

DEVELOPING FLEXIBLE AND EFFECTIVE VOCATIONAL TRAINING MODELS FOR LOCAL ETHNIC MINORITIES WOMEN AT DISTRICT-LEVEL CONTINUING EDUCATION AND VOCATIONAL EDUCATION CENTERS IN THE DAK NONG PROVINCE IN THE CURRENT DIGITAL TRANSFORMATION CONTEXT

CURRENT STATUS AND MANAGEMENT SOLUTIONS

Le Thi Ly Na

Dak Nong Department of Labour, Invalids and Social Affairs

Email: lynavn89@gmail.com

Received: 11/5/2022; Reviewed: 24/5/2022; Revised: 30/5/2022; Accepted: 06/6/2022; Released: 21/6/2022

DOI: <https://doi.org/10.54163/0866-773X/692>

Vocational training for ethnic minorities women in general and local ethnic minority women in particular in the province of the Dak Nong is one of the top priorities in the field of vocational training and socio-economic development policies of the Dak Nong province. Currently, local ethnic minority women still face many difficulties in life, economy, culture and society.

Organizing research and properly assessing the reality of vocational training for local ethnic minority women in district-level vocational education and continuing education centers of the Dak Nong province is a very important and urgent job.

The authors of the article conducted a survey on the current situation of flexible and effective vocational training models for local ethnic minorities women in the Dak Nong province in the period 2017-2021, analyzing the strengths, weaknesses, causes and problems for effective management and development of vocational training models for local ethnic minorities women in the Dak Nong province in the coming time. Since then, the research team has proposed a system of effective management solutions to develop flexible and effective vocational training models for local women of ethnic minorities in vocational education and continuing education centers at district level in the current digital transformation context.

The study is carried out based on the following main approaches: Logical-historical approach; System approach in the direction of interdisciplinary, inter-regional and inter-level; Access to school education; Access to sociology; Access to value; Access to market; Access to psychology; Cultural access; Approach to case study; Access through expert opinion.

The study implements the following research methods: Methods of collecting information: Methods of researching secondary documents, methods of collecting information, primary data; Data analysis methods; Deployment method to replicate the model.

Keywords: *Vocational training models; Developing flexible and effective vocational training models; Local ethnic minority women; Vocational education - Continuing Education Centers at district level; Dak Nong province.*

1. Introduction

The State increases investment to develop vocational training for rural workers, adopts policies to ensure the implementation of social justice in terms of vocational training opportunities for all rural workers, encourages, mobilizes and creates favorable conditions for rural workers, conditions for the whole society to participate in vocational training for rural workers. In fact, after more than twelve years, the Dak Nong province have provided vocational training for many agricultural workers. Besides the achievements, vocational training for ethnic minorities in the Dak Nong province still has certain limitations. Vocational training and job creation for rural workers in general and ethnic minorities in particular, especially 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 vocational training model suitable for each target group, especially ethnic minority women in the Dak Nong province. Education socialization has not been promoted and resources have not been mobilized from businesses and people. There are places where vocational training does not match the actual local needs. The quality of vocational training is not high because the education level of workers, especially the quality of workers in remote and mountainous areas, is uneven, so the number of rural workers participating in vocational training is not high. The main occupation is learning simple trades, or fostering knowledge for a few days. In particular, there is a lack of preferential mechanisms and policies for ethnic minority apprentices. A number of regulations and norms on vocational training support for rural workers and ethnic minority workers are not appropriate and do not meet the needs of vocational training in the locality, specifically: regulations on expenditure levels compared with the place of residence of the compatriots. 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. Vocational training program is still heavy on theory, not really suitable with the cognitive level of rural workers, especially ethnic minority workers. Most of the rural apprentices receive only elementary level training and are less than 3 months old. Most of the workers after receiving vocational training still do their old

jobs. The percentage of ethnic minority workers receiving vocational training is very low (less than 6% compared to ethnic minority workers in the age group). Ethnic minority workers still have few opportunities to receive formal vocational training, often only in classes of less than 3 months. Also due to the customs left behind, most of the ethnic minority women in the Dak Nong province rarely go to school, the time to study is too short, and there are few opportunities to participate in rural vocational training programs. Besides, the issue of vocational training, especially vocational training for women, is a matter of concern for ethnic minorities in extremely difficult communes in particular and in the Dak Nong province in general. In this province, women are the main laborers in the family, playing the main role in taking care of the family economy and shouldering the burden of raising children, but in reality, the percentage of female workers is employed, is low and youth unemployment is still very high. Life support, policy settlement by the allocation of production land is not guaranteed, because the government has no land fund, that's why the implementation of policies on job change, vocational training and vocational guidance for farmers for ethnic minority youth has been implemented by the Party and State for many years. However, at present, vocational training for ethnic minority women has been paid attention, but is not really effective. On the other hand, local ethnic minority women still have to bear many inequalities in life as well as in access to cultural, social and educational services, while gender equality is an issue, has received special attention from the whole society. 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, contribute 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, local ethnic minority women, particularly disadvantaged areas, displaced and cleared areas are the wishes 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. Currently, we still have many limitations that need to be overcome in the issue of gender equality, especially in terms of ideology and views of people in society, especially towards ethnic minorities. Ethnic minority men are

not aware or have attitudes that do not accept the roles and positions of women, which even many ethnic minority women themselves have vague understanding of, thereby having deviant attitudes and unable behaviors to have a correct solution to problems arising in life related to their gender roles and positions. Gender inequality is still one of the main causes of poverty and one of the obstacles to sustainable development, especially in extremely disadvantaged communes in mountainous areas, research program on capacity development and creating opportunities for women. 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 the Dak Nong province in particular. In education, research to address the issue of vocational training for ethnic minority women in the locality has become increasingly significant. Therefore, the implementation of the Project: "Developing flexible and effective vocational training models for local ethnic minorities women at district-level continuing education and vocational education centers in the Dak Nong province in the current digital transformation context. Current status and management solutions" is an urgent requirement to help ethnic minority women in the Dak Nong province have the opportunity to improve their professional capacity as well as labor productivity to develop the household economy.

2. Research Methods

2.1. Group of theoretical research methods

2.2. Group of practical research methods

2.3. Group of methods of mathematical statistics

3. Research overview

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 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 women and men. He considers it necessary to investigate gender relationships between men and women and to uncover the identities of men and their

ability to exercise patriarchal power over women.

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.

Author Nguyen Thi Kim Hoa with her doctoral thesis "The current status of the social role of women in rural families - 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 Currently.

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.

Le Thi Kim Lan with her doctoral thesis "The status and social role of women in the rural family - the Northern Delta today (According to a re-study of Nam Dinh province)", in 2000, analyzed the situation division of labor of Bru - Van Kieu people in production, reproduction and community labor. Determining the social position of women in labor and the community. Proposing a number of recommendations to improve the material life and learning opportunities for Bru - Van Kieu ethnic women.

4. Research results

Supporting women in self-employment is the strength of the Women's Union in the Dak Nong province. Credit and loan programs for self-employment creation of the Women's Union at all levels always attract a large number of participants, especially untrained, underemployed, low-income women, women lost productive land,... Annually, vocational training institutions have coordinated to support from 1,000 to over 1,600 women to create

self-employment in various forms, reaching the rate of approximately 29%. to over 35% of the total number of women apprentices at vocational training institutions every year. About a third of vocational training institutions have relationships with programs and projects to coordinate and support women in self-employment after vocational training.

In extremely difficult communes in Dak Nong province, a model has emerged recently: Supporting women to work abroad for a limited time under contract (labor export) after vocational training. Women's Unions at all levels have actively joined the government in providing vocational training for women. The Women's Unions in these localities shall appoint staff to join the Labor Export Support Committee, or participate as collaborators of labor export enterprises. From there, there are conditions to connect and support to send women to work abroad after vocational training. The results of the survey sample within the scope of the research show that there are 5 vocational training institutions that have supported from 360 to 520 women to work abroad.

Forms of job support for specific groups of women, poor women are similar to other groups of women, including job counseling, job placement, self-employment support, export support, labor export. Besides the vocational training model: The Women's Union participating in supporting women to export labor after vocational training is a model of vocational training with the participation and support of all levels of government for women and girls, girls in joint training in the system of vocational training institutions of the Women's Union and the general vocational training system of the state and locality. Along with the form of long-term vocational training (over 3 months, inter-training) are other forms of vocational training such as short-term training, address-based training, vocational training at vocational training institutions, and vocational training institutions, itinerant occupations, seasonal training (when farming at home), training associated with job creation. All of the above training models have the participation and combination of subjects and the models are increasingly aiming for perfection. In general, there are models that have worked well in practice, have been deployed and are continuing to be replicated in the near future for local ethnic minority women in extremely difficult communes in the Dak Nong province such as:

Model 1. Linking "houses" in providing information, vocational training and job counseling for women in line with market needs.

Steering Committee for programs/projects/projects (Project 295- Project training and

employment support for women; Project 1956 - Vocational training for rural workers...) on vocational training and support employment assistance, state management agencies, vocational training institutions under the Women's Union, general vocational training institutions in the system, job placement establishments, employers, organizations socio-political organizations, mass organizations, especially the Women's Union at all levels, share information on the labor market and the demand for female workers with vocational training (quantity and structure).

Model 2. Vocational training institutions of the Women's Union shall coordinate with vocational training institutions of the general system to organize intermediate and primary vocational training courses, and short-term vocational training courses of less than 3 months for students

Women in general in extremely difficult communes and specific women's groups in particular have diversified training occupations, suitable to market demands. In fact, vocational training institutions, vocational training centers in the general vocational training system, or vocational training institutions of the Women's Union in extremely difficult communes in the Central Highlands have organized counseling sessions. vocational training and vocational enrollment for women on training occupations suitable to market demand; At the same time, there are regular links between institutions, exchange, transfer/send students to other vocational training institutions in the locality to train a number of occupations that the vocational training institution itself is not capable of training.

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

Students graduating from primary vocational schools at vocational training institutions can receive training to transfer to vocational intermediate schools and colleges at vocational training institutions of the common system; Women have the opportunity to continue their vocational training at a higher level (vocational secondary school, vocational college) in the general vocational training system. This possibility increases the attractiveness of the system of vocational training institutions in general and vocational training institutions of the Women's Union at all levels in particular.

Model 4. Linkage between vocational training institutions and enterprises employing many women

This model has been implemented and replicated in the Dak Nong province, including

especially disadvantaged communes, in order to attach vocational training and job support to women. Vocational training institutions associate with enterprises that use a lot of female workers for training. Vocational training institutions grasp the labor demand of enterprises/production, business and service establishments to develop appropriate training plans. Vocational training institutions recruit, train in theory and send vocational students to practice and practice at enterprises.

Model 5. Vocational training establishments belonging to the Women's Union at all levels or joint vocational training institutions coordinate vocational training and support on-the-spot employment in the models of women's groups and groups cooperating in production and business for traditional craft villages that employ many women

In order for this vocational training model to be effective, in recent times, the Women's Unions at all levels in extremely difficult localities, or local authorities, have developed vocational training programs and curricula with the participation of participants. The objective is that the content of the training program is lean, using traditional techniques of the craft village in combination with the use of new and modern technical technologies. The program not only ensures legal regulations, but also has a flexible and flexible structure that is highly practical and practical with the traditional production process in the craft village. Specifically, the elective program in the framework program has been loosened from 30% to 40-50%; increasing internship time in craft villages, accounting for 1/5 of the course time (previously 1/10). Teaching basic theory and practice at vocational training institutions, advanced practice, organizing internship in craft villages, using equipment of craft villages. Mobilize a team of artisans and skilled workers of the craft village to participate in advanced practice teaching and internship guidance. The teaching staff of the vocational training institution cooperated with the artisans of the craft village in the training process. Laborers in craft villages receive vocational training, receive formal degrees/certificates and are officially recognized. Craft villages are allowed to receive and use a team of workers who have undergone formal vocational training. Students learn jobs conveniently and easily because they don't have to go far. Saving on teaching costs because vocational institutions do not have to make large investments in equipment for practical teaching.

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

Vocational training 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 labor export enterprises or foreign workers and sent to work abroad under contracts. Labor export enterprises have quality labor resources due to vocational training, education and necessary knowledge and skills before going to work abroad. Women who receive vocational training and have professional and technical qualifications will increase their chances of working abroad with jobs with better income and working conditions. Few labor export enterprises "order to train" women for labor export. Although some initial results have been achieved, vocational training in general and building a vocational training model for ethnic minority women in the locality in particular still have many limitations and shortcomings. The investigation and survey of vocational training needs, counseling orientation, and job placement have not been given due attention; many places have not yet identified the occupations that need training in accordance with the requirements of local socio-economic development; have not properly oriented job creation for employees after receiving vocational training. Therefore, some post-training classes have very low employment settlement rates. Some districts assign vocational training quotas to communes, wards and townships, but not on the basis of local vocational training needs.

5. System of solutions to develop vocational training models for local ethnic minority women in extremely difficult communes in the Dak Nong province

5.1. Group of solutions to improve the effectiveness of vocational training for female employees of ethnic minorities in the Dak Nong province

5.1.1. Solution to raise awareness

Perception plays a very important role in all practical activities of people. The reality of vocational training has proved that one of the reasons for success or failure in the organization and implementation of vocational training is awareness. It is necessary to make people understand the true nature of vocational training and the need to participate in this work, thereby gradually increasing self-awareness and actively participating. Therefore, it is necessary to raise awareness of all levels, sectors, enterprises and society about vocational training; must be properly aware of the position and role of vocational training in job creation, in ensuring the structure of human resources, of the decisive factor for sustainable

socio-economic development; To properly perceive the value scale of vocational training to change behavior, to attract the majority of young women and women to vocational training. Raising awareness of entrepreneurs about the benefits of vocational training for the sustainable development of enterprises, thereby actively participating, making major and active contributions to vocational training. If you want to raise awareness, you have to do a good job of propaganda.

5.1.2. Solution on mechanisms and policies

Renovating mechanisms and policies on vocational education and streamlining students after lower secondary school. Strengthen the work of socialization of vocational education, strengthen the physical facilities for vocational education institutions. Continue to renovate the financial mechanism for vocational education in order to mobilize, allocate and use more efficiently the resources of the State and society invested in vocational education; improving the autonomy of vocational education institutions, ensuring transparency and accountability to the State, learners and society.

Implement the program of coordination between the Ethnic Minorities Committees and the Women's Unions of the provinces in the Central Highlands on the mobilization of ethnic minority women in the period of 2020 - 2025. In order to attract ethnic minorities to actively participate in vocational training, especially ethnic minority women in extremely difficult communes, vocational training must go hand in hand with creating jobs on the spot after vocational training, to help them have a stable income. On the other hand, vocational training must be appropriate to their cognitive level and to the requirements of local industries, production and employment requirements. There are mechanisms and policies to regulate the responsibility of enterprises in investing in vocational training for employees, especially in training high-quality human resources and human resources in key industries.

5.1.3. Solution for capital support and production conditions, infrastructure

Expanding and diversifying funding sources to support ethnic minorities, especially ethnic minority women, linking the Bank for Social Policies' credit activities with credit channels and other resources. other funds such as: National Employment Support Fund, Farmers Support Fund, ... continue to implement the policy of supporting residential and productive land for ethnic minorities; supporting agricultural, forestry, fishery and industrial extension activities; support plant and animal varieties, production materials,....Continue to invest in essential

infrastructure for production and people's livelihood, giving priority to works in service of production that have direct practical effects on production and economic exchanges, such as irrigation, roads and roads. rural areas, electricity for production and daily life, rural markets,... Priority is given to investment in infrastructure works according to the New Rural criteria.

5.1.4. Solution for innovating training content, programs, methods and capacity building of training institutions

The content of the vocational training program must be consistent with the requirements of the labor market, specified in the occupational skill standards or determined through vocational analysis, and regularly updated with new techniques and technologies in production. Increase the amount of time to practice practical skills; reduce the theoretical time. Strengthening vocational training activities on mass media channels and online training on Vietnam Agricultural Extension Website; distance learning program. To guide establishments conducting agricultural vocational training for female workers to uniformly train according to the framework program and curriculum promulgated by the Ministry of Agriculture and Rural Development. Pursuant to the framework program of the Ministry of Labor - Invalids and Social Affairs; The Ministry of Agriculture and Rural Development has directed the vocational training institutes to develop programs for each training level from Beginner Vocational to Vocational College to ensure the vocational training objectives for each level and the connectivity between qualifications for each profession, meeting the requirements of enterprises. On that basis, training institutions develop specific training programs for each profession. The modules included in the training program of each profession need to ensure the practicality, ensuring the balance of the theoretical and practical training time of that module. Vocational training institutions need to organize delegations of cadres and teachers to conduct field surveys at agencies and units of all economic sectors, thereby developing detailed training programs while taking into account the weight of each module, in each training profession so that the subject can be adjusted accordingly.

5.1.5. Solution to strengthen coordination between ministries, branches, agencies and levels of the Women's Union in formulating and proposing laws and policies and monitoring the implementation of laws and policies on vocational training and create jobs for women from ethnic minorities.

Central Vietnam Women's Union:

- To assume the prime responsibility for, and

coordinate with concerned ministries, branches and localities in, organizing and implementing vocational training; report to the Prime Minister and issues arising in the implementation process; make recommendations on necessary changes and adjustments, in line with the specific realities of the region;

- Directing the Vietnam Women's Union at all levels to coordinate with relevant departments and agencies in implementing vocational training in the locality;

- Coordinate with ministries, branches and functional agencies in inspecting and supervising the implementation of vocational training; periodically report to the Prime Minister on implementation results; evaluate and summarize the implementation of vocational training.

Ministry of Labor, War Invalids and Social Affairs:

- To assume the prime responsibility for, and coordinate with the Vietnam Women's Union in, guiding the planning of the network of schools and centers for vocational training and job placement under the Vietnam Women's Union;

- Coordinate with the Vietnam Women's Union in researching and supplementing the activities of the Scheme on supporting women in vocational training and job creation, integrating them into the national target programs on employment, the target program on employment and the national target program on employment, national goal of education - training and other related projects and schemes.

- Guide vocational training units and establishments to conduct vocational training.

- To assume the prime responsibility for, and coordinate with the Vietnam Women's Union in, monitoring and evaluating the implementation and implementation of vocational training.

Ministry of Finance, Ministry of Planning and Investment:

- Ensuring annual state budget allocation for vocational training in accordance with the Law on State Budget.

- To assume the prime responsibility for and coordinate with relevant agencies in, guiding the financial management mechanism for vocational training; coordinate and supervise the implementation of vocational training.

Ministry of Education and Training:

- Review and add relevant activities of vocational training to the National Target Program on Education and Training;

- Directing affiliated units to coordinate in

implementing the Scheme to support women in vocational training and job creation; Coordinate and supervise the implementation of the Project.

Ministry of Home Affairs:

- Coordinate the implementation of related activities in the Scheme, especially on the model of organization and operation of vocational training institutions at all levels of the Vietnam Women's Union;

- Review and add relevant activities of the Scheme into the staff retraining program.

The Ministry of Agriculture and Rural Development:

- Coordinate in implementing and supplementing relevant activities of the Scheme into the programs of agricultural extension, forestry extension, fishery extension, and vocational training for rural workers.

The Ministry of Industry and Trade:

- Coordinate in implementing and adding relevant activities of the Scheme to the trade promotion program and agricultural extension program.

The People's Committees of the provinces and centrally-run cities:

- Approve and organize the implementation of the Scheme on support for vocational training and job creation for women in their respective localities on the basis of the Scheme and the Economic Development Strategy.

- Provincial society by 2030 or integrated with other projects being implemented in the area; create conditions on land and other conditions for the implementation of the Scheme.

Linking vocational training with employment, labor export and poverty reduction is a very important policy to link vocational training activities with the labor market. This policy will be one of the main foundations to ensure the effectiveness of vocational training, vocational training and the use of learned professions. Policies should be developed to promote vocational training institutions, production and business establishments to cooperate in order to create favorable conditions for the labor market to operate.

5.1.6. Solution to strengthen the inspection and monitoring of the implementation process

Strengthening inspection and guidance on the implementation of legal provisions, policies and vocational training for female workers is a very important solution to ensure that vocational training is properly accomplished. regulations set forth. In order for the inspection and supervision to be objective and effective, local governments at all levels must post up on targets, publicize relevant

regulations, regimes, training programs, policies, etc. all localities in terms of mass medi. Officers in charge of vocational training must receive regular training in their respective specialties, must understand the Law on Vocational Education, all regulations and regulations related to the Law on Vocational Education. Contents of inspection and control must be included in the examination of training content, training programs, training quality, registration for entry, training time, examination regulations, standards for granting diplomas and certificates, the conditions of facilities, teaching equipment, etc. Violations must be handled seriously in order to maintain order and discipline. Develop criteria for writing an overall female labor management program according to age, ability, vocational training needs and employment status. In order to avoid duplication in the training enrollment stage, the solution to be implemented is to avoid duplicating 01 training supporter many times.

5.2. Group of solutions on vocational training, building vocational training models for local ethnic minority women in extremely difficult communes in the Dak Nong province

5.2.1. Solution for raising awareness

Through community activities, through meetings, women's associations at all levels propagate and raise awareness for women about the position and role of women in the family, in society, about equality gender equality, women's right to education and stable employment. Thereby mobilizing women to participate in vocational classes held in the locality, and at the same time advising them to choose the appropriate career.

5.2.2. Solution to promote activities to support vocational training and create jobs for ethnic minority women in extremely difficult communes in the Dak Nong province. Increase the scale and develop teaching new professions to meet the needs of the labor market. Expand training in new occupations that appear on the market to attract many female workers. Diversifying training methods: expanding training in occupations suitable to the characteristics of female workers, occupations capable of attracting middle-aged female workers; link and coordinate in organizing vocational training for female workers in enterprises, cooperatives and cooperative groups; associate with businesses for vocational training and practice. In order to create outputs for vocational training for ethnic minority women on the spot, it is necessary to strengthen counseling, job introduction and job creation activities before, during and after vocational training. Diversify forms of vocational training counseling, job placement counseling suitable for

each target group at the grassroots level.

5.2.3. Regularly survey and survey labor market information, forecast demand and pilot vocational training models for employees. Investigate and survey the vocational training needs of workers and forecast the demand for laborers through vocational training of production, business and service establishments and the capacity of business establishments for employees, very important activities, which are the basis for effective implementation of vocational training for workers. Provide guidance, support and training in surveying skills for districts in the Dak Nong province, at the same time design information input software for localities, build output form systems and demand forecasting models. vocational training for female workers of ethnic minorities on the spot in extremely difficult communes in the Dak Nong province, pilot training models for workers.

- Coordinate with the Vietnam Association of Crafts Villages to develop vocational training projects such as: vocational training and job organization associated with the development of new craft villages; vocational training with the combination of raw material areas, job organization and product consumption; vocational training in association with maintaining and developing traditional craft villages.

- Coordinate with a number of corporations, corporations, industrial parks, production and business establishments and a number of training schools in the field of processing industry, services... to deploy orders for vocational training for employees move to industry and service in the countryside or work in industrial zones and local businesses.

5.2.4. Implement the national target program on job creation and vocational training through stages, vocational training, building a model of vocational training for ethnic minority workers in the Dak Nong province.

Ethnic minority women in extremely difficult communes in the Dak Nong province have obtained very positive results. The number of employees receiving vocational training and getting jobs after vocational training has increased significantly over the years. Local ethnic minority women have suitable conditions for vocational training, most of them have found jobs and have income. But in reality, local ethnic minority women in extremely difficult communes still face many difficulties in accessing vocational guidance, choosing a training career and benefiting from a suitable vocational training model. The barriers that prevent women from effectively accessing the profession are due to backward factors in the cultural practices of

the people, factors that prevent them from having a stable job after vocational training... Wanting to solve these difficulties With the above difficulties and inadequacies, the acquisition of suitable occupations and effective vocational training models along with the active participation of all levels of government, mass organizations and society...

6. Discussion

On the basis of research results, in order to renew and improve the effectiveness of vocational training for local ethnic minority women in Dak Nong province in general and local ethnic minority women in special difficulties communes of Dak Nong province in particular, the research team raised the following issues that need to be further discussed:

- Continue to promote propaganda to raise awareness for ethnic minority women on the spot about participating in vocational training to have stable jobs, develop livelihoods, create more incomes to rise out of poverty sustainably.

- Increase capital support for production and business development for local ethnic minority women after vocational training.

- Proposing to increase the level of support for local ethnic minority women on the job training site. Vocational training projects need to expand the beneficiaries of vocational training support money in order to ensure life during the study period and should have an investment policy to encourage post-apprenticeship.

- Vocational training projects need to focus on investing in the model of job creation after vocational training, in order to help local ethnic minority women in extremely difficult communes after vocational training to actively develop production in the world. their own profession, with the knowledge they have learned, apply to develop production, increase income, improve life to get rich.

- There should be vocational training programs suitable to the receptive ability and participation conditions of ethnic minority women in the locality.

- Implement the coordination program between the Provincial Committee for Ethnic Minority Affairs and the Women's Union of Dak Nong Province on the mobilization of local ethnic minority women in general and local ethnic minority women in place in the period of 2020 - 2025.

- Coordinate the implementation of the point model on sustainable poverty reduction and effective vocational training model suitable to the natural, economic and social conditions of each locality. It is necessary to research and select vocational training models suitable for local ethnic minority women living in extremely difficult areas

and vocational models that can be performed at home in association with product consumption.

- Strengthening activities to support local ethnic minority women in vocational training and job creation: Only teaching occupations according to the needs of the labor market; organize vocational training classes in hamlets, at times suitable to the participation conditions of local ethnic minority female workers.

- Actively coordinate with businesses, production and business establishments... especially Business Associations and Women Entrepreneurs Clubs to create new jobs for local ethnic minority women in association with labor supply organizations, local ethnic minority women. Building a network of collaborators in hamlets and credit institutions to support local ethnic minority women to access credit, develop production and business, and create jobs for ethnic minority women workers. Organize and support local ethnic minority women to participate in trade promotion activities for products from craft villages, production and business establishments owned by local ethnic minority women.

7. Conclusion

On the basis of research and analysis of vocational training performance results; practical implementation of models of vocational training, job change for ethnic minority women on the spot in extremely difficult communes, the topic has proposed views and orientations on building a vocational training model; provide the bases for building models such as needs, ethnicity, locality and gender. Proposing some models of vocational training for ethnic minority women in extremely difficult communes, the study proposed two groups of solutions:

- (1) Group of solutions to improve the effectiveness of vocational training for female employees of ethnic minorities in the Dak Nong province.

- (2) Group of solutions on vocational training, building a vocational training model for local ethnic minorities women in extremely difficult communes in the Dak Nong province.

In the system of solutions and recommendations, along with clearly defining the responsibilities of each level of government of the political system in vocational training for ethnic minority women on the spot in extremely difficult communes, Contributing to raising the status of local ethnic minority women in the family and in society is to create conditions for poor ethnic minority women in the Dak Nong province to rise out of poverty and have stable jobs.

References

- Conference to review the Scheme on supporting women in vocational training and job creation in the period 2015 - 2020.
- Loan, D. T. B. (2011). Gender equality in education- issues that need attention. *Journal of Educational Science, No.67*. Vietnam Institute of Educational Sciences.
- Research on a number of vocational training models for rural workers (January 17, 2013); <http://tcdn.gov.vn>.
- Phuong, V. M. (2016). *To provide vocational training in association with job creation*, <http://www.baocantho.com.vn>, June 5.
- Women with vocational training and job creation for female workers (January 7, 2014), <http://www.bentre.gov.vn>.
- Ngoc, H. (2015). *Vocational training for workers in ethnic minority areas*, <http://dantocmiennui.vn>, January 27.
- Tai, N. N. (2010). Vocational orientation for ethnic minority students in the Central Highlands, *Ho Chi Minh City Pedagogical Science Review, No.23*.
- Prime Minister. (2009). *Approving the Project "Vocational training for rural workers until 2020*. Decision No. 1956/QĐ-TTg dated 27/11/2009.
- Actual situation of women's vocational training needs and proposed solutions for the implementation of Project 295 for the period 2013-2015 of the Center for Research on Women and Gender Labor, Institute of Labor and Social Sciences.
- General Department of Vocational Training. (2014). *Model of vocational training for rural workers*. National Political Publishing House.

PHÁT TRIỂN NHỮNG MÔ HÌNH ĐÀO TẠO NGHỀ LINH HOẠT VÀ HIỆU QUẢ CHO PHỤ NỮ DÂN TỘC THIỂU SỐ TẠI CHỖ Ở CÁC TRUNG TÂM GIÁO DỤC NGHỀ NGHIỆP VÀ GIÁO DỤC THƯỜNG XUYÊN CỦA TỈNH ĐẮK NÔNG TRONG BỐI CẢNH CHUYỂN ĐỔI SỐ HIỆN NAY

Lê Thị Ly Na

Sở Lao động, Thương binh và Xã hội tỉnh Đắk Nông

Email: lynavn89@gmail.com

Nhận bài: 11/5/2022; Phản biện: 24/5/2022; Tác giả sửa: 30/5/2022; Duyệt đăng: 06/6/2022; Phát hành: 21/6/2022

DOI: <https://doi.org/10.54163/0866-773X/692>

Đào tạo nghề cho phụ nữ dân tộc thiểu số nói chung và phụ nữ dân tộc thiểu số tại chỗ nói riêng trên địa bàn tỉnh Đắk Nông là một trong những ưu tiên hàng đầu trong lĩnh vực đào tạo nghề và chính sách phát triển kinh tế - xã hội của tỉnh Đắk Nông. Hiện nay, phụ nữ dân tộc thiểu số tại chỗ còn gặp nhiều khó khăn về đời sống, kinh tế, văn hóa, xã hội.

Tổ chức nghiên cứu, đánh giá đúng thực trạng công tác dạy nghề cho phụ nữ dân tộc thiểu số tại chỗ tại các trung tâm giáo dục nghề nghiệp và giáo dục thường xuyên cấp huyện của tỉnh Đắk Nông là việc làm hết sức quan trọng và cấp thiết.

Tác giả bài báo đã tiến hành khảo sát thực trạng mô hình dạy nghề linh hoạt, hiệu quả cho phụ nữ dân tộc thiểu số ở tỉnh Đắk Nông trong giai đoạn 2017-2021, phân tích những điểm mạnh, điểm yếu, nguyên nhân để quản lý phát triển hiệu quả mô hình dạy nghề cho phụ nữ dân tộc thiểu số tại chỗ trên địa bàn tỉnh Đắk Nông trong thời gian tới. Từ đó, tác giả đã đề xuất hệ thống giải pháp quản lý hiệu quả nhằm phát triển các mô hình dạy nghề linh hoạt, hiệu quả cho phụ nữ dân tộc thiểu số tại chỗ ở các trung tâm giáo dục nghề nghiệp và giáo dục thường xuyên cấp huyện trong bối cảnh chuyển đổi số hiện nay.

Từ khóa: Mô hình đào tạo nghề; Phát triển các mô hình dạy nghề linh hoạt, hiệu quả; Phụ nữ dân tộc thiểu số tại chỗ; Trung tâm Giáo dục nghề nghiệp - Giáo dục thường xuyên cấp huyện; Tỉnh Đắk Nông.