



DIFFICULTIES IN APPLYING VOCATIONAL TRAINING POLICIES FOR ETHNIC MINORITY LABOURS IN VIETNAM

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Abstract: *Vocational training policies for rural workers play a particularly important role in the development of human capital, human resources in economic growth, job creation and increasing income for workers. Vocational training is one of the breakthrough solutions of the socio-economic development strategy in order to serve the industrialization - modernization of agriculture and rural areas, contributing to ensuring social security and sustainable development of the country.*

Vocational training for rural workers has a great significance in contributing to labor mobility, restructuring economy in rural areas, implementing the policy of the Party and State of Vietnam to reduce poverty sustainably. step by step reduce the wealth disparity between urban and rural areas. Vocational training for rural workers, especially ethnic minority workers, is an important solution to increase income and help people escape poverty. The article focuses on the difficulties in applying vocational training policies to ethnic minority labours and offers some solutions.

Key words: *Vocational training policies, ethnic minority labours.*

1. Introduction

Vietnam is a multi-ethnic country (54 ethnic groups), of which the Kinh is the majority. The remaining 53 ethnic groups are collectively referred to as ethnic minorities. Each ethnic group has its own voice, customs and cultural identity, creating diverse and rich cultural characteristics in Vietnam. In 63 municipalities, there are 52 provinces and cities with ethnic minorities residing that are most concentrated in the Northern Midlands and Mountains, Middle of Central Vietnam, South of Central Vietnam, Central Highlands and West of Southern Vietnam. In Vietnam, ethnic minority and mountainous areas

account for 3/4 of the country's natural area, including 51 provinces and cities, with nearly 12.3 million people, accounting for 14.27% of the country's population. Ethnic minorities live mainly in the Northern mountainous areas, Central Coast, Central Highlands and the Mekong River Delta. Rural workers, ethnic minority workers mainly focus on agriculture - forestry - fishery production (over 70%), industry - construction (about 10%), and services (about 20%). . While the labor structure of the whole country in the above fields is 46.8%, 21.6% and 31.7%. In terms of education, the majority of rural workers and ethnic minority workers aged 15 and over have primary and secondary education; The number of workers in the illiterate age accounts for a high proportion, especially in the Northern mountainous areas and the Central Highlands. The transfer and application of science, technology and technology to labor, production and industrial development in mountainous and ethnic minority areas is still very limited. The productivity, quality and value of income derived from the products of workers in rural, mountainous and ethnic minority areas remain low. The number of laborers receiving vocational training is mainly at primary and short-term levels of less than 3 months, accounting for about 2.86% of the total number of working age workers in rural areas, ethnic minority areas (the rate trained workers of the country are about 37.3%). The life of the majority of ethnic minorities is still difficult. The poverty rate in 2012 in the ethnic minority areas is about 38% (the national poverty rate is 11.76%). The average poverty rate in districts 30a is 53.4%, there are districts with poverty rate 70-80%. The customs and practices of some ethnic minorities are backward. Psychology of ethnic minorities does not want their children to go to school far from home, they do not want to leave their hometowns to study jobs, find jobs or start a career. Production is backward and rudimentary; low productivity and labor efficiency; Most of them are self-sufficient, producing goods that are slow to develop or small, odd, spontaneous ... Due to these reasons, Vietnam is currently facing many difficulties when applying policies vocational training for ethnic minorities; Through the content of the topic, the author presents the most difficult problems in the process of implementing vocational training policies for ethnic minorities, thereby giving out harsh solutions.

2. Theoretical basis

The Party and State of Vietnam have always determined that national affairs and national solidarity have an important strategic position in Vietnam's development, on March 12, 2013, the Prime Minister issued Decision No. 449 / QD-TTg on Ethnic Working Strategy to 2020 and Decision No. 2356 / QD-TTg dated December 4, 2013 on Action Program to implement the Ethnic Working Strategy. These are two important decisions to concretize the views of the Party and the orientation of the State of Vietnam on the issue of great national solidarity and national work in the whole period 2011-2020, in which a The number of projects serving the development of human resources of ethnic minorities are: - Project group "Health, health care": Including 04 projects assigned to the Committee for Ethnic Minorities 01 task, the Ministry of Defense 01 project, the Ministry of Health 01 project, the Ministry of Culture, Sports and For tourism 01 project, the implementation situation is as follows: (1) Committee for Ethnic Minorities: Developing the project "Minimizing child marriage and close marriage among ethnic minorities", has been completed, the Prime Minister approves in Decision 498 / QD-TTg dated April 14, 2015. (2) The Ministry of National Defense: Develop a project "Upgrading and building new military medical stations combining ethnic minority areas in border areas", submitting to the Prime Minister for approval. . (3) The Ministry of Health: Developing the project "Developing mobile medical models in regions with extremely difficult socio-economic conditions", the Ministry of Health proposes to integrate the above project with the general policy of The integrated content and sectors were approved in Decision No. 2348 / QD-TTg dated December 5, 2016 approving the Project on building and developing the grassroots health network in the new situation. (4) The Ministry of Culture, Sports and Tourism: Develop the project "Improving the physical strength and stature of ethnic minorities in the period 2015 - 2020, vision to 2030", Ministry of Culture and Sports and Tourism has actively integrated content and tasks with the project "Overall development of physical strength and stature of Vietnamese people in the period 2011-2030", approved by the Prime Minister in Decision No. 641 / QD-TTg April 28, 2011. - Project group on "Education and training, vocational training, human resource development": 1) The project to establish the Academy of Ethnic Minorities: The Prime Minister approved the Decision No. 1562 / QD-TTg dated 08/8/2016 on the reorganization of the Institute for Ethnic Minorities and the School of Ethnic Affairs into the Academy of People clan; 2) The project "Development of human resources in ethnic minority and mountainous areas to 2020", the Government issued Resolution No. 52 /

NQ-CP dated June 15, 2016 on promoting human resource development. ethnic minorities in the 2016-2020 period with a vision to 2030. 3) The project "Develop policies to support scholarships for poor and near-poor ethnic minority students passing university entrance exams", has been approved by the Prime Minister in Decision No. 66/2013 / QD-TTg dated 11/11/2013 on Regulations on policies to support learning costs for ethnic minority students studying at higher education institutions. 4) The project "Strengthening the strengthening of Vietnamese capital for ethnic minority primary school students", was issued in the Prime Minister's Decision No. 1008 / QD-TTg dated June 2, 2016 on the Approved the project "Strengthening Vietnamese language for preschool children, elementary school students in ethnic minority areas in the 2016-2020 period, with a vision to 2025". On the basis of the Party's views and guidelines, the government and authorities at all levels have always paid attention to solving the problem of vocational training for ethnic minority workers in the practical conditions of the country and locality in order to narrowing the qualification gap between the majority ethnic group and the minority in a country, meeting the needs of development and integration.

3. Research Methodology

- Theoretical research method: The article uses this method to collect scientific information on the basis of researching scientific works, documents, and existing documents and by manipulating logical thinking to draw conclusions for the problem. research topic. - Methods of analysis and synthesis: This article uses this method to analyze and synthesize theories, and analyze and synthesize data on the effectiveness of vocational training policies for ethnic minority workers, thereby assessing the current situation. and offer solutions to complete the policy. - Historical method: Using this method, the author recognizes and analyzes theoretical and practical issues about vocational training policies for ethnic minority workers by finding the source of the problem, examining the problem. problems in the process of formation and development in order to find the development trend, as a basis for making possible solutions to solve the problem. Methods of collecting and analyzing secondary data: Secondary data collected and analyzed are general data on vocational training policies in public administrations. This data source is published in the annual reports of the Party and State of Vietnam, in specialized journals and scientific conferences.

4. Discussion results

4.1. Actual situation of vocational training policies for ethnic minority workers

4.1.1. Regarding the promulgation of legal documents related to vocational training

Vocational training policies for rural workers are consistently implemented from the central to local levels, on the basis of documents on the policies of the Party and the State of Vietnam such as: Resolution No. 26-NQ / TW on August 5, 2008 of the Central Committee of the Party, Decision No. 1956 / QD-TTg on December 27, 2009 of the Prime Minister approving the Project on vocational training for rural workers up to 2020. , Decision No. 800 / QD-TTg of the Prime Minister on June 4, 2010 approving "National target program on building a new rural period 2010 - 2020"; Circular 58/2017 / TT-BTC guiding a number of financial support policies for organizations and units that employ ethnic minorities in mountainous and extremely difficult areas of ethnic minority households poor ethnic minorities. In which, Decision No. 1956 / QD-TTg is a master program on building a new countryside with tasks and targets in all fields of economy, culture, society, security and national defense. ., especially focusing on training, improving the quality of human resources, shifting the labor structure in rural areas.

4.1.2. Outline the results of the implementation of vocational training policies

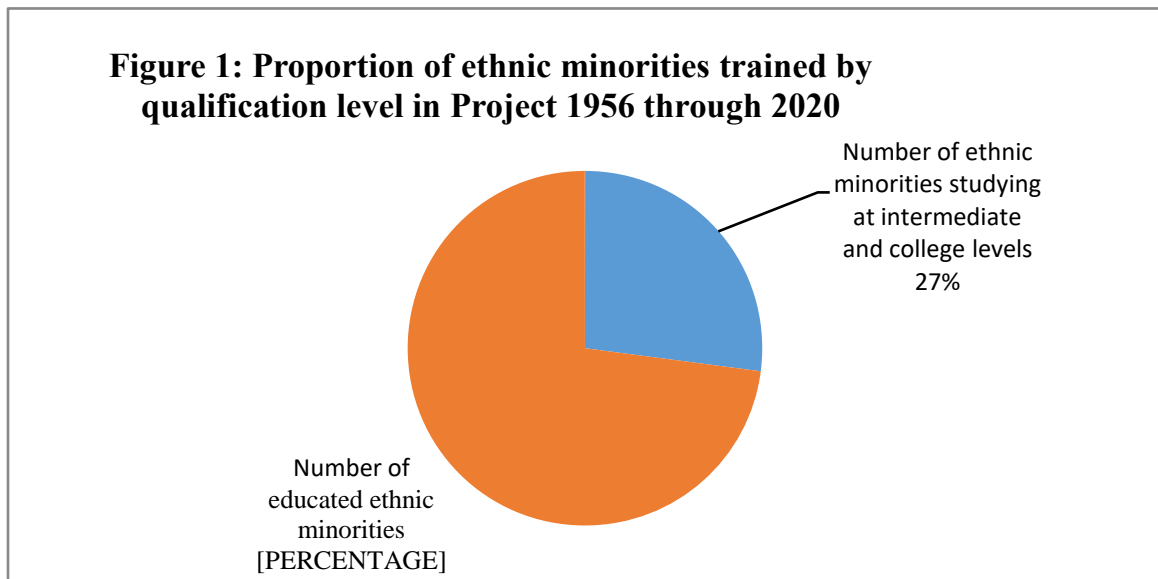
a. Achievement

The vocational training policy for ethnic minorities is one of the fundamental and practical solutions to help each people and their family have stable jobs and sustainable escape from poverty. Project 1956 is considered as one of the sustainable hunger eradication and poverty reduction, with the main content being vocational training for rural workers, ethnic minorities overcoming the shortage of productive land, changing the labor structure. creating stable jobs for ethnic minorities. The ethnic minority workers are mainly attached to fields and husbandry. The project helps farmers in general and ethnic minorities in particular to access many non-agricultural occupations. Through policies on vocational training for rural workers, 1.1 million ethnic minorities, mainly poor households, households whose land is acquired, have been trained, accounting for 14% of the total. Nearly 8 million people of working age have received vocational training. In the 2010 - 2017 period, more than 812 thousand ethnic minorities have been trained, accounting for 21.8% of the total number of people receiving vocational training support. In 2016 and 2017, there were about 1,600 ethnic minority people going to work abroad. Advising about 22 thousand workers to work abroad under contract or after returning

home. Particularly in the first 6 months of 2018, 924 poor households and ethnic minority workers have been trained to work in Japan and South Korea under cooperation programs. In fact, the number of post-training people often have unsustainable jobs, most of the trainees after receiving the certificate do not do the trained jobs but still work in agriculture as before despite the curriculum. Instructing on breeding techniques, investing in and developing breeders, but the trainees are allowed to participate in the courses. When they return, they do not have capital, so they do not apply. The number of laborers from ethnic minorities receiving vocational training with intermediate and college degrees remains low, most of them have short-term vocational training. In addition, a number of occupations included in the curriculum have too high knowledge compared to the perceived level of students. The limitations in vocational training for ethnic minorities are partly due to the fact that some localities have not focused on propaganda, counseling, and mobilization of ethnic minorities to learn about vocational training, and are under pressure to training quotas ... This leads to training not in the direction of need-oriented learning, but according to the order that any teacher will teach the profession; teaching according to the movement, not associated with production establishments; The mechanism of priority in vocational training for ethnic minorities is inadequate and difficult to implement. In addition, job seeking support, post-training loan guidance and product sales from the grassroots level have not been focused. Currently, the unemployment of ethnic minority youth is a prominent problem, up to 5.76%, 2.5 times higher than the national unemployment rate (2.34%). The survey results of the Ministry of Labor, War Invalids and Social Affairs in the second quarter of 2018 showed that there were about 313,000 rural youth underemployed and unemployed nationwide, including young people from ethnic minorities.

In 116 policies related to policies for ethnic minorities, there are seven policies to support ethnic and mountainous youth in vocational training and improving their training qualifications from refresher, elementary, intermediate. Therefore, in the immediate future, it is necessary to well implement these seven policies, contributing to creating jobs for ethnic youth, the main force in each ethnic minority family. The locality should actively work out plans for training occupations to closely follow the reality and vocational training needs of each part of the population. Vocational training courses and classes need to be longer term, and lower required programs are suitable for the intellectual level as well as the student psychology. At the same time, counseling should be promoted so that students can clearly see the benefits of apprenticeship. In order to solve the shortcomings and problems in vocational training, experts say that the

authorities at all levels need to support workers to change jobs appropriately. After students graduate, the Division of Labor, War Invalids and Social Affairs should closely monitor the trainees in order to support, advise and recommend them to find jobs in the right profession; There are mechanisms for preferential loans or vocational training associated with job creation. In addition, the locality needs to focus on labor export policies for areas with special difficulties, contributing to creating long-term jobs.



In 10 years of implementing the Project 1956 of the Prime Minister on "Vocational training for rural workers until 2020", from 2016 to the end of 2018, about 480,000 ethnic minority people have received vocational training. in which: 130,000 people (accounting for 8%) attend high school and college (of which 62,748 ethnic minorities are supported to attend intermediate and boarding colleges according to Decision No. 53/2015 / QD-TTg of Prime Minister); 350,000 ethnic minority people (accounting for 21%) are supported with vocational training for elementary and less than three months according to the policy of the 1956 project.

b. Existence, limitations

In addition to the achieved results, vocational training for rural workers still has some limitations as follows:

First: Content of vocational training orders for rural laborers belonging to poor households, ethnic minorities, laborers whose cultivated land has been recovered with economic difficulties did not meet the objectives of the Scheme due to problems. in implementing regulations on bidding for ordering, assigning the task of providing public non-business services using state budget funds.

Second: Enrolled subjects tend to participate in short-term training courses and have received support from the state budget, so, after reviewing and comparing, there is not enough quantity to open training classes.

Third: The results and effectiveness of vocational training for rural workers are not equal across regions in the country. The Northern Midlands and Mountains and the Central Highlands have the number of rural workers receiving vocational training support and the proportion of rural workers with jobs after vocational training is lower than in other regions, while the average central budget support always equal to or higher than the average support level of other regions in the country. It is noteworthy that the rural workers who have vocational training and rural workers, after vocational training, get loans from the National Fund of Employment is still very limited, so the promotion of vocational training efficiency is not high.

Fourth: The determination of the list of training occupations for rural workers, especially the list of agricultural occupations in some localities, has been reviewed annually, but still spread out, not yet derived from Planning for agricultural production, planning to build a new countryside and requiring modern advanced agriculture associated with agricultural restructuring leads to low efficiency after vocational training.

Fifth: Labor, who learns a number of non-agricultural occupations, has not yet found a job, due to the lack of demand in the local market or because the skills have not yet met the actual requirements; Some workers learn about agriculture. Their products cannot be sold or consumed very hard. The review and transfer of vocational training facilities and equipment in localities is still slow.

Sixth, many training equipment is old, outdated, not suitable for training requirements due to the investment in facilities and equipment in the early years of implementing the Project (2010 - 2013). next year, there is almost no investment support to supplement teaching equipment. Many localities have not yet built and approved the norms of training costs, formulated and approved the output standards for training occupations.

Seventh: The policy to support vocational training for rural workers has been integrated in the policy to support primary training, training under 3 months under Decision No. 46 / QD-TTg, however, There are many ministries, branches and central agencies of mass organizations leading and directly implementing the implementation, there is no coordination with state management agencies in vocational education (vocational training for rural workers.) for policy implementation, synthesis, reporting,

and review. This causes resource scattering, overlapping on target groups and difficulties in local implementation, although there have been instructions for localities to spend at least 10% of the vocational training support target for rural workers. from the state budget to organize vocational training and job creation for people with disabilities. However, in some localities' annual plans on vocational training for rural workers, this target is not available and separate funds are not allocated to organize vocational training and job creation for people with disabilities.

Eighth: The coordination in formulating and approving plans and funding to support vocational training for rural workers among ministries, branches (central), departments, and branches (localities) is not good, leading to allocate funds to support vocational training for rural workers in localities facing many difficulties, many localities have arranged very little compared to the funding needs to implement plans and objectives. approval.

Ninth: The standing agency of the Vocational Training Scheme is not allowed to participate in planning and allocating funds for the implementation of the vocational training content. The total annual budget allocated to carry out vocational training activities for rural workers is only nearly 50% of the rate announced by the Ministry of Finance and only equal to nearly 30% of the proposed level of the Project. Local investment support activities for facilities, equipment for vocational training and means of transport for mobile vocational training are not of interest to localities. Some localities (Lam Dong) do not allocate funds for non-agricultural vocational training activities managed by the labor, war invalids and social sectors.

4.2. Objectives and tasks of vocational training for rural workers from 2020 to 2025

In order to continue to improve the quality and effectiveness of vocational training for rural workers until 2020 and the period 2021-2025, it is necessary to clearly define specific objectives and tasks for each year and period such as after:

4.2.1. Objectives and tasks of vocational training in 2020

Objectives in 2020: Vocational training at all levels for 1.43 million rural workers, of which, support for vocational training at elementary level, training under 3 months for 990,000 rural workers (350,000 people agricultural apprenticeship, 640,000 non-agricultural apprentices). The rate of employment labours after training is over 80%.

Tasks in 2020: For the People's Committees of provinces and centrally-run cities:

reviewing, evaluating and organizing a summary of the Project on Vocational Training for Rural Laborers in the locality, including comparison, evaluation the achieved results against the objectives in the implementation scheme and plan, thereby pointing out the causes and proposing recommendations for implementation in the period after 2020.

To direct the elaboration, approval and promulgation of lists of training occupations, technical and economic norms for each profession, and norms of training expenses for each profession of primary qualification and under 3 months of training; developing and issuing output standards and accompanying evidence as a basis for training orders.

Reviewing and re-evaluating the activities of Vocational Education and Continuing Education Centers. Developing and approving the local network of vocational education institutions.

Developing annual and medium-term plans on training targets, resources for the implementation of vocational training for rural workers in particular, policies to support elementary training, training under 3 months and organize the implementation of implementation is effective.

Tighten the review and identification of the list of training occupations with good job orientation and counseling for employees to choose from. There are positive measures to deal with output for agricultural products. Create all favorable conditions for employees to borrow capital for production and business and create jobs after their studies to promote effective teaching and vocational training.

Strengthening coordination among levels, sectors, socio-political organizations, social organizations, training institutions and enterprises, large economic groups, cooperatives, and production establishments in training career, meeting social needs, employment positions of enterprises, large economic groups, cooperatives, production establishments and economic development activities of regions / regions in the country.

Continue to direct local radio, television, newspaper and radio agencies to build, maintain and update special pages and columns on propaganda on vocational training and job creation for rural workers and disabled people, female workers.

Actively allocate funding from the state budget (central budget, local budget) to implement vocational training for rural workers. To integrate and effectively mobilize resources from programs and projects to join with the Scheme's central budget supports to support vocational training for rural workers. People with disabilities and female

workers. Formulating and approving training costs for each occupation and specific support levels for each subject according to the provisions of Decision No. 46/2015 / QD-TTg dated September 28, 2015 of the Prime Minister.

Organizing inspection, examination and supervision of the implementation results of the Scheme in 2020, the results of the implementation of vocational training in the period after 2020 and periodically (6 months, annually); organize a candid assessment, avoid the results of vocational training for rural workers, and report to the Ministry of Labor, War Invalids and Social Affairs to report to the Prime Minister.

For ministries, branches and central agencies: To guide localities in allocating funds to organize the implementation of the targets, tasks and activities in 2020 (the final year of implementing the Project). In particular, to focus on vocational training according to working positions in enterprises, industrial parks, craft villages, attracting enterprises to invest in rural and agricultural sectors; vocational training for cooperative development, small and medium-sized enterprises, associated with the implementation of the "One commune one product - OCOP program" and vocational training for people going to work abroad. "Only organize vocational training for rural workers when it is possible to forecast the workplace and the income level of workers after school".

According to the functions and tasks assigned in the Prime Minister's Decision No. 971 / QD-TTg on July 1, 2015, ministries, branches and central agencies shall review and evaluate solutions. deployed to adjust and supplement to suit the practice. At the same time, closely coordinate and promptly handle problems arising in the implementation process so that vocational training activities for rural workers can be carried out smoothly, achieving results and efficiency of objectives and tasks. Implementation of the Project on Vocational Training for Rural Laborers in the 2016-2020 period.

In 2020, organizing the review of the project "Vocational training for rural workers in 2020". In which, relevant ministries, branches, central agencies (Ministry of Industry and Trade, Ministry of Labor, Invalids and Social Affairs, Ministry of Agriculture and Rural Development, Ministry of Information and Communication, Farmers Association, Associations Women, Youth Union, Bank for Social Policies, organizations of people with disabilities ...) researched and summarized the Project according to the contents and tasks assigned in the Decision No. 971 / QD-TTg.

4.2.2. Objectives and tasks of vocational training from 2021 to 2025

Orientation for the period of 2021 - 2025: Develop the project "Vocational

training, creating jobs for rural workers, ethnic minority areas and policy beneficiaries to implement sustainable poverty reduction" in the National Target Program sustainable poverty reduction in the period 2021 - 2025 with the annual target of vocational training for about 1.5 million rural workers, of which about 1 million workers will be supported with vocational training.

4.3. Difficulties in vocational training for ethnic minority workers

Non-agricultural vocational training for ethnic minorities in recent years has not been effective. This is a fact that was not pointed out until now, but was pointed out immediately after Decision 1956 was implemented. Job creation, poverty reduction and economic development also go hand in hand with the goal of preserving cultural diversity, building confidence, and supporting the integration of ethnic minorities into the common industry of the country. That way, the laborers from ethnic minorities are encouraged to learn and live by profession. However, there are still many difficulties such as:

Some committees and local authorities, especially the commune level, have not really participated in vocational training and have not really paid attention to the implementation of vocational training tasks for rural workers. The coordination between levels and branches in implementing the project is not high. Survey results to capture vocational training needs of workers in some localities are not close to reality, so the selection of training occupations is not appropriate, the class organization is not at the right time, the next implementation The training plan met many difficulties and had to be adjusted many times.

Comparing with the project's target, the number of rural workers receiving vocational training and vocational training support under the Scheme 1956 policy has not been met each year, and has not met the training needs of districts, town, city; The training structure is inadequate, the proportion of the labor trained in the non-agricultural sector remains low. In some localities, vocational training for rural workers has not really linked with the planning of agricultural and forestry development and the requirement of building a new countryside. The implementation of the provincial vocational training order mechanism in some localities still faces difficulties (some localities have not brought into full play the responsibility of the vocational training order appraisal council, some vocational education institutions. not actively and actively participating in vocational training order).

Vocational training and continuing education center at district level still have a surplus of cultural teachers, a lack of vocational teachers, a lack of organic teachers by profession, training occupations, professional qualifications of some Visiting vocational teachers are still limited. To meet the requirements of the task, the centers have to contract with vocational teachers to teach, so they are not active in opening classes. The facilities in the province's vocational training centers have not been fully and comprehensively invested in for each occupation due to a lack of investment funds.

Although ethnic minorities have received vocational training, they do not have investment capital to develop production, so after only a few months their knowledge is lost. Next is a number of training occupations that are inconsistent with the practical needs, customs and practices of local people, so they are not very effective.

For example, the industrial sewing profession, despite being well trained, is not easy to find a job in the province; Meanwhile, many garment establishments in other provinces need to recruit, the majority of ethnic minority workers who have learned the sewing profession do not want to work away from their families because of their psychology and practices. Or like the training of brocade weaving, trainees, after apprenticeship, get the certificate, have to "pocket" because their products cannot find a consumer, even though they know that this textile training is often associated with traditional ethnic culture.

Some localities have not focused on propaganda, counseling, and mobilization of vocational training, and are under pressure to meet the assigned training quota ... This leads to unsatisfactory training, not associated with local production development practices; The learners are also not interested, the learning process is not thorough, so after finishing the course, they have not mastered their knowledge. In addition, job seeking support, post-training loan guidance and grassroots product consumption have not been focused, the priority mechanism for vocational training for ethnic minorities is not appropriate. many shortcomings.

Policies on employment for ethnic minorities are inconsistent, often integrated with poverty reduction and vocational training policies; Professional and technical qualifications, disciplinary sense, industrial manners ... as well as customs and practices of ethnic minorities are still limited, making it difficult to access employment services, especially working at home. foreign. Currently, in Vietnam, there are 116 different policies, including 7 policies to support mountainous ethnic youths in apprenticeship

training and improving their training levels from refresher, to elementary, intermediate.

4.4. Some solutions to help vocational training for ethnic minority workers

Reviewing and re-evaluating the operation of vocational education centers and employment service centers. Developing and approving the local network of vocational education institution

Developing annual and medium-term plans on training quotas, resources for the implementation of vocational training for rural workers in particular, policies to support elementary training, training under 3 months and implementation of implementation is effective.

Tightening the review and identification of the list of training occupations with good job orientation and counseling for employees to choose from. There are positive measures to deal with output for agricultural products. Create all favorable conditions for employees to borrow capital for production and business and create jobs after their studies to promote effective teaching and vocational training. Strengthening coordination among levels, sectors, socio-political organizations, social organizations, training institutions and enterprises, large economic groups, cooperatives, and production establishments in training career, meeting social needs, employment positions of enterprises, large economic groups, cooperatives, production establishments and economic development activities of regions / regions in the country.

In order to improve the effectiveness of the vocational training policy implementation for ethnic minority workers, some specific solutions are needed:

(1) It is necessary to raise the awareness of Party committees and authorities at all levels, and cadres. and civil servants on the role of the vocational training policy for workers in ethnic minority areas in the province, thereby allowing all levels and branches to be proactive, creative and flexible in the implementation process. policy.

(2) Increase investment in infrastructure, finance and human resources for vocational training institutions for ethnic minorities. In particular, special attention should be paid to improving the quality of the contingent of vocational teachers; at the same time, to renew vocational training programs, contents and methods suitable for ethnic minority laborers. Along with that, it is necessary to increase the training scale associated with investment in ethnic boarding vocational schools; Vocational training is linked to businesses and the labor market to ensure that ethnic minority trainees have jobs after participating in vocational courses.

(3) Strengthen the direction of localities in surveying and assessing vocational training needs of ethnic minority workers in parallel with the organization of investigation and survey of labor use needs in enterprises, industrial park to sign, cooperate in training appropriate occupations and create jobs for ethnic minority students after they get vocational training. At the same time, the province should create conditions and encourage businesses to employ ethnic minority laborers to work in enterprises.

(4) Create favorable conditions for ethnic minority workers after vocational training to access and borrow preferential capital sources for production development, appropriate career change, and limit the situation of workers who, after vocational training, still cannot find new jobs.

5. Conclusion

Implementing vocational training policy has great significance for rural labours in general and ethnic minority labours in particular. The implementation of this policy not only helps ethnic minorities improve their skills, find jobs and stable livelihoods, but also contributes to poverty reduction. In the near future, it is necessary to strengthen the implementation of vocational training policies with innovative and creative ways and solutions to continue improving the effectiveness of the policy implementation, contributing to improving material and refined life. the spirit of ethnic minorities, ensuring social security and economic development throughout the country.

Suggestion for direction of the next research: The new article only has a general assessment of the ethnic minorities in Vietnam. Therefore, in the next articles, the authors will continue to delve deeply into specific research on each ethnic group of Vietnam. Because each ethnic group will have its own habits and characteristics, that is why it also has its own advantages and disadvantages. In-depth research will assess the true nature and thereby remove the bottleneck in the implementation.

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