

Development of Women Human Resources of Ethnic Minorities in the Northern Region Viet Nam

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Abstract:

Female human resources including ethnic minority women are the driving force for the development of nations, when gender inequality and discrimination against women are a prominent issue in many countries, many ethnic groups, especially developing countries. Developing female human resources, including female human resources of ethnic minorities, are effective investment solutions that not only help solve difficult economic and employment issues but also motivate the development of society. This article offers some solutions to develop female human resources of ethnic minorities in the Northwest, Vietnam

Keywords: Human resources, female human resources of ethnic minorities, human resource development, ethnic minorities, Vietnam

1. Introduction

Recently, Vietnam has many policies to develop human resources in ethnic minority areas. However, up to now, the quality of human resources in this area is still low and has a long distance from the national level. Therefore, in order to contribute to the socio-economic development of ethnic minority areas, it is necessary to have strategic solutions to develop this important resource.

Human resources (HR) is a human resource that provides labor for the socio-economic development process, which is the most important part of the population because it plays a role in creating all values of wealth material, culture, and service for society. Human resources include those in working age, capable of working, regardless of whether or not the status is working or not.

Located in the North-Western direction of Hanoi capital, within the area from the right bank of the Red River to the Da, Ma and Tay rivers, it is a large area of sparsely populated, land, forest, water, and Fauna and flora ecology is ranked among the top eight economic regions of the country, with great potential for industrialization and modernization, especially hydroelectricity and mining.

However, Northwest is currently facing difficulties and obstacles in the process of industrialization and modernization. It is a series of issues such as low educational level, agricultural and forestry cultivation techniques, in general, are backward, shifting cultivation, slash and burn cultivation, monoculture, and extensive farming are still popular. in upland communes. Officials lack quantity, inadequate structure, low level of qualification, especially high-level scientific and technical cadres, good economic management officials, teachers of general schools at all levels from primary to secondary study and college, university. The contingent of university cadres with children of ethnic minorities is still too small, while the cadres of lowland areas who work in the Northwest have not been assured of long-term commitment. The socio-economic development investment programs for the North West have achieved initial results, but are not sustainable, unstable and far from the set targets. The State's investment in the Northwest region is not commensurate with both the budget capital and the contingent of scientific and technical workers and skilled workers.

2. Literature review and theories

Research of ethnic minority human resources needs to be studied and recognized in many different scientific perspectives. Nguyen Dang Thanh (2012), the author has approached the study of human resources of ethnic

minorities in the interdisciplinary perspective (anthropology, development economics, politics, social philosophy, psychology, regional science ...) in developing scientific arguments, conducted from theoretical research, assessing the situation and summarizing policies. The scientific work is a relatively complete picture of the current status of the quantity, quality, structure, income, and employment of ethnic minority human resources in our country today. Especially, the project has solved relationships in human resource development with economic, cultural and social development, protecting traditional values, ecological environment, and national cultural identity. This work examines a wide range of ethnic minorities and approaches them from different scientific perspectives without going into the study of human resource development policies in a specific area and an object of human resources Young in the Northwest.

Neil Jamieson (2000, pp. 5), "An overview of the socio-economic situation in the northern mountainous region and the project on poverty reduction in the northern mountainous region of Vietnam." This report recommends that the Government of Viet Nam pay attention to taking care of those who are disadvantaged in the process of restructuring. In particular, ethnic minorities need special attention. These reports have shown that ethnic minorities, with low educational attainment, rarely benefit from the government's priority comparisons, often imposing the state's will on people and neglect attention to the need to generate an endogenous capacity of ethnic minorities themselves to ensure investment priorities with long-term and sustainable effectiveness.

3. Current situation of quality of female human resources in the Northwest Vietnam

Improving the quality of human resources is considered a key factor, a breakthrough for socio-economic development, contributing to sustainable poverty reduction and poverty reduction in ethnic minority and mountainous areas. Therefore, our Party and State pay special attention to investment, development of education, training and fostering of human resources for ethnic minority and mountainous areas. According to the Committee for Ethnic Minorities, up to now, there have been tens of thousands of ethnic minority people with university degrees, thousands of people with master's degrees and many doctors; 235 people appointed Professor, Associate Professor; 9 People's Artists, 56 Excellent Artists; 5 People's Physicians, 151 excellent physicians; 4 People's Teachers, 52 Excellent Teachers, and 240 Excellent Artists; 1,022 turns of people were elected as National Assembly deputies; 145 turns of comrades were elected to the Party Central Committee. At present, there are 50 comrades belonging to the Politburo, the Secretariat of Management, who are assigned to hold important positions. Although certain results have been achieved, the quality of human resources in ethnic minority and mountainous areas is still limited.

As of July 1, 2015, the total population of 53 ethnic minorities in Vietnam has about 13.4 million people (accounting for 14.6% of the national population). The scale of human resources of ethnic minorities in Vietnam tends to increase significantly, the level of increase is higher than the average of the whole country (in 1989 there were 8.48 million, by 1999 it was 10.53 million, to 2009 is 12.25 million). The population size of ethnic groups is uneven, the Tay, Thai, Muong, Khmer, Nung, and Mong communities have more than 1 million people; 2 Dao and Hoa ethnic groups have from 500,000 to less than 1 million people; 30 ethnic groups have from 10,000 to less than 500,000 people; 15 ethnic groups have less than 10,000 people (of which 11 ethnic groups are under 5,000 people, including 6 ethnic groups with less than 1,000 people). In 2009, there were 16 ethnic groups with a population of fewer than 10,000 people, but by 2016, the La Hu ethnic group had 11,540 people. The population of ethnic minorities has increased every year, but in some ethnic groups under 10,000 people tend to increase slowly; some increase very slowly (Array, Cong, Co Lao, Bo Y, Ro Mam, Brau, O-swing).

It is noteworthy that the quality and qualification of human resources of ethnic minorities is still low, reflected in indicators such as average life expectancy, health, education level, rate of trained workers. In 2015, the average life expectancy of ethnic minority groups was 72.1, although there was an improvement compared to previous years but still lower than 1 year compared to the national average (73.2 years). There is a large

disparity in life expectancy between ethnic minorities, with the highest average life expectancy of the group with the lowest life expectancy at 12 years.

Regarding education, on average, only 79.2% of ethnic minority people can read and write in Mandarin. This difference is quite large among ethnic groups. 7 ethnic groups have the rate of people who can read and write in Mandarin with over 90% (including Muong, Tho, Tay, San Diu, Ngu, O-swing, Hoa and San Chay). In the bottom, 7 ethnic groups have the lowest percentage of people who can read and write, and more than 50% are illiterate (Ha Nhi, Co Lao, Brau, Mong, Mang, Lu, and La Hu). It is noteworthy that the majority of ethnic groups with high illiteracy rates do not fall into the ethnic group with the lowest attendance rate. Currently, there are about 14 provinces with a large number of ethnic minorities, in which some provinces have a very high percentage of people of illiterate working age such as Lai Chau, Ha Giang, Dien Bien, Son La, and Bac Kan. , Lao Cai, Yen Bai, Cao Bang, Ninh Thuan, Kon Tum, Gia Lai, Soc Trang, Tra Vinh, An Giang. This shows that adult illiteracy eradication is a huge challenge for ethnic minorities.

Another notable situation is the low rate of trained ethnic minority workers. The Committee for Ethnic Minorities said that only 6.2% of ethnic minority laborers have trained jobs, equal to one third of the average rate of the national labor force. In which, male workers have been trained more than female workers. Most ethnic minority laborers are only trained to intermediate level. The proportion of qualified labor force is still very limited in some ethnic groups such as Gia-rai, Xo-dang, Xinh-mun, Kho-mu, La Hu, Ra-glai, Phu La, Bana, Roaches, Arrays, Brau and Xtieng.

Not only that, awareness, social understanding, life skills of most ethnic minority laborers are formed mainly through the accumulation of experience from production and life activities and transmitted from this generation to another generation within a specific family line, community, or nation. The integration of awareness raising and understanding of outside society is very limited; life skills have not been completed and are consistent with the general development of society. This is one of the barriers of current ethnic minority workers.

Besides, dynamism, adaptation in the new work environment is not high, behavior, skills, and labor discipline are limited. The actual situation of production industries and trades of ethnic minority areas is mainly traditional agriculture with fragmented land, simple materials, heavy production on natural exploitation, and based on experience is the main goal of making Product to ensure life. Along with that, the economic, cultural, social, ethnic, capacity, qualifications ... have not created opportunities to access, get acquainted and integrate with the market economy ... These factors have limited the activeness, creativity, coordination, adaptability of ethnic minority workers.

In terms of the structure of industries and trades, except for some ethnic groups such as Hoa, Ngai, San Diu, Cham, Khmer, Cho-ro ..., there is a low proportion of employed workers in the fields of agriculture and forestry. all ethnic groups mainly work in the field with an average proportion of 81.9%, nearly twice higher than the national average. Regardless of the 7 ethnic groups (Hoa, Ngai, San Diu, Cham, Khmer, Cho-ro), the remaining ethnic groups all participate very little in the fields of industry, construction, and services.

From the above situation, it can be seen that, basically, the quality of human resources in ethnic minority areas (physically, mentally and mentally) is still low. Nearly 21% of ethnic minority people in the age of 15 cannot read write and understand a simple sentence in common words; knowledge, skills, working capacity and adaptability of ethnic minority workers are still weak. The slow shift of employment structure, workers mainly work in the agricultural and informal sectors (over 80%); Unemployment, especially among young people, is increasing. Ethnic minority areas are still the poorest navel in the country, especially in ethnic minority and mountainous areas; chronic poverty, incapable of escaping poverty and poverty from one generation to another exists in a part of ethnic minorities.

Therefore, in a holistic way, vocational training and job creation associated with the development of human resources in ethnic minority areas are based on the transformation of economic growth and economic

restructuring of ethnic minority areas to produce goods, convert livelihoods, provide vocational training to meet the needs of the labor market, create value-added job opportunities and high income to sustainably reduce poverty in ethnic minority areas, still great challenge.

4. Solutions to improve the quality of female human resources of ethnic minorities in the Northwest Vietnam

Firstly, in order to provide vocational training, job creation associated with the development of human resources in ethnic minority areas, the strategy must focus on solving bottlenecks. It is to solve the problem of low educational level through illiteracy eradication and universalization of education in order to continue to improve people's intellectual standards; At the same time, promoting the fine traditions of ethnic culture, progressive production practices, eliminating outdated farming practices and customs. Besides, it is necessary to exploit the potential of forest capital effectively; strengthening regional connections to avoid isolation, but not "economic," mechanically urbanized.

Secondly, innovating thinking, approach to vocational training policies, creating jobs associated with developing human resources of ethnic minority groups in the direction of vocational training policies and programs and job creation. With the development of human resources, ethnic minorities must derive from the actual needs of workers in this region, taking into account the specific aspects of the object, the natural conditions, customs and culture of each ethnic minority community in ethnic minority areas. Reduce direct support, for no, increase conditional support. At the same time, it is necessary to integrate policies and programs to support vocational training and job creation in association with the development of human resources in ethnic minority areas in order to avoid overlap in purpose, content, beneficiaries, and beneficiaries. repeating the area of implementation, having conditions to integrate and concentrate capital to implement the set objectives.

Thirdly, creating models and bright spots to spread about vocational training, job creation associated with the development of human resources in ethnic minority areas. In particular, to develop various types of enterprises in the locality, forming strong economic centers in ethnic minority areas and at the same time equipping ethnic minority workers with basic knowledge about the market, actively participating in the value chain and linking farmers with businesses.

Fourthly, attach importance to education and training from the lowest levels of education associated with their living environment. The sustainable policy is to create the best conditions for the living environment; With respect and respect for on-the-spot capacity, contributing to the development of quality human resources in difficult areas. International experience indicates that multicultural countries need a flexible education system that comes from the needs of the local community with specific policies; The focus is on creating a community-based educational model of language and culture in the context of regional and international integration. Effectively implementing the planning guidelines, plans to build and expand boarding and semi-boarding schools in poor districts in association with the organization of secondary and high schools in schools. this. Strengthening and expanding university preparatory schools (or faculties), focusing on improving the quality of university preparatory training for ethnic minority students, on ensuring the quality of university training is Ethnic minority students. Continuing to pay attention to developing a contingent of ethnic minority teachers; to increase investment in boarding ethnic minority schools and schools and schools with many semi-boarding ethnic minority pupils, and ethnic minority pupils who study at the school.

Fifthly, ministries, branches, localities and training institutions also need to actively review the list of vocational training, develop programs, curricula, documents and training time of suitable vocational education programs. Suitable to the level, culture, language of ethnic minorities and regional and regional characteristics. Strengthening the provision of labor market information, promoting and expanding the work of consultancy, vocational guidance and job introduction for ethnic minorities; build vocational training mechanism according to orders and encourage enterprises to implement policies to attract, train and employ ethnic minority laborers

to work. The State has an asynchronous solution to strongly develop the labor market, focusing on ethnic minority laborers. It is necessary to pay attention to labor export for ethnic minority people.

Sixthly, perfecting the legal system related to ethnic minorities and ethnic minority and mountainous areas. Innovating approaches and developing policies for regions and ethnic minorities in general and policies for developing ethnic minority human resources in particular, ensuring scientific and effective requirements. Develop overall socio-economic development program for ethnic minority and mountainous areas in the period of 2021-2025 in the direction of having a unified awareness that socio-economic development for ethnic minority areas Minority and mountainous areas are the most important driving forces, decisive for the development of ethnic minority human resources. Continuing to effectively organize a number of specific policies related to the development of ethnic minority human resources, focusing on implementing the contents of Resolution No. 52 / NQ-CP, dated 15- 6-2016 of the Government on "Promoting the development of human resources of ethnic minorities in the period of 2016-2020, orientation to 2030". In the field of vocational training, priority should be given to ethnic minority areas to achieve the objectives of the Vocational Training Development Strategy for the 2011-2020 periods; prioritize investment in key vocational training institutions in ethnic minority and disadvantaged areas. In the area of job creation, focusing on effective implementation of job creation and job creation tasks for ethnic minority workers according to current policies. Developing specific policies to attract and encourage enterprises to invest in ethnic minority and mountainous areas; support local enterprises in training and employing laborers, especially ethnic minorities.

5. Conclusion

The reason is quite high, leading to the low quality of female human resources of ethnic minorities in the Northwest region due to "thin" human resources, little training; a part of grassroots cadres has not improved their responsibilities. Mission and working style. For many years, the target of education, training, improving the quality of human resources, investment policies for each region development has not met the set requirements.

For poor provinces and highland areas of ethnic minorities, together with the general policy, special importance should be given to comprehensive development of education and training. Policies and measures to promote this process must come from investment in increasing the rate of pupils going to school at the right age at all levels; the rate of students, students (especially ethnic minorities) and rate of vocational learners ... thereby improving people's intellectual level and rate of people receiving vocational training.

At the same time, vocational training and policies directly related to human resource training in localities need to be concerned with new thinking, new ways of making and diversifying forms. The first is to improve the quality of human resources for leadership and management at the commune and village levels. Along with the policies of the Central Government, each locality needs to invest and develop high-quality and key vocational education establishments; associated with promoting consultancy, career guidance, job introduction for ethnic minority people; attach importance to vocational training for farmers to constantly improve production levels, market knowledge, help people access and effectively exploit investment policies for agriculture, farmers and rural areas. Localities need to rely on the use of financial resources, ensuring the highest mobilization of capital sources, the application of new sciences and technologies for agriculture in the locality, towards sustainable agricultural development.

On the other hand, the committees, authorities at all levels and mass organizations need to renew the work of supporting farmers in economic development; guide farmers to develop appropriate product and business models, to improve quality, production efficiency, increase product value and competitiveness.

In order to promote socio-economic development and sustainable poverty reduction in ethnic minority areas, localities need to proactively adopt specific policies, programs, and actions to promote the development of the

whole human resources further; attach importance to building a contingent of intellectuals, entrepreneurs and officials of ethnic minority people.

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