

MANAGING AND DEVELOPING VOCATIONAL TRAINING AND SUSTAINABLE MULTI-DIMENSIONAL POVERTY ALLEVIATION MODELS IN DISTRICT-LEVEL VOCATIONAL EDUCATION AND CONTINUING EDUCATION CENTERS FOR LOCAL ETHNIC MINORITY WOMEN IN THE CENTRAL HIGHLANDS IN THE CONTEXT OF THE INDUSTRY REVOLUTION 4.0 TODAY

SITUATION AND SOLUTIONS

Le Thi Ly Na

Department of Labor, Invalids and Social Affairs of Dak Nong
Email: lynavn89@gmail.com

Received: 22/3/2021
Reviewed: 23/3/2021
Revised: 24/3/2021
Accepted: 26/3/2021
Released: 30/3/2021

DOI:
<https://doi.org/10.25073/0866-773X/533>

After many years of implementing the Decision No.1956/2009/QĐ-TTg dated November 27, 2009 of the Prime Minister, the provinces and cities in the Central Highlands have provided vocational training for many rural workers and many have jobs. In addition to these achievement, on-site vocational training for ethnic minority women still has certain limitations. Vocational training and job creation for local ethnic minority women living in extremely difficult communes in the Central Highlands still face many difficulties. The model of sustainable multi-dimensional vocational training and poverty reduction in the district vocational education and continuing education centers for local ethnic minority women in the Central Highlands in the context of the Industrial Revolution 4.0 is very important and necessary in the current period for the author to propose a management solution system to develop the model of vocational training and sustainable multidimensional poverty reduction in the context of the Industrial Revolution 4.0. events of each locality in the Central Highlands region.

Keywords: Management and development of vocational training models and sustainable multidimensional poverty reduction; Center for vocational education - continuing education at district level; Local ethnic minority women; Industrial Revolution 4.0; Central Highlands region.

1.Introduction

After many years of implementing the Decision No. 1956/2009 / QĐ - TTg dated November 27, 2009 of the Prime Minister approving the project: "Vocational training for rural workers until 2020", the provinces, the cities in the Central Highlands region have trained many rural laborers and many already have jobs.

In addition to these achievements, vocational training for ethnic minorities still has certain limitations. Vocational training in the Central Highlands only meets about 25% of the local vocational training needs. Vocational training, creating jobs for rural workers in general, ethnic minorities in particular, especially local ethnic minority women living in extremely difficult communes in the Central Highlands still have many difficulties. After apprenticeship, the number

of jobs and high-income workers can create jobs. There are no appropriate policies to encourage vocational institutions to expand enrollment sizes. Many localities in remote and extremely difficult areas do not have vocational training models suitable for each subject, especially for local ethnic minority women. Education socialization has not been promoted, has not mobilized resources from businesses and the people. Vocational training, especially vocational training for women, is an issue that needs attention for ethnic minorities in extremely difficult communes in particular and the Central Highlands region in general. In this area, women are often the main breadwinner in the family, playing a major role in taking care of the family economy and taking care of the raising of children, but in reality, the proportion of women with a job. Unemployment is still low and young

women without jobs are very high. The support for livelihoods and policy settlement by the allocation of productive land are not guaranteed, because the government has no land fund, so the implementation of the policy of job change, vocational training, and career guidance for agriculture. People and ethnic minority youth have been implemented by the Party and State for many years. However, at present, vocational training for ethnic minority women in the locality has been paid attention, but is not really effective. On the other hand, local ethnic minority women still suffer from many inequalities in their lives as well as in their access to cultural, social and educational services, while gender equality is an issue. has been particularly interested in society.

Vocational training, setting up a career are the rights and obligations of female employees; women actively participate in vocational training to meet the needs of the labor market, contributing to increasing the competitiveness of human resources, economic growth and social development. Increase vocational training opportunities, create jobs for women; especially women in rural areas, middle-aged women, local ethnic minority women, in extremely difficult areas, and relocation areas are the desire of the whole society. The State increases investment in vocational training and job creation for women; adopt policies to mobilize all resources in the society, pay attention to vocational training, focus on investment in the development of vocational training institutions to attract more female workers, create jobs for women and develop livelihoods; multidimensional poverty reduction. Education is the key to development. Educational development is to create a solid foundation for socio-economic development in regions of the country in general, especially vocational training in the extremely difficult communes of the Central Highlands in particular. In education, research on solving the problem of vocational training for ethnic minority women on the spot is especially profound. Therefore, "Managing the development of vocational training models and sustainable multidimensional poverty reduction in the vocational education centers - district continuing education for ethnic minority women in the Central Highlands region in the context of Current Industrial Revolution 4.0 scene " is an urgent requirement to help local ethnic minority women have the opportunity to improve their professional capacity as well as labor productivity in order to develop the household economy, multi-dimensional poverty reduction sustainably.

2. Research overview

2.1. Study abroad

Alan L. Gustman, Thomas L. Steinmeier, "The Labour Market and Career Assessment Public High School Curriculum - Towards an Analytical

Framework". A simple model is constructed to analyse the role of vocational training programs in high school. This model assumes that there are two types of high school education programs, vocational training. The model also assumes that there are two types of jobs for high school graduates.

Two authors Adeela Razzak, PhD Scholar at Allama Iqbal Open University, Islamabad, Pakistan, with their work "Designing a Model of Vocational Training Programs for Persons with Disabilities in Pakistan" were conducted to design a model of vocational training programs for people with disabilities. The work reviewed on the vocational training models implemented and those applied in the Israel, UK, Vietnam, Japan and Thailand programs will be analysed to form a standard framework. .

The author Jan Lewis Chair in the US emphasizes that somewhere there is still inequality for women in the workplace and in work and wants women to always assert their equal roles and especially in social life. Associations, in learning, women need more opportunities in work and social work, women need education, job opportunities, vocational training and challenges in them. They thought that it belonged to men.

The author Fasiha Farrukh studies on skill development for women. It is a common observation that women are unable to complete their studies or find suitable jobs or lack skills, leading to a decline in financial conditions, leading to their dependence on other people or they are unable to support important activities in their families. By providing vocational training for girls and women, we can take them one step further so that they can do their own thing and be fully financially proactive.

The author Dr.Asha Khare with non-traditional training for women affirms that vocational training is "imparting professional skills and knowledge, imparting social and political attitudes and building behavioural models for economic activities are successful by participants, self-employed, formal jobs as well as informal training courses".

2.2. Research in the country

The author Mac Van Tien, in the article "Some models of vocational training for rural workers", gave a number of vocational training models for farmers in craft villages, specialized areas, for pure agricultural labour, job change...Experience from Norway's elite vocational and training model has shown that the Norwegian vocational training system is quite comprehensive and has few shortcomings when combining vocational training with educational programs.

The research on the replication of vocational training examples for rural workers shows the most obvious results in the organization of vocational training for rural workers according to the pilot

agricultural models. According to the Project Steering Committee 1956, most of the pilot models are effective, creating conditions for apprentices to have opportunities to find jobs, increase incomes and stabilize their lives.

The research work of Do Thi Bich Loan, "Gender equality in education in Vietnam - Opportunities and challenges, Gender equality is one of the important criteria to assess the development of each society". bring about achievements, shortcomings and limitations on gender equality in the education sector in Vietnam and propose some solutions to successfully implement gender equality goals in education. In which, it is proposed to enhance the role of women in educational activities.

Training ethnic minority workers in Kon Tum city, economic master thesis of Phan Thi Thu Ha wishes to provide an overview of the training of ethnic minority workers, from there: improve the quality of human resources, shift the labour structure to meet the socio-economic development goals of Kon Tum city; Apply in practice to assess the status of the workforce of ethnic minorities: working age, education, professional qualification, profession, skill, health and point out inadequacies in the training, retraining and employment of ethnic minorities; propose basic objectives and solutions to promote the training and development of the workforce of ethnic minorities in Kon Tum city.

The Project on Vocational Training for Rural Laborers up to 2020 (also called Project 1956) was approved by the Prime Minister in Decision No. 1956 / QĐ-TTg dated November 27, 2009 for 11 years (2010) - 2020) with the goal of vocational training for about 10.6 million rural workers, ethnic minority areas, of which, vocational training support for 6.54 million people; training and retraining 1.1 million turns of commune officials and civil servants. The implementation of Decision 1956 in the past time has achieved certain results, but there are still many difficulties due to many reasons, both subjective and objective. That is due to the lack of statistics, the understanding of the needs of vocational training, the coordination among ministries and branches is not yet tight. The research proposed vocational training model for women plays a very important role in the implementation of vocational training policies for rural workers as well as vocational education in general.

3. Research approach and research method

3.1 Research approach

The topic is implemented based on the following main approaches:

- Historical-logic approach
- Systematic approach with main orientations is interdisciplinary, inter-regional and inter-level research.

- Access to education
- Access to sociology. Access to value
- Market Access
- Access to psychology. Access to culture
- Case study approach
- Accessible through expert consultation

3.2. Research methodology and techniques used

3.2.1 Methods of information collection

Methods of studying secondary documents

3.2.2 Method of collecting primary information and data

- Quantitative research (questionnaire survey)
- Qualitative research: Participatory rapid assessment method (interviews, group meetings, observations, etc.) Case study;

- Expert consultation

- Scientific seminar Group discussion

- Scientific seminar

3.2.3 Data synthesis analysis method

Statistical analysis method

- Case analysis research method

General analysis method

Research and evaluation methodology

4. Research results

4.1. Current situation of on-site vocational training models for ethnic minority women in the extremely difficult communes of the Central Highlands

Vocational training and job change for ethnic minority women in the areas of extremely difficult communes in the Central Highlands are intertwined with the training and job creation for all workers in the region. This is not only done by vocational training centres and vocational schools, but also has more suitable forms and models for the locality. In fact, localities in the provinces in the Central Highlands have built many effective vocational training models that need to be replicated.

Identifying the task of supporting women in family economic development is a key task, a lever to perform the remaining tasks, every year, the provincial Party Committee, authorities and mass organizations (especially the Association Women's unions) in localities in the region implement vocational training models, job creation to support female workers in the locality.

Effective models to support economic development have been directed and replicated by associations at all levels.

In addition to capital support, knowledge support for family economic development,

vocational training is always considered one of the important tasks for women members to escape poverty sustainably.

In the process of implementing the models, especially the vocational training model, the Association has received the attention and focus of guidance from all levels and branches in the province, especially the attention of the Central Association, so training. job creation in the province has initially had positive changes and achieved certain results.

Project 295 has been implemented to increase vocational training opportunities and job creation for women; especially women in rural areas, middle-aged women, ethnic minority women, in extremely difficult areas, and in relocated areas. Associations at all levels are very excited. Through the Project 295, the percentage of female workers with vocational training has increased markedly, improving the quality and efficiency of the competitiveness of female workers; create opportunities for women to find jobs with stable income, help reduce poverty and empower women. Through the vocational training projects, the diversification of training occupations has been well-done to suit the needs of female workers, linking training with employment and job creation, creating links with settlement programs. employment, poverty reduction, labor export and other social goals.

Under the direction of the Standing Committee of the Provincial Farmers Association, the Center for Vocational Training and Supporting Farmers has linked vocational training activities with loans, through the trust method with the Social Policy Bank and the Fund. support farmers and support through demonstration models, so that trainees have conditions to organize production, develop careers, and improve the efficiency of vocational training for rural workers.

The authorities and mass organizations in the Central Highlands regions have always identified vocational training and job creation as one of the factors that directly affect economic development to help households escape poverty. lasting. Since then, coordinate with the functional sectors to organize vocational counseling and job counseling in the forms such as: direct counseling in meetings, meetings, group activities, groups, clubs; through job fairs; through registration forms; announcements on radio stations...The advisory content focuses on introducing occupations that are in need of labor, introducing locations that are recruiting employees, and also informing employees of preferential policies. so that employees can easily choose jobs they need to study or suitable jobs. Besides, coordinating with businesses, the Management Board of industrial zones, the Job Introduction Center...to introduce female employees to work in companies and

enterprises in the province, in the form of through vocational classes or face-to-face counseling.

At the district level, the performance of some local ethnic minority women vocational training models has also had many positive results:

* For agricultural job models

- Model teaching techniques of Cattle Breeding:

- Model of biosafety poultry raising (mostly backyard chicken raising

* For non-agricultural job models:

- Industrial sewing profession model

There are still many difficulties in changing job models for local ethnic minority women; resources have not been mobilized to participate in short-term vocational training for rural workers, mainly relying on State resources; has not yet developed and implemented pilot models of vocational training for rural workers associated with agricultural product consumption support. After apprenticeship, many people do not have conditions to develop their jobs, create jobs by themselves due to the limited funding from the Social Policy Bank, the National Fund for job creation, not meeting the borrowing needs of many workers. rural areas. In addition, many farmers, after their apprenticeship, were allowed to work in companies and enterprises, but for a while they quit their jobs because they were not used to working in industrial style. Low educational attainment is the biggest barrier, not only not meeting the recruitment needs, but also limiting the confidence of ethnic minority women on the spot to expand employment opportunities.

The highly effective model of job change that attracts local ethnic minority women in the Central Highlands region is: training of rural agricultural jobs so that women have knowledge and skills to bring labor productivity is higher; the training of non-agricultural occupations is the right direction suitable to the socio-economic development conditions; to train occupations to serve the needs of overseas labor export. In addition, localities are also making great efforts to restore traditional craft villages. The above vocational models have been and continue to improve quality and efficiency in the coming time. At the same time, continue to deploy many effective models, suitable to the needs and characteristics of the local situation.

Support for self-employment of women is the strength of the Women's Union in the Central Highlands provinces. Credit programs, loans for self-employment of the Women's Union at all levels always attract a large number of participants, especially untrained, underemployed, low-income women groups. women lose productive land, ...

In communes with special difficulties in some provinces in the Central Highlands, in recent

years, a model emerged: Supporting women to work abroad under contracts (labor export) after vocational training. The Women's Unions at all levels have actively joined forces with the authorities to participate in vocational training for women. Women unions in these localities appoint staff to join the members of the Labor Export Support Board, or to act as collaborators of labor export enterprises. Since then, conditions to connect and support bringing women to labor export after vocational training.

The 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, and export support. labor export.

In addition to the vocational training model: The Women's Union to support women in labor export after vocational training is a vocational training model with the participation and support of authorities at all levels for women and girls in joint training in the system of vocational training institutions of the Women's Union and the common vocational training system of the state and locality. Along with the form of long-term vocational training (over 3 months, joint training) are forms of vocational training such as short-term training, address training, vocational training at vocational and training institutions, itinerant jobs, seasonal training (at home), training associated with job creation. All of the above training models have the participation of combining subjects and models aiming for perfection. In general, there are models that have had a good effect in practice, have been and continue to be replicated in the coming time for local ethnic minority women in the extremely difficult communes of the Central Highlands such as after:

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

Steering Committee of programs / projects / schemes (project 295- training and employment support for women; Project 1956 - vocational training for rural workers ...) vocational training, support job assistance, state management agencies, vocational training institutions affiliated to the Women's Union, common vocational training institutions in the system, job introduction institutions, employers, and organizations socio-political, mass organizations, especially the Women's Union at all levels, share information on the labor market and on demand for female workers who have received vocational training (number and structure).

Model 2. Vocational training institutions under the Women's Union coordinate with vocational institutions under the common system to organize intermediate, primary and short-term vocational

training courses of less than 3 months for Women in general in extremely difficult communes and specific groups of women in particular have diversified training occupations, in line with market needs.

In fact, vocational training institutions, vocational training centers in the general vocational training system or vocational training institutions under the Women's Union in the extremely difficult communes of the Central Highlands have organized counseling. vocational training and vocational enrollment for women in training occupations suitable to the market demand; At the same time, there is a constant linkage, exchange, transfer / sending of students to other vocational institutions in the training area for a number of occupations that are not yet qualified to train.

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

Students graduating from primary vocational training institutions can receive joint training to intermediate, vocational colleges in vocational training institutions under the common system;

Model 4. Linkage between TVET institutions and enterprises employing more women

This model has been implemented and replicated in the Central Highlands, including communes with extreme difficulties, in order to link vocational training and job support to women. Vocational training institutions link with enterprises that employ many female workers for joint training. Vocational training institutions capture the needs of businesses / production, business - service establishments to develop appropriate training plans. Vocational training institutions enroll, provide theoretical training and send apprentices to apprenticeships and internships at enterprises. After finishing the course, the enterprise will immediately recruit the students who meet the requirements. The most appropriate form is a "customized" vocational training institution for enterprises / production, business and service establishments that employ a large number of female workers. Business support for input and output markets.

Model 5. Vocational training institutions affiliated to the Women's Union at all levels or joint vocational institutions coordinate vocational training and on-the-job job support in group models, groups of women cooperating to cooperate in business production. business and for traditional craft villages employing a large number of women

In order for this model of vocational training to be effective, in recent times, the Women's Unions at all levels in extreme difficulties, or the local authorities have developed a participatory vocational training program and curriculum. village

family. The objective is the streamlined training program, using traditional techniques of the craft village in combination with the use of new and modern technologies. The program is both legal, flexible, highly practical, and practical with the traditional production process in the craft village.

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

The vocational training institution has consulted and recruited women to participate in vocational training courses according to orders for labor export enterprises or foreign employers. Women completing vocational training courses will be examined by a labor export enterprise or foreign worker and sent to work abroad under contract.

Although achieving some initial results, vocational training in general, and building vocational training models for ethnic minority women in the locality in particular still have many limitations and shortcomings such as:

Some issued policies are not consistent with the reality in the Central Highlands provinces; In some places, the organization of vocational training is not suitable to the labor needs of local enterprises and the socio-economic development trend of the region, so some ethnic women in the place study. After finishing the job, there is no job or the job is not in the right profession, leading to waste of the training budget. Vocational education for girls in schools is limited, the popular psychology of students and parents still want to study to get a university or college degree, but do not want to apprentice or specialized high school. industry and training institutions do not have a full-time teacher in vocational guidance ...

- The decentralization in the implementation of vocational training tasks in some localities in the Central Highlands has not yet reached consensus, still through many clues (some places are assigned to Farmer's Union, some are assigned to Women's Union, or Youth Union or Community Learning Center in charge of vocational classes). Therefore, the work of vocational training and guidance, job creation is overlapping and ineffective.

- The vocational training institution network is inadequate and inadequate, and has not yet arranged full-time vocational training staff at the district Labor - Invalids and Social Affairs division.

The training and retraining of vocational training management skills for rural workers is low. Most vocational training programs are designed to be more suitable for men, typically jobs related to electronics and mechanics. In addition, the travel distance for apprenticeship is quite long (over 15km) also impedes accessibility.

- Investigation and survey on vocational training

needs, counseling orientation, job recommendation have not been focused properly; Many places have not identified occupations that need training in accordance with local socio-economic development requirements; have not properly oriented job creation for workers after vocational training. As a result, some post-training classes have a very low job creation rate. Some districts assign vocational training quotas to communes, wards and towns, but not based on the local vocational training needs. To achieve the target, many localities mobilize both people with vocational training needs and those who do not have vocational training needs to class, thereby greatly affecting the quality and effectiveness of training. The quality of vocational training has been raised, but it still does not meet the increasing requirements of the labor market. Many female workers have received vocational training, but still work in old farming or consider the time for apprenticeship to be wasted because the products made from the profession have no consumer market or the market is uncertain.

- The coordination between vocational training institutions and enterprises, the People's Committees of districts, and state management agencies in vocational training is not tight and synchronous; lack of specific remuneration policies for teachers with experience and vocational training capacity; There is a lack of mechanisms and policies that bind businesses linked with vocational institutions and localities in training and recruiting rural workers. The linkage between training institutions and enterprises (address-based vocational training) has only provided training in rural labor classes, mainly training for seafood processing and preservation, industrial sewing There has not been much diversification of training occupations and training integration at higher levels. Many vocational institutions have not closely coordinated with the agriculture and rural development sectors in planning and inspecting the implementation of annual vocational training plans for rural workers.

Because local authorities do not have an overall human resource development planning strategy, training institutions have not chosen appropriate, popular and specific training occupations, or are training occupations. creating inconsistent with the customs and practices of the employees, so many students, after completing the training, do not have stable jobs, wasting the State's funding. Mechanism and policy of employment still has many shortcomings, coordination with businesses to train and create jobs is still lax.

Besides, the operation of job training models is still limited in regulating, connecting and providing information, especially information on labor - employment between provinces in the region and between the Central Highlands

and the Central Highlands. other localities; not approaching customer needs to concretize training objectives into output standards of vocational training programs; vocational training funding is limited, lacks a specific policy mechanism suitable for learners, teachers and for vocational training institutions participating in vocational training for ethnic minorities

Because the living habits of local workers cannot adapt to the requirements of the industrial style of the business, the rate of job creation is not sustainable; Some workers still rely on support policies and are afraid to go to school, so they apply to work at the enterprise, affecting the enrollment of vocational training institutions.

In general, highly effective vocational training models for rural workers are maintained and replicated in extremely difficult communes in the Central Highlands. For occupations that create many jobs and attract a number of local ethnic minority female workers such as industrial garment, it is always encouraged that workers register for vocational training. In addition, the districts of the provinces in this area also set out a number of special policies to call for businesses to invest in building factories and offices in the district to create jobs for workers. idle rural areas, especially female workers, are unable to work far away due to family work.

4.2. System of solutions to develop vocational training models, sustainable multidimensional poverty reduction for ethnic minority women in the Central Highlands in the current period

Stemming from the above situation, to create opportunities for women of ethnic minorities in the areas of extremely difficult communes in the Central Highlands, promote the efficiency of vocational training models, create jobs, reduce Sustainable multidimensional poverty, positively impacting socio-economic development for localities in the Central Highlands, should pay attention to implementing the following groups of solutions:

4.2.1. Group of solutions to improve the effectiveness of vocational training for ethnic minority workers on the spot in the Central Highlands

a) Awareness raising solutions

Cognition plays a very important role in all practical human activities. The reality of vocational training has proven that one of the reasons for success or failure in the implementation of vocational training is awareness. It is necessary to make people understand the true nature of vocational training, 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, businesses and society about vocational training; must be aware of the position and role of vocational training

in job creation, in ensuring the structure of human resources, of decisive factors for sustainable socio-economic development;

Awareness of the value scale of vocational training to change behavior, attracts the majority of local young women and ethnic minority women to join vocational training. Raising awareness of entrepreneurs about the benefits of vocational training for the sustainable development of businesses, from which to actively participate, make major contributions to vocational training.

Want to raise awareness must do well in propaganda. The purpose of the propaganda is to mobilize and fully provide information about the Party's lines and policies, the State's policies and laws, the advantages and disadvantages in vocational training, from there. change the awareness of Party committees at all levels, local authorities, social organizations and the masses towards a positive direction on the position of vocational training for ethnic minority female workers on the spot in the career Industrialization and modernization of the country.

b) Solution on mechanism and policy

Reform policies and mechanisms on vocational education and flow of students after lower secondary school. Strengthening the socialization of vocational education, strengthening material foundations for vocational education institutions.

Continue to renew the vocational education and financial mechanism in order to mobilize, allocate and more effectively use the State's resources and the society to invest in vocational education; improve the autonomy of vocational education institutions, ensure transparency and responsibility towards the State, learners and the society.

Implement the program of coordination between Ethnic Committees and Women's Unions in the Central Highlands provinces on the mobilization of ethnic minority women in the 2016-2020 period.

In order to attract ethnic minorities to actively participate in vocational training, especially local ethnic minority women in extremely difficult communes, vocational training must go hand in hand with on-the-job job creation after apprenticeship, to help them have a stable income. On the other hand, vocational training must be suitable for their cognitive level and in accordance with the requirements of local production and industries, and in accordance with their production and employment requirements.

c) Capital support solutions, production conditions, and infrastructure

Expand and diversify funding sources to support ethnic minorities, especially local ethnic minority women, linking credit activities of the Social Policy

Bank with credit channels and funds. other such as: National fund to support employment, fund to support farmers, ... continue to implement support policies on residential land, productive land for local ethnic minorities; supporting activities of agricultural, forestry, fishery and industrial promotion; support for plants and animals, production materials,

d) Solutions for renewing training contents, programs and methods and improving the capacity of training institutions

- Renewing content of vocational training program

Contents of the vocational training program must conform to the requirements of the labor market, be specified in the vocational skill standards or determined through vocational analysis and regularly updated with new techniques and technologies in production. export business and services. Increase the amount of time for training practical skills; reduce theoretical time.

Strengthen vocational training activities on mass media channels and online training on Vietnam's agricultural extension website; Remote vocational training program.

- Innovating vocational training methods

Help learners know how to self-study and cooperate in learning. Help learners to be active, proactive and creative in detecting and solving problems occupying new knowledge, forming and developing new skills by themselves; including self-assessment skills. Ensure the harmony between knowledge training, ethical training, professional training, and focus on skills training (practice). To organize the gradual upgrading of teaching facilities and equipment in the direction of standardization and modernization to meet the needs of comprehensive training and the renovation of teaching methods.

Encourage many teachers to organize lectures on devices and projectors in order to equip with a lot of knowledge per unit of time, promoting students' activeness.

- Focusing on improving the capacity of training institutions

* Increase investment in vocational training facilities

First of all, vocational institutions must ensure construction area, classroom area, workshop area, library area; For the rugged schools, it is also necessary to ensure that the area of the dormitory, the area of the gymnastics and sports playground will reach regional and international standards. Expand training links between vocational institutions and businesses.

Regarding equipment in vocational training: vocational schools, vocational training centers

and other vocational training institutions must have sufficient technical facilities and equipment suitable for the profession and regulations. tissue training. Vocational training equipment for each profession must be equipped with sufficient types and quantity (corresponding to the training scale of each profession), in terms of quality, step by step replace old and outdated equipment. also suitable for production equipment. In the absence of enough machines, basic equipment for teaching and practice should be equipped with other multimedia devices such as pictures, CDs, models, simulation training machines, ...

* Improve the quality of vocational teachers

Teachers are the decisive factor for the quality of training. Compared with the scale of vocational training for workers in the Central Highlands at present, the contingent of vocational teachers is severely lacking in quantity, not synchronous among occupations and low qualifications. To improve the quality of training, it is necessary to supplement both the quantity and at the same time improve the quality of the teaching staff.

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

a. Awareness raising solutions

Through community activities, meetings, Women's Unions at all levels to propagate and raise awareness for women about the position and role of women in the family, in the society, on average. gender equality, women's right to education and stable employment. Through that, women are encouraged to participate in vocational classes held locally, and at the same time advise women to choose suitable vocational training.

b) Solutions to promote activities to support vocational training and job creation for ethnic minority women in the areas of extremely difficult communes in the Central Highlands

To increase the scale and develop teaching new occupations to meet the labor market demands. Expand training to new jobs appearing in the market to attract more female workers.

Diversifying training modes: expanding vocational training to suit the characteristics of female workers, occupations capable of attracting middle-aged female workers; linking and coordinating in organizing vocational training for female workers in enterprises, cooperatives and cooperative groups; link with businesses for vocational training and practice.

c) Solutions to survey and survey information on labor market, forecast demand and pilot vocational training models for employees

Surveying and surveying vocational training needs of employees and forecasting the need to use trained workers of production, business and service establishments and enterprises' capacity for employees are This activity is very important, is the basis for effective implementation of vocational training.

Guide, support and train survey skills for districts in the Central Highlands provinces, at the same time design information entry software for localities, build output form systems and demand forecasting models. vocational training for ethnic minority female workers in the extremely difficult communes of the Central Highlands. Pilot models of vocational training for employees. In recent years, the standing agency of the 1956,295 project has coordinated with many related agencies and organizations to pilot a number of vocational training models for employees, namely:

- Coordinate with the Vietnam Trade Village Association to develop vocational training schemes such as: vocational training and job organization associated with the development of new craft villages; vocational training with combining material zones, employment organization and product consumption; vocational training is associated with the maintenance and development of 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 and service industries ... to deploy vocational training orders for workers. move to rural industrial and service jobs or to work in industrial zones and local businesses.

5. Discussion

Through a survey of 05 provinces in the Central Highlands on the current situation of managing and developing the model of vocational training and sustainable multidimensional poverty reduction in the district-level vocational education and continuing education centres for ethnic women Local minorities in the Central Highlands region in the context of the current Industrial Revolution 4.0 find that:

There are places where vocational training is not suitable with local needs. The quality of vocational training is not high due to the lack of education of local ethnic minority women, especially the quality of labour in remote and ethnic minority areas is not equal, so the number of local ethnic minorities women, who mainly participate in vocational training, are still learning simple jobs or fostering knowledge for a few days. In particular, there is a lack of priority mechanisms and policies for local ethnic minority women apprentices. Some local regulations and norms on vocational

training support for local ethnic minority women are not appropriate and have not yet met the local vocational training needs, specifically: food, travel costs are too low, while the training facility is too far compared with the living place of the people. Professions of high technical nature have not yet been developed. The level of the employee has not yet met the requirements of the labour market. Labour export is still limited. Many training institutions still have difficulties in facilities and lack of practice places. The vocational training program is still heavy in theory, not really suitable for the awareness level of local ethnic minority women in the locality. Most rural vocational trainees receive only elementary training and under 3 months. Most of the local ethnic minority women, after receiving vocational training, still work in their old jobs (agriculture occupies over 80%). The proportion of local ethnic minority women receiving vocational training is very low (less than 15% compared to the working age local ethnic minority women). Local ethnic minority women still have little opportunity to receive formal vocational training, usually in classes less than 3 months

The localities need:

- Continue to promote propaganda to raise awareness for people about participating in vocational training to have stable jobs, create more income to get out of poverty sustainably.

- Increase capital support to develop production and business for employees after apprenticeship.

- Proposing to increase the level of support for apprentices. Vocational training projects need to expand the beneficiaries of vocational training support money to ensure their life during their studies and should have incentive investment policies after vocational training.

- Vocational training projects should focus on investment in post-vocational job creation models to help ethnic minority women living in extremely difficult communes after apprenticeship to actively develop production. their own profession, with the knowledge they have learned, applied to develop production, increase income, improve life and get rich.

- There are vocational training programs suitable to the local ethnic minority women's ability to absorb and participate.

- Coordinate the implementation of pilot models of sustainable poverty reduction, effective vocational training models suitable to natural, economic and social conditions of each locality.

6. Conclusion

In the Central Highlands region, there are 13 indigenous ethnic minorities, in recent years, implementing the Party and State's guidelines

and policies on economic development, poverty reduction, and creation of many jobs for the people. Ethnic minorities and localities in the region have strived to achieve a number of important results in terms of socio-economic, political security and social safety. The economic structure in the region has had a positive shift, gradually increasing the proportion of industry and services, many rural workers have stable jobs, improved lives, many new occupations and Basic training has gradually met the needs of world economic integration. In addition to these achievements, the Central Highlands region is still one of the most disadvantaged regions in the country: The proportion of poor ethnic minority households remains high, the level of education in the region is still low compared to the average. army in the country. The Central Highlands region remains a low-lying educational area. The phenomenon of falling back into poverty, lack of productive land, lack of stable jobs, inequality in the division of family and social labor, and pressing problems of social security, labor, and employment are still occurring. In order to solve problems of labor and employment for the whole region, at present, vocational training and job creation for ethnic minority women in the region, although it has been paid attention. However, ethnic minority women in the area still suffer many disadvantages, especially inequality in life as well as in opportunities to access cultural and communal services. Assembly, education. In order to help ethnic minority women in the region have the opportunity to improve their professional capacity as well as labor productivity in order to develop the household economy, improve social life, reduce multi-dimensional poverty. Sustainable management and development of multi-dimensional vocational training and multi-dimensional poverty reduction models at district vocational education centers - district continuing education for ethnic minority women in the Central Highlands region in the context of The current Industrial Revolution 4.0 has important implications. The management of the multi-dimensional vocational training and poverty reduction model for the local ethnic minority women in the extremely difficult communes of the Central Highlands is done on the scientific basis of vocational training; on the role of local ethnic minority women in the Central Highlands in

the family and in society as well as the status of vocational training, vocational training model for rural workers, secondary workers ethnic minority women in the spot. Implement the national target program on job creation and vocational training through stages, vocational training, building vocational training models for local ethnic minority workers in the Central Highlands and women Local ethnic minorities in the extremely difficult communes of the Central Highlands have obtained very positive results. The number of workers with vocational training and post-vocational jobs has increased over the years. Local ethnic minority women with suitable vocational training conditions, 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 career guidance, in choosing training occupations and benefiting from the appropriate vocational training model. well suited. The barriers that prevent women from accessing jobs effectively are due to backward factors in cultural practices of the people, factors that prevent them from having a stable job after vocational training ... Want to solve difficulties With the above difficulties and shortcomings, the acquisition of suitable occupations with effective vocational training models along with the active participation of all levels of authorities, mass organizations, and society ...On the basis of researching and analyzing the results of vocational training implementation; Practical implementation of models of vocational training and job change for local ethnic minority women in extremely difficult communes in the Central Highlands region. vocational training form; give the bases to build models such as demand calculation, ethnicity, locality, gender. Proposing a number of vocational training models suitable for local ethnic minority women in the extremely difficult communes of the Central Highlands. The system of management solutions to develop the model of vocational training and sustainable multidimensional poverty reduction has contributed to enhancing the status of ethnic minority women in the home and in the society. Local poor ethnic minority women in the Central Highlands have developed their livelihoods and have stable jobs to escape poverty.

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QUẢN LÝ PHÁT TRIỂN MÔ HÌNH ĐÀO TẠO NGHỀ VÀ GIẢM NGHÈO ĐA CHIỀU BỀN VỮNG Ở CÁC TRUNG TÂM GIÁO DỤC NGHỀ NGHIỆP - GIÁO DỤC THƯỜNG XUYÊN CẤP HUYỆN CHO PHỤ NỮ DÂN TỘC THIỂU SỐ TẠI CHỖ KHU VỰC TÂY NGUYÊN TRONG BỐI CẢNH CÁCH MẠNG CÔNG NGHIỆP 4.0 HIỆN NAY

THỰC TRẠNG VÀ GIẢI PHÁP

Lê Thị Ly Na

Sở Lao động, Thương binh và Xã hội
Đắk Nông
Email: lynavn89@gmail.com

Ngày nhận bài: 22/3/2021
Ngày phản biện: 23/3/2021
Ngày tác giả sửa: 24/3/2021
Ngày duyệt đăng: 26/3/2021
Ngày phát hành: 30/3/2021

DOI:
<https://doi.org/10.25073/0866-773X/533>

Tóm tắt

Sau nhiều năm thực hiện Quyết định số 1956/2009/QĐ - TTg ngày 27/11/2009 của Thủ tướng Chính phủ, các tỉnh, thành phố khu vực Tây Nguyên đã dạy nghề cho nhiều lao động nông thôn, nhiều người đã có việc làm. Bên cạnh những thành tựu đạt được, công tác đào tạo nghề cho phụ nữ dân tộc thiểu số tại chỗ vẫn còn có những hạn chế nhất định. Việc dạy nghề, giải quyết việc làm cho phụ nữ dân tộc thiểu số tại chỗ đang sống ở các xã đặc biệt khó khăn khu vực Tây Nguyên còn gặp rất nhiều khó khăn. Việc tiến hành điều tra khảo sát thực trạng quản lý phát triển mô hình đào tạo nghề và giảm nghèo đa chiều bền vững ở các Trung tâm giáo dục nghề nghiệp – giáo dục thường xuyên cấp huyện cho phụ nữ dân tộc thiểu số tại chỗ khu vực Tây Nguyên trong bối cảnh Cách mạng Công nghiệp 4.0 là rất quan trọng và cần thiết trong giai đoạn hiện nay để từ đó tác giả đề xuất được hệ thống giải pháp quản lý phát triển mô hình đào tạo nghề và giảm nghèo đa chiều bền vững trong bối cảnh Cách mạng Công nghiệp 4.0 phù hợp với điều kiện của từng địa phương khu vực Tây Nguyên.

Từ khóa

Quản lý phát triển mô hình đào tạo nghề và giảm nghèo đa chiều bền vững; Trung tâm giáo dục nghề nghiệp – giáo dục thường xuyên cấp huyện; Phụ nữ dân tộc thiểu số tại chỗ; Cách mạng công nghiệp 4.0; Khu vực Tây Nguyên.