and the political system.

- Completing the system of policies and laws related to ethnic minorities.

- Synchronously develop the fields of education, health, culture and society in ethnic minority and mountainous areas.

Resolution No. 120/2020/QH14 dated June 19th, 2020 of the National Assembly approving the investment policy of the National Target Program for Socio-Economic Development in Ethnic Minority and Mountainous Areas in the period of 2021-2030. In particular, the National Target Program for Socio-Economic Development in Ethnic Minority and Mountainous Areas in the period of 2021-2030 includes 10 component projects, of which project 5 is: Developing education and training to improve the quality of human resources.

The Vietnam Academy for Ethnic Minorities is a public educational and scientific research facility under the Committee for Ethnic Minority Affairs, with the following functions: Research on ethnic groups, ethnic strategies and policies; Training at undergraduate and postgraduate levels, contributing to building a contingent of ethnic minority officials and staff for ethnic minority and mountainous areas; Fostering knowledge of ethnic affairs for the contingent of cadres, civil servants and public employees in the political system, and reputable people in ethnic minority and mountainous areas. Vietnam Academy for Ethnic Minorities was assigned by the Committee for Ethnic Minority Affairs to organize the implementation of sub-project 5.2 (belonging to project 5) in the National Target Program for Socio-Economic Development in Ethnic Minority and Mountainous Areas in the period of 2021-2030 as: Ethnic knowledge fostering for cadres, civil servants and public employees who directly monitor ethnic affairs and are working in ethnic minority and mountainous areas. Sub-project 2: (Ethnic knowledge fostering) mainly focuses on the following basic contents:

- Objectives of fostering ethnic knowledge in

the National Target Program for Socio-Economic Development in Ethnic Minority and Mountainous Areas in the period of 2021-2030: Improving and updating ethnic knowledge, ethnic culture, and ethnic policies for the contingent of cadres, civil servants and public employees doing ethnic work, contributing to the effective implementation of propaganda and mobilizing ethnic minorities to implement the policy of ethnic minority socio-economic development in accordance with the Party's guidelines and the State's laws, and strengthen the great national unity bloc.

- Training content: Training on ethnic knowledge, ethnic culture and ethnic policies.

- Subjects trained in ethnic knowledge:

Cadres, civil servants and public employees directly monitor ethnic minority affairs and work in ethnic minority and mountainous areas, including 4 target groups:

(1) Target group 1 includes:

Deputy Minister; The General Director, Deputy General Director and equivalent directly monitor ethnic affairs. Secretary, Deputy Secretary of Provincial Party Committee; Presidents, Vice Presidents of People's Councils of provinces and centrally run cities; Chairman, Vice Chairman of the People's Committee of the province; Member of the Standing Committee of the Provincial Party Committee and the City Party Committee in the area populated by ethnic minorities.

(2) Target group 2 includes:

Director General, Director of Department, Deputy Director General, Deputy Director of Department and equivalent directly supervise ethnic affairs; Heads and Deputy Heads of departments under provincial and municipal Party Committees; Heads and deputy heads of departments under the People's Councils and Provincial People's Committees; Secretary, Deputy Secretary of the Party Committee under the Provincial Party Committee, the Party Committee; Presidents, Vice Presidents of People's Councils of districts, towns, provincial cities and centrally run cities; Chairman, Vice Chairman of the People's Committee of the district; Member of Standing Committee of District Party Committee, City Party Committee and Town Party Committee in areas populated by ethnic minorities.

(3) Target group 3 includes:

Head of Division, Deputy Head of Division and equivalent units of ministries, ministerial-level agencies, agencies under the Government directly monitor ethnic minority affairs. Head of Division, Deputy Head of Division and equivalents of specialized agencies under the People's Committees of provinces; Heads, Deputy Heads and equivalents

of specialized agencies at district level; Heads and Deputy Heads of Departments and branches under the district party committee, city party committee, town committee; Secretary, Deputy Secretary of the Party Committee of communes, wards and townships; Chairman, Vice Chairman of the Commune People's Council; Chairman, Vice Chairman of the Commune People's Committee; Principals and vice principals of high schools, junior high schools, boarding primary schools in areas populated by ethnic minorities.

(4) Target group 4 includes:

Civil servants and public employees directly advise and monitor ethnic affairs in ministries, ministerial-level agencies and government-attached agencies. Civil servants and public employees directly advise and monitor ethnic affairs at provincial and district agencies; commune-level cadres and civil servants; Party cell secretary, village head in areas populated by ethnic minorities.

- Scope of training: Ministries, central branches; The locality belongs to the ethnic minority and mountainous areas; giving priority to communes with special difficulties, communes with difficulties in the Northwest, Central Highlands, South West and Southwest Central Coast.

- The number of cadres, civil servants and public employees receiving training in ethnic knowledge in the whole period of 2021-2030 is 371,839 turns of people (7,437 classes, 50 students in each class), of which:

+ Phase 1 (2021-2025): Fostering 223,104 turns of people, accounting for 60% of the period of 2021-2030, corresponding to 4,462 classes;

+ Phase 2 (2026 - 2030): The number of trained staff is 148,735 people, with the number of classes is 2,975, accounting for 40% of the training needs in the period of 2021-2030.

4.2. Factors affecting the organization of fostering ethnic knowledge for cadres, civil servants and public employees

Fostering ethnic knowledge for cadres, civil servants and public employees of 4 groups of subjects with specific characteristics and separate ways of organization, is one of the contents of the National Target Program for Socio-Economic Development in Ethnic Minority and Mountainous Areas in the period of 2021-2030.

The influence on the organization of training in ethnic knowledge for cadres, civil servants and public employees includes a number of basic factors as follows:

Firstly, the program content and materials for fostering ethnic knowledge

This is a decisive factor to the organization of

fostering ethnic knowledge. Without programs and documents, it is difficult to organize training. Programs and materials for fostering ethnic knowledge orient teachers on the content that needs to be conveyed to students. The materials help lecturers to prepare lectures more conveniently, and they can adjust their teaching methods to suit their needs. learner; The material helps students develop their self-study and self-research capabilities.

In 2019, the Vietnam Academy for Ethnic Minorities has compiled programs and materials for fostering ethnic knowledge for target group 3 and target group 4 and promulgated in Decision No. 778/QĐ-UBND dated October 23rd, 2019 of the Minister, Chairman of the Committee for Ethnic Minority Affairs, Decision No. 418/QĐ-HVDT dated October 31, 2019 of the Director of the Vietnam Academy for Ethnic Minorities. Implementing Decision 771/QĐ-TTg dated August 26th, 2018 of the Prime Minister, since 2019, the Academy has organized training courses on ethnic knowledge for target groups 3 and 4 at ministries, branches and localities. Through many times of updating and adjusting, the program and documents have been more complete and more suitable.

For the program and materials for fostering ethnic knowledge for target group 1 and target group 2, the Academy is developing and compiling.

Ethnic knowledge fostering aims to improve and update necessary knowledge and skills that can be applied in practice to meet the job position requirements of each subject to be fostered. Therefore, the content of the training materials program needs to be suitable for each object and in accordance with the practical requirements.

In order to have an appropriate training program and documents, it is required that the program and document compilation must come from the subjects that need to be fostered, from the practical requirements, and at the same time need to amend, supplement and update them every year. Updating training programs and materials accordingly.

Secondly, the teaching staff of ethnic knowledge

This factor directly affects the organization of fostering ethnic knowledge.

If the teaching staff is of good quality, that is, they have both good knowledge and understanding in the field of ethnicity and ethnic affairs, and have teaching methods suitable to the target audience and have practical experience will contribute to increasing the quality of ethnic knowledge training. If there is a shortage of lecturers, or the lecturers are not qualified, the training requirements cannot be met.

Teachers not only impart knowledge but also teaching methods greatly influence learners. The

method suitable for the trained subjects will have a positive impact on the ability to acquire knowledge and the initiative of students in the learning process. In the process of participating in fostering ethnic knowledge, in addition to absorbing knowledge, students also want to discuss practical issues in their work, work experience, and management experience in the field. ethnic area. Therefore, lecturers must have practical experience to organize effective discussions. It can be seen that, when teachers have all 3 factors: good knowledge, appropriate teaching methods, flexibility with the target audience, and practical knowledge in the field of ethnicity and ethnic affairs, they will improve their quality of training. If one of the three factors of knowledge, methods and practical experience of lecturers is not met, it is also difficult to meet the requirements of fostering ethnic knowledge.

Currently, in the teaching staff of the Vietnam Academy for Ethnic Minorities, about 54.8% of the lecturers are professors, associate professors and doctors. In the past two years, when organizing training courses on ethnic knowledge for target groups 3 and 4, the Academy also invited visiting lecturers who are scientists, experts, and lecturers from training and fostering institutions (Ho Chi Minh National Academy of Politics, Graduate Academy of Social Sciences, People's Public Security Political Academy, Hanoi University of Procuracy,...) participating in teaching.

In order to develop the teaching staff, the Vietnam Academy of Ethnic Minorities needs to coordinate with training and retraining institutions (Ho Chi Minh National Academy of Politics, National Academy of Public Administration, Academy of Politics – Ministry of National Defense, People's Public Security Political Academy, provincial Schools of Politics,...) to build a contingent of visiting lecturers and regularly open training courses on teaching ethnic knowledge for lecturers and reporters in order to increase the quality and quantity of lecturers.

Thirdly, the student factor

Students who are cadres, civil servants and public employees are allowed to participate in fostering ethnic knowledge, which is an important factor that has a great impact in the organization of fostering ethnic knowledge.

If students are properly aware of the necessity of fostering ethnic knowledge: Fostering to improve knowledge and working skills, complete the assigned work well, and at the same time have a good sense of learning and self-study, the learning results will be good, contributing to improving the efficiency of the training organization. If students do not have a sense of striving for learning, the quality of learning will not be high.

In fact, currently some cadres, civil servants and public employees are not properly aware of the importance of fostering ethnic knowledge, they delay going to school or going to school just to get a certificate, their sense of learning is not serious, leading to low training efficiency. Therefore, there should be solutions to raise awareness about the need to foster ethnic knowledge.

Fourthly, the coordination between the Vietnam Academy for Ethnic Minorities and agencies and units in the organization of fostering ethnic knowledge

The Vietnam Academy for Ethnic Minorities is assigned the task of organizing the training of ethnic knowledge in the National Target Program for Socio-Economic Development of the Ethnic Minority and Mountainous Area in the period of 2021-2030, the number of cadres, civil servants and public employees belongs to 4 groups of subjects that need to be trained in knowledge is very large (371,839 turns of people, about 7,437 classes, each class has 50 students).

With a huge task, while the teaching staff of the Vietnam Academy for Ethnic Minorities is still small, in order to perform the above task well, the Ethnic Academy continues to actively coordinate with the Ho Chi Minh National Academy of Politics, the Ministry of Education and Training, the Ministry of Home Affairs, relevant ministries, branches and localities organize training on ethnic knowledge for 4 target groups, of which ethnic knowledge training is organized for target group 1 and target group 2 at the Central Government level to ensure integration with political theory programs, fostering national defense and security knowledge, fostering state management knowledge; Coordinate with the Ho Chi Minh National Academy of Politics, the National Academy of Public Administration, the provincial Schools of Politics, and educational institutions to organize training courses for target group 2 in the locality and target group 3, 4.

In order to improve the efficiency of coordination, the Vietnam Academy for Ethnic Minorities needs to clearly define the tasks and responsibilities of the coordinating agencies and units in the process of organizing the training, which will help the Academy to be proactive in the work. Directing and managing the training work, and at the same time, it will create coordination between local departments and branches (Department of Education and Training, Department of Home Affairs, Department of Ethnic Minority Affairs) and the provincial Schools of Politics in different areas. Content related to the organization of training courses for ethnic knowledge such as: Planning, enrolling students, opening classes, arranging lecturers, organizing teaching, managing students,

granting certificates, completing dossiers fostering.

Fifth, facilities and information technology application

Facilities and equipment for fostering include: Computer classrooms, projectors, screens, Internet, wifi,... greatly affect the process of organizing the training. If the facilities are good, meeting the requirements of the training course will contribute to improving the effectiveness of the training organization.

Currently, online organizing training and fostering has become a popular trend. Online organizing the training of ethnic knowledge without exception, this method solves the problem of space and time for cadres, civil servants and public employees participating in fostering courses, especially cadres, civil servants and public employees working in remote and isolated areas, especially in the context of complicated developments of the Covid-19 epidemic, there are places where social distancing is implemented.

The good use of teaching software is an important factor contributing to improving the quality of online training.

In order to improve the effectiveness of the organization of fostering ethnic knowledge, the Vietnam Academy for Ethnic Minorities needs to train lecturers to use online teaching software, update software to support teaching, learning and research. At the same time, each lecturer and employee practices self-study and self-research in order to use them proficiently in the process of teaching and research.

5. Discussion

Ethnic knowledge training for cadres, civil servants and public employees is a part of the National Target Program for Socio-Economic Development in Ethnic Minority and Mountainous Areas in the period of 2021-2030 as one of the

contents of human resource development in ethnic minority and mountainous areas. It is very important to analyze the factors affecting the organization of training of ethnic knowledge for cadres, civil servants and public employees, which is the basis for proposing appropriate solutions to improve the effectiveness of the training organization.

Subjects trained in ethnic knowledge include 4 different groups of subjects, working in different regions. Therefore, it is necessary to study an organizational model of training ethnic knowledge suitable for each target group.

It is necessary to have a legal document that stipulates that cadres, civil servants and public employees working in ethnic minority and mountainous areas must be trained in ethnic knowledge, this is one of the criteria for annual cadre evaluation and is a condition to arrange or appoint staff to work in ethnic minority and mountainous areas.

6. Conclusion

Ethnic knowledge training for cadres, civil servants and public employees of 4 target groups will directly contribute to improving capacity, leadership skills, management, professional competence, contributing to improving the quality of life. quantity of human resources in ethnic minority and mountainous areas. The article analyzes 5 factors affecting the organization of training ethnic knowledge for cadres, civil servants and public employees, which are: Program of materials for fostering ethnic knowledge; Teaching staff; Student team; The coordination between the Vietnam Academy for Ethnic Minorities and related agencies and units in organizing the training of ethnic knowledge; Infrastructure and information technology applications. The above analysis will suggest to propose solutions to organize effective fostering of ethnic knowledge.

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MỘT SỐ YẾU TỐ ẢNH HƯỞNG ĐẾN CÔNG TÁC TỔ CHỨC BỒI DƯỠNG KIẾN THỨC DÂN TỘC CHO CÁN BỘ, CÔNG CHỨC, VIÊN CHỨC

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Ngày nhận bài: 08/8/2021
Ngày phản biện: 20/8/2021
Ngày tác giả sửa: 26/8/2021
Ngày duyệt đăng: 20/9/2021
Ngày phát hành: 30/9/2021

DOI: <https://doi.org/10.54163/0866-773X/573>

Đội ngũ cán bộ, công chức, viên chức làm công tác dân tộc là lực lượng quan trọng trong triển khai thực hiện Chương trình Mục tiêu quốc gia phát triển kinh tế-xã hội vùng đồng bào dân tộc thiểu số và miền núi giai đoạn 2021-2030. Trước yêu cầu mới, đội ngũ này cần được bồi dưỡng kiến thức dân tộc, để hiểu biết về đồng bào dân tộc, văn hoá, phong tục, tập quán của các dân tộc thiểu số, các chính sách dân tộc nhằm tạo điều kiện thuận lợi cho cán bộ, công chức, viên chức hoàn thành tốt nhiệm vụ được giao. Bài viết tập trung phân tích các yếu tố ảnh hưởng đến công tác tổ chức bồi dưỡng kiến thức dân tộc cho cán bộ, công chức, viên chức như chương trình, tài liệu bồi dưỡng kiến thức dân tộc; Đội ngũ giảng viên tham gia giảng dạy; Nhận thức của học viên về bồi dưỡng kiến thức dân tộc; Công tác phối hợp giữa Học viện Dân tộc và các cơ quan đơn vị liên quan trong tổ chức bồi dưỡng kiến thức dân tộc; Cơ sở vật chất và ứng dụng công nghệ thông tin. Việc nhận diện các yếu tố này sẽ giúp cho công tác tổ chức, bồi dưỡng kiến thức dân tộc cho cán bộ, công chức, viên chức hiệu quả hơn.

Từ khóa: *Yếu tố ảnh hưởng; Bồi dưỡng kiến thức dân tộc; Cán bộ, công chức, viên chức.*