

MANAGING THE DEVELOPMENT OF AN EFFECTIVE VOCATIONAL TRAINING MODEL FOR LOCAL ETHNIC MINORITY WOMEN AT CONTINUING EDUCATION AND VOCATIONAL EDUCATION CENTERS IN THE CENTRAL HIGHLANDS REGION IN THE CONTEXT OF CURRENT NATIONAL DIGITAL TRANSFORMATION

Le Thi Ly Na

Lam Dong Department of Education and Training
Email: lynavn89@gmail.com

Received: 28/5/2025; Reviewed: 07/6/2025; Revised: 17/6/2025; Accepted: 22/6/2025; Released: 30/6/2025.

DOI:

<https://doi.org/10.64223/tvj.p2025.v1.i2.a27>

ORCID iD:

<https://orcid.org/0009-0009-2715-2307>

*V*ocational training for ethnic minorities women in general and local ethnic minority women in particular in the provinces of the Central Highlands Region is one of the top priorities in the field of vocational training and socio-economic development policies of the provinces in the Central Highlands. The Central Highlands Region has 13 local ethnic minorities. 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 vocational education and continuing education centers of 03 Central Highlands provinces (Lam Dong, Dak Lak, Gia Lai) is a very important and urgent job.

The author of the article conducted a survey on the current situation of developing a vocational training model for local women of ethnic minorities in the Central Highlands Region in the period 2020-2024, analyzing the strengths, weaknesses, causes and problems for effective management and development of vocational training models for local women of ethnic minorities in the Central Highlands Region in the coming time. Since then, the research team has proposed a system of management solutions to develop a vocational training model for local women of ethnic minorities in vocational education and continuing education centers at the regional level. The Central Highlands Region is in line with the practice of vocational education-continuing education centers in the context of the current industrial revolution 4.0, education 4.0 and Current National Digital Transformation.

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 model; Management and development of vocational training models; Local ethnic minority women; Vocational education - Continuing Education Centers; Central Highlands provinces.

1. Introduction

Decision No.1956/2009/QĐ - TTg dated November 27, 2009 of the Prime Minister approving the Project: "Vocational training for rural workers until 2020 has defined: "Vocational training for laborers" Rural labor is the cause of

the Party, State, all levels, branches and society in order to improve the quality of rural labor to meet the requirements of industrialization and modernization of agriculture and rural areas. 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 sixteen years of implementing this Decision, the provinces, cities and the Central Highlands Region have provided vocational training for many agricultural workers. In rural areas, about 76% have jobs but focus mainly on vocational training for the Kinh ethnic group. Currently, in the whole Central Highlands Region, there are 664 vocational training establishments, including 102 non-public vocational training institutions.

Besides the achievements, vocational training for ethnic minorities in the area still has certain limitations. Vocational training in the Central Highlands Region only meets about 36% of the local vocational training needs. Vocational training and job creation for rural workers in general and ethnic minorities in particular, especially local ethnic minority women living in extremely difficult communes, still face many difficulties. After vocational training, laborers are able to find jobs and earn a small amount of income. There is no appropriate policy to encourage vocational training institutions to expand enrollment. Many localities in remote, isolated and extremely difficult areas do not yet have a vocational training model suitable for each target group, especially local ethnic minority women in the area. Education socialization has not been promoted and resources have not been mobilized from businesses and people. There are places where vocational training 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, food support, travel costs are too low, while the training facility is too far away, 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 (agriculture accounts for over 85%). 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.

Up to now, the Central Highlands Region is still one of the regions with a high rate of underemployment of ethnic minorities in the country. The Central Highlands region is still a concave area in terms of education. The educational attainment of ethnic minorities is still low, especially the educational level of ethnic minority women in the area. Also due to the customs left behind, most of the local ethnic minority women in the area rarely go to school, the time to study is too short and there are few opportunities to participate in rural vocational training programs, underemployed workers, due to lack of skills or weak skills, this is the basic cause of inhibiting the development of the household economy, also a big challenge in vocational training, job creation for young people, ethnic minorities, especially local ethnic minority women in extremely difficult communes in the Central Highlands.

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 Central Highlands in general. In this area, 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, stability 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 Central Highlands 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: "Management and development of an effective vocational training model for women of ethnic minorities on the spot in vocational education and continuing education centers at district level in the Central Highlands region in the context of the current industrial revolution 4.0 and education 4.0. Current status and management solutions" is an urgent requirement to help ethnic minority women in the area have the opportunity to improve their professional capacity as well as labor productivity to develop the household economy.

2. Actual situation of developing vocational training model for local ethnic minority women in extremely difficult communes in the Central Highlands

Supporting women in self-employment is the strength of the Women's Union in the Central Highlands provinces. 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 5,000 to over 8,000 women to create self-employment in various forms, reaching the rate of approximately 26%. to over 33% 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 03 provinces of the Central Highlands, 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 3 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 Central Highlands such as: after:

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).

In addition to the vocational training counseling system, the professional employment of vocational training and job placement institutions can use the grassroots staff network or the grassroots Women’s Union (commune/ward) to play a role. collaborators, conducting propaganda and counseling on vocational training and employment at the grassroots (commune/village) for women.

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.

Women can choose to study many different professions according to their needs; Save investment costs in facilities and ensure conditions for vocational training for vocational training institutions, while ensuring that many jobs can be taught to employees; Strengthen the relationship of coordination and support between vocational training institutions in the same area and in the same region or region; Saving travel and accommodation costs for apprentices by choosing the nearest vocational training institution. Depends on the ability and willingness to cooperate of vocational training institutions.

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. There are differences in teaching quality and program content among vocational training institutions, which may cause certain difficulties for students to connect. It is necessary to test and supplement knowledge before entering a joint school to ensure entry requirements.

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

This model has been implemented and replicated in the Central Highlands, 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. After completing the course, the enterprise will immediately recruit students who meet the requirements. The most suitable form

is a vocational training institution that provides “order-based” training for businesses/production, business and service establishments that employ a lot of female employees. Supporting businesses on input and output markets.

This model has been implemented by localities in the Central Highlands for many years and has provided many workers for businesses. But in fact, the number of female ethnic minority workers on the spot, when they come to work at enterprises, are retrained or trained by enterprises to be able to use them. In order for this training model to be really effective, many vocational training institutions have developed programs and curricula with the participation of enterprises. The goal is that the content of the training program is streamlined, ensuring the scientific content, and at the same time suitable with the technology and production techniques of the enterprise. The program not only ensures legal regulations, but also has a flexible and flexible structure that is highly practical and practical with the production process of enterprises. Specifically, it is possible to loosen the elective program in the framework program 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, internship held at enterprises, using equipment of enterprises. Mobilize a team of engineers and skilled workers of the enterprise to participate in advanced practice teaching and internship guidance. Women who complete vocational training at vocational training institutions are introduced to good jobs, which are important practical motivations for women to participate in vocational training. Vocational training institutions improve their reputation with employees. Enterprises can recruit qualified workers according to the right industry, ensuring quality. Enterprises that employ a lot of female workers often belong to labor-intensive (labour-intensive), low-income, and long working hours (long overtime) such as textiles, garments, and leather. shoes, electronics, handicrafts, etc. This model should be replicated in occupations with few female participation in order to increase opportunities for women to participate in better jobs, contributing to promoting equality, gender in employment.

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, businesses and 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. Students can practice, practice the profession right at the actual production site, helping them get acquainted with the job right from the time they are learning the profession. The entire program and curriculum are compiled separately for each traditional profession, difficult to widely apply, so it is quite expensive in terms of time and money.

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 such as:

Some promulgated policies are not suitable with reality in the Central Highlands provinces; In some places, vocational training is not suitable to the labor needs of local enterprises and the trend of socio-economic development of the region, so some ethnic minority women have finished their vocational training, no job or wrong job, leading to wasted training budget. Vocational education for girls in schools is still limited, popular psychology of students and parents still wants to study to get a university or college degree, but not a vocational or specialized high school, vocational training institutions and training institutions do not have teachers specialized in vocational guidance... The decentralization of the implementation of vocational training tasks in some localities in the Central Highlands has not yet been unified and there are still many clues. some places are assigned to the Farmers’ Union, some places are assigned to the Women’s Union, some places are assigned to the Youth Union or Community Learning Center in charge of vocational training classes. Therefore, the work of directing and guiding vocational training and solving jobs overlaps and is inefficient. The network of vocational training institutions is still lacking and many inadequacies and in some districts, there have not been any staff in charge of vocational training at the Division of Labor - Invalids and Social Affairs of the district. The training and retraining of vocational management skills for rural workers is low. Vocational training programs are mostly designed to be more suitable for men, typically jobs related to electronics and mechanics. Furthermore, the relatively long commute for vocational training (over 15km) also hinders accessibility.

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. To achieve the target, many localities have mobilized both people with vocational training needs and those without vocational training needs to attend classes, thereby greatly affecting the quality and effectiveness of training. Although the quality of vocational training has been improved, it still cannot meet the increasing requirements of the labor market. Many female workers have received vocational training, but still work in the old farming profession or consider the training time as a waste because the products made from the profession have no market for consumption, or the market is unstable. For example, learning the profession of making beads, knitting flower baskets, knitting water hyacinth baskets, etc. in extremely difficult communes in the Central Highlands. Because beaded products have no place to be consumed because of their high prices and are not aesthetically pleasing. Therefore, it is difficult to compete with industrial products, which are cheap, beautiful and convenient...The coordination between vocational training institutions and enterprises, the People’s Committees of districts and state management agencies on vocational training is not tight and synchronous; lack of a specific treatment policy for experienced and qualified teachers; There is a lack of mechanisms and policies that bind enterprises to associate with vocational training institutions and localities in training and recruiting rural workers. The link between training institutions and enterprises (vocational training by address) has only been conducted in rural labor classes, mainly training for seafood processing and preservation, and sewing. There has not been much diversification of training professions and training links at higher levels (vocational secondary schools, vocational colleges). Many vocational training institutions have not closely coordinated with the agriculture and rural development sectors in planning and inspecting and supervising the implementation of the annual vocational training plan for rural workers.

Because local authorities do not have a master plan for human resource development, training institutions have not yet chosen suitable, popular and specific training occupations, or training professions. The training is not suitable with the customs, habits and daily life of employees, so many trainees after training do not have stable jobs, losing state funding. The employment policy mechanism is still inadequate, the coordination with training and job creation enterprises is still loose. Besides, the operation of job training models is still limited in regulating, connecting and providing information, especially labor -

employment information between 03 provinces in the region and between the Central Highlands and the Central Highlands. other localities; have not approached customer needs to concretize training objectives into output standards of vocational training programs; funding for vocational training is limited, there is a lack of specific mechanisms and policies suitable for learners, teachers and vocational training institutions participating in vocational training for ethnic minorities....Because the living habits of local workers do not adapt to the industrial style requirements of enterprises, the job creation rate is not sustainable; Some employees still rely on supportive policies and are afraid to go to school, so they apply to work at enterprises, affecting the enrollment of vocational training institutions. The learning outcomes of students have not been accurately assessed, the teaching conditions, the quality assurance of training is not high, it has not met the practical needs of enterprises that need to recruit personnel in the production process for trained workers to find jobs in the form of labor contracts at enterprises is not high and unsustainable. Currently, many training professions are not suitable to the actual needs of the locality, the quality of training has not met the requirements of the labor market; professional qualifications and practical skills are still weak; Some institutions lack organic teachers of some subjects or have to work part-time, the quality of teachers is not high in terms of practicality, this is one of the reasons for the low quality of labor.

The relationship between training institutions, authorities and enterprises has not been established, maintained and consolidated in the process of creating jobs for students after completing the course, due to the coordination between organizations, unions, levels, branches, government agencies, vocational training centers are not really close and unified. The work of consulting, training streams has not been focused by the authorities, the arrangement of full-time staff to monitor vocational training is also part-time. Therefore, career orientation, vocational training and job creation for ethnic minority female workers in the coming time need to be directed and coordinated by all levels and sectors in the locality, more effective.

In general, at present, highly effective models of vocational training for rural workers are maintained and replicated in extremely difficult communes in the Central Highlands. For occupations that create many jobs and attract a large number of ethnic minority women, such as industrial sewing, employees are always encouraged to register for vocational training. In addition, the districts of the provinces in this region also set out a number of

special policies to call on businesses to invest in building factories and offices in the district to create jobs for laborers. rural areas are idle, especially female workers because they are busy with family work and cannot work far away.

3. System of solutions to develop vocational training models for local ethnic minority women in extremely difficult communes in the Central Highlands

Currently, most of the labor force in the whole region has not been trained, so it is difficult to find jobs for these people. Meanwhile, every province in the region has intermediate schools and vocational colleges, but the quality of training is not high, mainly following achievements in quantity; overlapping and duplicating training professions; training has not been associated with job settlement and social needs. Therefore, in the coming time, it is necessary to re-plan the network of vocational schools, forecast the demand for human resources in vocational schools, forecast the demand for human resources in the professions of the region to make appropriate adjustments. On that basis, select training institutions to focus on prioritizing training in certain professions that have strengths and potentials in terms of staff, lecturers and equipment; establish a number of training institutions capable of training new occupations that are in demand in the region. In addition, it is necessary to strengthen linkages with universities and colleges in various types of training and multi-disciplinary training. Encourage all economic sectors to provide vocational training for workers in industrial parks and economic zones and to provide services in other occupations.

Stemming from the above situation, in order to create opportunities for ethnic minority women in extremely difficult communes in the Central Highlands, effectively promote models of vocational training, job creation, positive impacts To contribute to the socio-economic development of localities in the coming time, it is necessary to pay attention to implementing the following groups of solutions:

3.1. Group of solutions to improve the effectiveness of vocational training for female employees of ethnic minorities in the Central Highlands region

a) 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. The purpose of propaganda is to mobilize and provide adequate information about the Party's guidelines and guidelines, the State's policies and laws, the advantages and disadvantages of vocational training, from which change the perception of Party committees, local authorities, social organizations and the masses in a positive direction about the position of vocational training for female workers in the cause of industrialization and modernization.

b) 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. Regulations on the responsibilities of industries, socio-political organizations, communities and families in contributing resources and participating in vocational education activities, creating lifelong learning opportunities for everyone, gradually contribute to building a learning society.

c) 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.

d) 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. After each course, the school should have a process to collect information from learners to evaluate the quality of the training program. At the same time, it is necessary to mobilize more highly qualified experts and business managers to participate in adjusting and supplementing training programs. The reform of vocational training methods should focus on the following contents:

Help learners learn how to self-study and cooperate in learning. Helping learners to be active, proactive and creative in discovering and solving problems, occupying new knowledge, self-forming and developing new skills; including self-assessment skills. Ensure harmony between knowledge teaching, moral training, professional training, focusing on skill training. To gradually upgrade teaching facilities and equipment in the direction of standardization and modernization to meet the needs of comprehensive training and to meet the requirements of teaching method innovation.

Encourage many teachers to organize lecture hours on devices and projectors in order to equip a large amount of knowledge per unit of lecture time, promoting the activeness of students.

First of all, vocational training institutions must be ensured in terms of construction area, classroom area, practice workshop area, library area; For the rapids schools, it is also necessary to ensure the dormitory area, the area of the sports field to reach regional and international standards. Expand training links between vocational training institutions and businesses. Regarding equipment in vocational training: Vocational schools, vocational training centers and other vocational training institutions must have sufficient

conditions for material and technical foundations and vocational training equipment suitable to their professions and occupations, training scale. Vocational training equipment for each profession must be equipped with sufficient types and sufficient quantity (corresponding to the training scale of each profession), in terms of quality, step by step replacing old and outdated equipment, no longer suitable for production equipment. In the condition that there are not enough machines, basic equipment for teaching and practice needs to be equipped with other multimedia devices such as pictures, CDs, models, simulation machines,... At the same time, with the equipping of vocational training equipment for each profession, vocational training institutions must also gradually be equipped with teaching equipment. The cost to invest in vocational training equipment is very large, so it is necessary to mobilize all resources to invest in vocational training equipment, including resources of the Central Government, vocational training institutions and other resources of the commune. festival. Effectively use investment funds of the target program to improve vocational training capacity and of foreign projects. Strengthen relationships and equipment support of enterprises. Maintain and promote the movement of vocational training institutions making their own vocational training equipment. Teachers are the determining factor in the quality of education. Compared to the current scale of vocational training for workers in the Central Highlands, the number of vocational teachers is still severely lacking in terms of quantity, inconsistent between occupations, and low qualifications. In order to improve the quality of training, it is necessary to supplement both in quantity and at the same time improve the quality of the teaching staff.

e) 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. There should be more policies to promote the development of an intermediary network to act as a bridge between the vocational training unit and the employer to ensure the balance between supply and demand in the labor market in general and generate income, sustainable poverty reduction.

g) 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 media. 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. To do this, it is necessary to develop a program to manage all relevant information about female workers of working age belonging to poor, near-poor households, policy areas, disadvantaged communes, needs and information. employment status of female workers after vocational training and networking through the job exchange floor of the Southwest region for unified management. In order to reduce the verification procedure of the local government on the application for vocational training on the priority target group for vocational training support, and to reduce the confirmation of correct information by the commune-level government (if any), the Department of Labor – Invalids and Social Affairs, when checking the application for opening classes, they must check the documents including: the input list, the application for vocational training of the person as they are now. Managers perform the output of management information about the trainee's identity through the website of the provincial job exchange and are responsible for confirming directly on the application for vocational training, correctness and legality. of records to agree to open training classes. Thus, there will be no duplication or fraud of vocational training support policies at vocational training institutions and even apprentices, implementing scientific and stricter management of vocational training. Strengthen the participation of people in monitoring and evaluating vocational training policies for female workers. The point of view of the participation of learners and people must be thoroughly implemented in all stages of the policy making process, the vocational training process such as: setting training objectives and content on the basis of The facility assesses learners' needs, conducts the training process with the active

and active participation of learners in developing training content, methods, forms and duration. Participating in monitoring and evaluating the effectiveness and results of learning in class, in practice and the impact of socio-economic development programs to develop the next training plan. Therefore, vocational training for female workers must ensure benefits for workers, the participation of the people can ensure that they can control ways to improve the effectiveness of vocational training, increase the ability to self-select, choose appropriate policies of communities and organizations to achieve goals according to their own needs and priorities.

3.2. Group of solutions on vocational training, building vocational training models for local ethnic minority women in extremely difficult communes in the Central Highlands

a) 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.

b) Solution to promote activities to support vocational training

Solution to promote activities to support vocational training and create jobs for ethnic minority women in extremely difficult communes in the Central Highlands. 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. Actively and in coordination with businesses, production and business establishments, etc., especially the network of Associations, Associations, Women

Entrepreneurs Clubs to create new jobs for women and organizations providing female labor; support women to access credit to create new jobs, develop production and business, create jobs for female workers; support women in promoting trade for products from craft villages, production and business establishments owned by local ethnic minority women.

c) Regularly survey and survey labor market information

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 Central Highlands provinces, 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 Central Highlands.

Pilot training models for workers: In recent times, the standing agency of the project 1956, 295 has coordinated with many related agencies and organizations to pilot a number of vocational training models for employees, namely:

- 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.

The organization of vocational training is carried out according to the mechanism of community responsibility among relevant parties: the state management agency provides training funding from the allocation of vocational training funding

for employees, the enterprise receives the training funds. students to practice, participate in program development and assessment of training results, receive workers after training to work, vocational training institutions organize training according to user needs. Coordinating with enterprises providing agricultural services, enterprises producing, processing and trading agricultural products to organize training and technical training for women in the field, linking training with practical training, economic production in each locality, each type of production and the needs of agricultural products of enterprises in order to promote training efficiency. The study of vocational training model for local ethnic minority women in extremely difficult communes in the Central Highlands is carried out on the scientific basis of vocational training; derived from the theory of gender, gender equality, the role of Central Highlands women in the family and in society as well as the reality of vocational training, vocational training model for rural workers, ethnic minority women workers.

d) Implement the national target program on job creation and vocational training

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 Central Highlands.

Ethnic minority women in extremely difficult communes in the Central Highlands 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 ...

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 Central Highlands region and

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

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 local ethnic minority women 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 Central Highlands Region to rise out of poverty and have stable jobs.

Tài liệu tham khảo

- Report summarizing the work of the years 2010-2015 of the Central Highlands Steering Committee.
- Report on the Status of Gender Inequality in the Ethnic Minority Community by Hong Anh Vu Syracuse University [September 29, 2010]
- SREM Project, Workshop Document on Gender in Educational Management
- 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>.
- Ngoc, H. (2015), *Vocational training for workers in ethnic minority areas*, <http://dantocmiennui.vn>.
- Phuong, V.M.(2016), *To provide vocational training in association with job creation*, <http://www.baocantho.com.vn>.
- Women with vocational training and job creation for female workers, <http://www.bentre.gov.vn>, January 7, 2014.
- 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, Decision No.1956/QĐ-TTg dated 27/11/2009: Approving the Project “Vocational training for rural workers until 2020”, 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.
- General Statistics Office (2017), *Labor and employment survey report 2011, 2013 and 2016*.

**QUẢN LÝ PHÁT TRIỂN MÔ HÌNH ĐÀO TẠO NGHỀ HIỆU QUẢ
CHO PHỤ NỮ DÂN TỘC THIỂU SỐ TẠI CHỖ
Ở CÁC TRUNG TÂM GIÁO DỤC THƯỜNG XUYÊN VÀ GIÁO DỤC NGHỀ NGHIỆP
KHU VỰC TÂY NGUYÊN
TRONG BỐI CẢNH CHUYỂN ĐỔI SỐ QUỐC GIA HIỆN NAY**

Lê Thị Ly Na

Sở Giáo dục và Đào tạo Lâm Đồng
Email: lynavn89@gmail.com

Ngày nhận bài: 28/5/2025; Ngày phản biện: 07/6/2025; Ngày tác giả sửa: 17/6/2025; Ngày duyệt đăng: 22/6/2025; Ngày phát hành: 30/6/2025.

DOI:
<https://doi.org/10.64223/tvj.p2025.v1.i2.a27>

ORCID iD:
<https://orcid.org/0009-0009-2715-2307>

Tóm tắt:

Đào tạo nghề cho phụ nữ dân tộc thiểu số nói chung và phụ nữ dân tộc thiểu số tại chỗ nói riêng ở các tỉnh Tây Nguyên là một trong những ưu tiên hàng đầu trong lĩnh vực đào tạo nghề và chính sách phát triển kinh tế - xã hội của các tỉnh Tây Nguyên. Tây Nguyên có 13 dân tộc thiểu số tại chỗ. Hiện nay, phụ nữ dân tộc thiểu số tại chỗ còn gặp nhiều khó khăn về đời sống, kinh tế, văn hóa, xã hội.

Việc tổ chức nghiên cứu, đánh giá đúng thực trạng đào tạo nghề cho phụ nữ dân tộc thiểu số tại chỗ ở các trung tâm giáo dục nghề nghiệp, giáo dục thường xuyên của 03 tỉnh Tây Nguyên (Lâm Đồng, Đắk Lắk, Gia Lai) là việc làm hết sức quan trọng và cấp thiết.

Tác giả bài viết này đã tiến hành khảo sát thực trạng xây dựng mô hình đào tạo nghề cho phụ nữ dân tộc thiểu số tại chỗ ở Tây Nguyên trong giai đoạn 2020 - 2024, phân tích những điểm mạnh, điểm yếu, nguyên nhân và vấn đề đặt ra để quản lý, phát triển hiệu quả mô hình đào tạo nghề cho phụ nữ dân tộc thiểu số tại chỗ ở Tây Nguyên trong thời gian tới. Từ đó, nhóm nghiên cứu đã đề xuất hệ thống giải pháp quản lý để xây dựng mô hình đào tạo nghề cho phụ nữ dân tộc thiểu số tại chỗ ở các trung tâm giáo dục nghề nghiệp và giáo dục thường xuyên khu vực Tây Nguyên phù hợp với thực tiễn giáo dục nghề nghiệp - giáo dục thường xuyên trong bối cảnh cuộc cách mạng công nghiệp 4.0, giáo dục 4.0 và chuyển đổi số quốc gia hiện nay.

Nghiên cứu này được thực hiện dựa trên các phương pháp tiếp cận chính sau: Phương pháp tiếp cận logic - lịch sử; Phương pháp tiếp cận hệ thống theo hướng liên ngành, liên vùng và liên cấp; Tiếp cận giáo dục phổ thông; Tiếp cận xã hội học; Tiếp cận giá trị; Tiếp cận thị trường; Tiếp cận tâm lý học; Tiếp cận văn hóa; Tiếp cận nghiên cứu trường hợp; Tiếp cận thông qua ý kiến chuyên gia.

Nghiên cứu đã triển khai các phương pháp nghiên cứu sau: Phương pháp thu thập thông tin: Phương pháp nghiên cứu tài liệu thứ cấp, phương pháp thu thập thông tin, dữ liệu sơ cấp; Phương pháp phân tích dữ liệu; Phương pháp triển khai mô hình nhân rộng.

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