

POLICY ON HUMAN RESOURCE DEVELOPMENT IN ETHNIC MINORITY AND MOUNTAINOUS AREAS IN THE FIELD OF EDUCATION

Vu Thi Thanh Minh

Thanh Do University

Email: vttminh@thanhdo.uni.edu.vn

Received: 12/8/2022

Reviewed: 14/8/2022

Revised: 18/9/2022

Accepted: 25/9/2022

DOI: <https://doi.org/10.58902/tcnckhpt.v1i1.2>

Abstract:

Education in our country's ethnic minority and mountainous areas has achieved very encouraging results in recent years, which significantly contributes to the improvement of ethnic minorities' educational level; rapidly increases the amount of ethnic minorities with college, university and post-graduate degrees. This achievement is largely due to the fact that over the years, we have effectively implemented the Party and State's human resource development policies in the field of education. These policies have created opportunities for students who are children of ethnic minorities to access and benefit from educational policies and be given favorable conditions for comprehensive development of the mind and body. The article deeply analyzes the actual situation of implementing policies on human resource development in the field of education in ethnic minority and mountainous areas in recent years, discussing a system of solutions to improve the quality of human resources, effective implementation of this group of policies. The achievements of this group of policies have been and will make an important contribution to the sustainable socio-economic development and security and defense in ethnic minority and mountainous areas, in the context of international integration today.

Keywords: Policy on human resource development; Education; Education in ethnic minority and mountainous areas.

1. Introduction

In order to comprehensively develop socio-economic, constantly improve the development level for ethnic minorities and mountainous areas, raise the people's intellectual level for ethnic minorities, reduce the development gap between ethnic minority areas and urban areas and plains has gradually increased. Over the years, our Party and State have had many guidelines and policies for socio-economic development, in which special attention has been paid to human resources development, high quality human resources

for ethnic minorities. Through the guidelines and policies on education, people's intellectual level of ethnic minorities has been continuously improved, the living conditions of the people have also gradually improved... But in fact, the program of industrialization and modernization of agriculture currently, rural areas, farmers in ethnic minority areas have set a requirement to further improve the quality of human resources, so it is necessary to conduct further research on human resource development policies, to come up with necessary solutions to educate and train

human resources, effectively contributing to the development of human resources, especially high-quality human resources, promoting sustainable development in ethnic minority and mountainous areas.

2. Research overview

Research on human resource development policy in general and human resource development policy in ethnic minority and mountainous areas in particular in the field of education in ethnic minority areas has been interested by many authors, typically articles: H.T. Khiet, Strengthening the development of education in ethnic minority areas - an important basis for realizing equality among ethnic groups published in the Communist Journal (2021) stated that "An ignorant nation is a poor people". Weak ethnic groups, without knowledge, cannot be equal to other ethnic groups. In response to the development requirements of the country in the context of international integration and at the same time to implement the policy of "Equality, respect, solidarity, harmonious settlement of relations between nations and mutual development". In order to gradually close the gap in education, education work in ethnic minority areas must continue to receive more attention and investment. The article, improving education policy for ethnic minorities and mountainous people by author Phuc, Propaganda and Propaganda Journal, 2021 has presented the research results: Education and training development is determined by our Party is the leading national policy and is also an important basis for the implementation of the policy of "Equality, solidarity, respect, mutual help for mutual development among nations". In addition, there are also a number of articles referring to human resource development policy, education policy: Article, Vietnam's national human resource development strategy in the context of the 4.0 industrial revolution of Vietnam. Authors group Huong, Dung, An & Hiep, 2021 published in the Journal of Industry and Trade, in 2021 focused on analyzing the current situation of human resources in Vietnam's ethnic minorities, the impact of Industry 4.0 on the development of human resources in Vietnam and at the same time refer to the experience of some countries

around the world in formulating their national human resource development strategies. From there, the study proposes a number of important contents in Vietnam's national human resource development strategy in the new period. Project Manager Anh & Associates, 2020 with a national-level scientific research project, code KHGD/16-20 "Scientific basis for formulating a strategy for human resource development in Vietnam to meet the requirements of socio-economic development in the context of the 4th industrial revolution" on the basis of research on scientific bases to build strategies for human resource development in Vietnam to meet the requirements of socio-economic development in the context of socio-economic development. The context of the 4th industrial revolution has introduced a group of solutions to improve the quality of human resources, with a focus on policy solutions. Dung (2008) in "Human resource training and management - Japanese and Korean experiences and suggestions for Vietnam" also clearly analyzed the achievements and limitations of human resources and oriented human resource development strategies in different periods. Author P. Dac (2016) in "Research on Vietnamese people in the period of industrialization and modernization towards a knowledge-based economy" also analyzed the quality of human resources in our country today and the relationship between quality and policy system has not had a breakthrough.

In general, there have been many studies on human resource development policy, the research results will be an important basis for the author to refer to and inherit some theoretical issues in the article.

3. Research method

The article uses qualitative research methods on the basis of analyzing and synthesizing secondary documents on human resources, human resource development policies and education in ethnic minority and mountainous areas. Through the collected data, the article summarizes and makes comments on the implementation results of human resource development policies in ethnic minority and ethnic minority areas in the field of education and discusses solutions

to improve the effectiveness of these policies in the coming time.

4. Research results

4.1. Human resource development policies in ethnic minority and mountainous areas

Policy on human resource development in ethnic minority and mountainous areas in the field of education includes specific policies as follows:

4.1.1. Support policy for learners

Support policies for pupils and students of ethnic minorities in areas with extremely difficult socio-economic conditions, including: scholarship policy; learning support; tuition fee exemption or reduction; boarding policy. Annually, the total budget for implementing policies for children and students in ethnic minority and mountainous areas is estimated at 9,219 billion VND.

Policies to support training for ethnic minorities include: recruitment, direct admission to university, pre-university, plus priority points in enrollment, priority in training organization, and other support policies (scholarships; support for study expenses; exemption or reduction of tuition fees, social allowance...). Annually, the budget for implementing policies for ethnic minority students is estimated at 1,486 billion VND. In addition to receiving support policies, preferential subsidies, social allowances according to subjects, scholarships to encourage study according to the provisions of Decree No.84/2020/ND-CP dated July 17, 2020 of the Government detailing a number of articles of the Education Law (2019), students are also entitled to credit policies for students. The policy of supporting students from poor households to go to school in extremely difficult communes has contributed to attracting children of ethnic minorities and ethnic minority children in extremely difficult communes to go to school.

4.1.2 Policy to develop the system of specialized schools in ethnic minority and mountainous areas, in order to create a source of high-quality human resource training for ethnic minorities.

In the 2016-2020 period, the Ministry of Education and Training has continued to issue many legal documents according to its

competence, perfecting the legal basis to strengthen and develop the system and scale of schools. Ethnic Minority Boarding School, Semi-boarding Ethnic Minority School (Ethnic Minority Education) and Ethnic Minority College Preparatory School contribute to improving the quality of training high-quality human resources for ethnic minorities. The Ministry of Education and Training has issued 07 Circulars and 01 Decision on this issue. For day-boarding schools, the Prime Minister issued Decision No.85/2010/QĐ-TTg dated December 21, 2010 on a number of policies to support day-boarding students and semi-boarding high schools. Immediately afterwards, on July 18, 2016, the Government issued Decree No. 116/2016/ND-CP on Regulations on policies to support students and high schools in extremely difficult communes and villages. Thanks to the drastic implementation of the above policy group, in the 2016-2020 period, many new high schools were established in ethnic minority areas, bringing practical effects to education and training. For the 2019-2020 school year alone: Ethnic Minority Boarding High Schools (Ethnic Minorities) have been established in 49 provinces and centrally run cities with 320 schools, with a size of 105,818 students. All ethnic minorities have had children attending the Ethnic Minority High School. Ethnic minority high school students account for over 9% of the country's high school ethnic minority students. Up to now, more than 45% of schools in the EM system have been recognized as high schools of national standards. There are 29 provinces nationwide with semi-boarding high schools for ethnic minorities with the number of 1,124 schools and 237,608 boarding student. In addition, there are 2,273 secondary schools with day-boarding students with the number of 161,241 day-boarding students. Thanks to the EM school system, the mobilization rate of ethnic minority students in school age has increased, the number of ethnic minority students who drop out of school has decreased (Ministry of Education and Training, 2020).

4.1.3 Investment policy for training institutions in ethnic minority and

mountainous areas

In the 2016-2020 period, the central budget will continue to invest to implement infrastructure investment projects for 04 universities under the Ministry of Education and Training (Thai Nguyen University, Highlands University, Northwestern University, Can Tho University) in the area with many ethnic minority students. In the academic year 2019-2020, the whole country has 4 pre-university schools for ethnic minorities, Viet Bac High School with a university preparatory system and 3 pre-university faculties of universities (Highlands University, Can Tho University, Tra Vinh University) with more than 3,000 preparatory students/year. In 2021, the National Academy of Ethnic Minorities is assigned to train the preparatory system, with a size of 35 students. In addition, over the past years, the Ministry of Education and Training has proposed to the Government and coordinated with other ministries/sectors to issue policies and regimes for teachers and educational institution managers in ethnic minorities and mountainous areas.

4.1.4. Priority policy in university and college enrollment (policy on nominating students to universities, colleges and professional secondary schools; priority is given to students taking the university and college entrance exams)

On November 14, 2006, the Government promulgated Decree No. 134/2006/ND-CP stipulating the recruitment regime for educational institutions at university, college and intermediate level under the national education system (Decree No.134/2006/ND-CP). At the same time, the Prime Minister issued Decision No. 82/2006/QĐ-TTg dated April 14, 2006 and Decision No.152/2007/QĐ-TTg dated September 14, 2007 of the Prime Minister on regulations on policy scholarships for pupils and students studying at educational institutions under the national education system; The Government promulgates Decree No.86/2015/ND-CP dated October 2, 2015 of the Government on the mechanism of collection and management of tuition fees for educational institutions under the national education system and the policy

of exemption, tuition reduction, support for study expenses from the 2015-2016 school year to the 2020-2021 school year. According to the provisions of the above documents, students and undergraduate students are currently entitled to the following policies: tuition fee exemption, policy scholarships equal to 80% of the general minimum salary/student/ month and enjoy 12 months/year, equipment and in-kind support equal to 50% of the minimum salary/student during the study period. On May 15, 2015, the Government issued Decree No.49/2015/ND-CP amending and supplementing a number of articles of Decree No.134/2006/ND-CP dated November 14, 2006 of the Government.

Due to many objective and subjective reasons, the education level of ethnic minority students in remote and isolated areas is still lower than the national average. If there is no priority policy, it will be difficult for them to enter university and college. The policy of adding priority points to admissions includes two types: priority according to social policy subjects (ethnic minorities, people with meritorious services and relatives of people with meritorious services); Priority is given to regions (where candidates attend high school or by household registration) in regions with different socio-economic development and learning conditions.

4.1.5. Some other policies

- Policies on using human resources from ethnic minorities;
- Illiteracy eradication scheme;
- Project on Education Development for Ethnic Minorities (with 16 ethnic groups).

4.2. The effect of human resource development policy in ethnic minority and mountainous areas on education in ethnic minority and mountainous areas

- The Government's Resolution No. 88/2001/ND-CP on the implementation of universalization of lower secondary education (lower secondary education) affirmed: The goal of universalization of lower secondary education is to ensure the majority of young people and adolescents. After graduating from primary school, continue studying to reach the lower secondary level before the age of 18, meeting the goal of improving people's

knowledge, training human resources, fostering talents to serve the cause of industrialization and modernization of the country.

- The field of education and training of human resources is interested, invested and developed.

- Education and training to develop human resources in ethnic minority and mountainous areas are interested in investment and development, basically meeting the learning needs of ethnic minority children. The network of schools, preschool education classes and general schools in ethnic minority and mountainous areas continues to be consolidated and expanded, especially boarding schools for ethnic minorities, semi-boarding schools for ethnic minorities and schools for ethnic minorities. Ethnic university preparatory work; the quality of education of ethnic minority high schools have been improved. Currently, 100% of communes in ethnic minority and mountainous areas have secondary schools, primary schools, most communes have schools and preschool classrooms. In the academic year 2019-2020, preschool education has reached 99.98% mobilization rate of 5-year-old children (5-year-old ethnic minority children is 98.9%); Kindergarten children are 28% (ethnicity is 21%). Primary education reached 99.63% of 6-year-old children mobilized for grade 1; About 97.5% of ethnic minority children at 6 years old entering grade 1. Lower secondary education achieved the rate of mobilizing students in ethnic minority and mountainous areas to go to school at the right age at lower secondary level of 87.32% (the national rate is 92.27%). In upper secondary education, the mobilization rate of high school students in ethnic minority and mountainous areas is low, only 50.79% (compared to 63.03% of the whole country). Currently, the ethnic minority and ethnic minority areas have completed the universalization of preschool education for 5-year-old children in 2017. As for primary education universalization, the percentage of provincial-level units meeting primary education standards (according to levels 1, 2 and 3) in 2019: Level 1: reach 100%; Level 2: reaching 91.3% (an increase of 76.1%

compared to 2010 and 19.6% compared to 2015); Level 3: reaching 56.5%. Universalization of lower secondary education: 63/63 provinces have met the standards of lower secondary education at level 1 (100%), level 2 is 05 provinces (accounting for 7.93%), level 3 is 03 provinces (accounting for 4.76). %. Currently, the national literacy rate of people aged 15-60 is 97.85%; in which, the literacy rate of ethnic minorities (15-60) is 93.7%. (Ministry of Education and Training, 2020). In the 2019-2020 schoolyear, the total number of students studying at 04 pre-university schools and the pre-university system of Viet Bac high school is 2,135. In which, 2,027 students (95%) completed the preparatory training program, 2,010 students (99.16%) were allocated to universities, 17 students (0.84%) entered universities. colleges (Le Nhu Xuyen, 2021).

- Up to now, there have been 52 ethnic minorities with students and students elected, some ethnic minorities have quite a large number of students, such as: Thai ethnic group accounts for 15.17%, Khmer accounts for 12.46%, Tay accounts for 9.59%, Mong accounted for 8.04%, Dao accounted for 5.58%; Some ethnic groups have fairly stable election rates, such as: Bru-Van Kieu, Cham, Khang, Pa Then, Ta Oi, Xinh Mun. However, there are still some ethnic minorities with very difficult recruitment sources such as Co, Mang, Ro Mam, Co Lao, Gie -Tren, Cong, Pa Then and Lo Lo; especially the Lu ethnic group has not yet had any students elected. In the period 2007 to 2013, 55/63 provinces and cities implemented the election system, the total number of students enrolled in universities and colleges was 12,805, reaching 88% of the assigned target. The number of students enrolled in professional secondary schools is over 2,000 students. Since 2015, the demand for training students for admission has decreased sharply. In 2015, there were only 24 provinces and cities with recruitment needs. In 2015, the number of students recruited nationwide was only 615; in 2016 continued to decrease to 313 children (only about 20% compared to 2010). From 2017 up to now, only 8 provinces, including Ha Giang, Lang

Son, Dien Bien, Hoa Binh, Phu Yen, Ninh Thuan, Tra Vinh and Bac Lieu, have implemented the recruitment system, with the average number of students enrolled less than 100 children annually (Le Nhu Xuyen, 2021).

The quality and effectiveness of education and training are improved

Over the years, education in ethnic minority and mountainous areas has made encouraging progress. Schools and classrooms are invested in building more and more spacious, ensuring enough conditions to gradually improve the quality of teaching and learning. The scale and network of schools in ethnic minority and mountainous areas have been consolidated and developed from preschool, high school to college and university. The white commune on preschool education has been erased; Upland, remote and border villages and hamlets already have preschool classes (mainly kindergartens). The quality of primary education has been gradually improved and developed towards stability and sustainability. Many primary schools in ethnic minority areas have reached national standards. The network of schools and secondary schools has developed to all communes, mountainous districts and ethnic minority areas. The quality of general education in mountainous and ethnic minority areas has made important changes. By June 2010, the whole country had completed the universalization of lower secondary education.

Educational innovation is being implemented from preschool, general education, vocational training to colleges and universities. The socialization of education and training has achieved initial results. Many people-founded, private universities, vocational high schools, high schools, junior high schools and vocational schools have been established. Priority is given to the training of ethnic minority teachers at all levels of general education in districts with a large number of ethnic minorities. The industry's facilities have been strengthened, especially in mountainous areas and ethnic minority areas.

The system of boarding and semi-boarding schools for ethnic minorities in ethnic minority areas and mountainous areas is invested in building and developing in

quantity and quality, meeting the learning needs of ethnic minority students. From 2011 to 2013, there were 29 ethnic minority high schools newly built with more than 2000 work items (reaching 54% of the plan of the Project approved in Decision No.1640/QĐ-TTg dated September 21st). 2011 of the Prime Minister Approving the Project on strengthening and developing the system of ethnic minority high schools in the period 2011 - 2015). 100% of communes have primary and lower secondary schools, of which 84.6% of schools and classrooms are built solidly in highland communes; 100% of communes have reached the standard of primary school universalization, many places have reached the standard of lower secondary school universalization; continuing education centers are established in the provinces and districts; Community learning centers were established in most communes, creating favorable conditions for ethnic minorities to have access to cultural, scientific and technical knowledge (Le Nhu Xuyen, 2021).

The Ministry of Education and Training and localities effectively implement scholarship policies, study support policies, tuition fee exemption and reduction policies, social allowance policies and policies to attract teachers, educational administrators in regions with extremely difficult socio-economic conditions; There are many solutions to improve the quality of education for ethnic minority children and students at all levels, such as: preparing Vietnamese well for preschool children, organizing many activities to enhance students' ability to communicate in Vietnamese. ethnic minorities at all educational levels; compiling documents suitable to the region, paying attention to the use of local culture in the implementation of the preschool education program; focus on education of ideology, psychology, ethics, life skills and career orientation for students; continue to innovate teaching methods, test and evaluate suitable for ethnic minority and mountainous students. Therefore, the quality of education has had a positive change, gradually reducing the rate of ethnic minority students dropping out of school; the rate of students matriculating into universities and

colleges is increasing; the quality of human resources in ethnic minority and mountainous areas has been gradually improved; The life of teachers and education administrators is stable and secure in their work. Most of the teachers in the ethnic minority and mountainous areas have now met the training standards, specifically by grade level: Primary school teachers: 99.67%; Secondary school teachers: 99.88%; High school teachers: reaching 99.87% (Ministry of Education and Training, 2020). The percentage of qualified teachers in mountainous provinces is equivalent to the national rate. Basically, this team is increasingly meeting the teaching needs of the society.

Although policies on human resource development for ethnic minorities and ethnic minority education policies have been paid attention, fully and fairly timely implemented, there are still limitations in the implementation process. Policies for teachers and learners in ethnic minority areas and special-use regions are still limited in terms of subjects, norms, benefit duration and support methods (Regulations on boarding schools are still inadequate, no industry codes are available ethnic languages; bilingual curriculum has not been paid attention; there is no allowance for teaching in ethnic minority languages and scripts, etc.). The implementation of a number of policies is sometimes not timely and inconsistent (Committee for Ethnic Minorities, 2017). A number of regimes and policies for students of ethnic minorities, including pre-university students, which are outdated, have not been revised or issued new: Joint Circular No.109/2009/TTLT/BTC- The Ministry of Education and Training dated May 25, 2009 of the Ministry of Finance - the Ministry of Education and Training provides guidance on a number of financial regimes for students of existing ethnic minority boarding schools and pre-university schools for ethnic minorities. There are many shortcomings in the procurement of equipment and supplies for students, but currently there is no legal basis to amend, supplement and increase the level of support.

Graduates from universities, colleges and professional secondary schools have not yet

been able to find jobs. The quality of training for candidates is low, not meeting the requirements of the positions to be recruited by agencies and businesses. The ability to create a business, start a business on their own and start a business is very limited. There is no policy to support students who cannot find a job after graduation...

5. Discussion

In order to further improve the effectiveness of human resource development policies, in the field of education, to effectively contribute to the sustainable development of ethnic minority and mountainous areas, we need to implement a number of solutions as follows:

5.1 Continue to implement the current mechanisms and policies:

(i) Organize the effective implementation of programs and policies that have been implemented and are being implemented, with priority given to targets for ethnic minorities, disadvantaged areas; (ii) Improve the quality of education in ethnic minority areas, especially preschool education; strengthen the facilities of the school system and classrooms, prioritize the standardization of boarding and day-boarding schools; arrange enough teachers for ethnic minority and mountainous areas, in the immediate future for poor districts, and at the same time develop the contingent of ethnic minority teachers. To ensure the streamlining in the system of boarding schools and vocational schools, intermediate schools, colleges and universities to meet the training and development needs of ethnic minority human resources; (iii) Focusing on investing resources in EM groups with low quality of human resources, ethnic groups with small population.

5.2. Amending and supplementing a number of mechanisms and policies:

(i) Expanding semi-boarding high schools for ethnic minorities in ethnic minority and mountainous areas. (priority is given to poor districts in the immediate future); to build district-level boarding schools for ethnic minorities connecting junior high schools and high schools. (ii) Supplementing enrollment mechanisms and policies of universities in ethnic minority areas to focus on giving

priority to training ethnic minority students to ensure a proportion suitable to the ethnic population structure of the region; (iii) Research to expand the election area in order to both improve the people's intellectual level and have a policy of arranging jobs for a part of the candidates after graduation.

On December 8, 2020, the Government issued Decree 141/2020/ND-CP stipulating the recruitment regime for students of ethnic minorities. This Decree takes effect from January 23, 2021, replacing Decree 134/2006/ND-CP and Decree 49/2015/ND-CP. This Decree has many new points for the election policy, creating many favorable opportunities for the children of ethnic minorities, who have special difficulties.

5.3. Research, develop and promulgate new mechanisms and policies

Research, develop and promulgate new mechanisms and policies: Support policies to encourage graduate study for ethnic minority students, especially those who have not received graduate training; Policy on training

and fostering young people of ethnic minorities during their military service so that when they leave the army to return to their localities, they become a source of cadres participating in local government.

6. Conclusion

Developing human resources, especially high-quality human resources for the cause of national construction and development, is a major policy of the Party and State. This policy is specified by many policies on human resource development in all fields, including those in the field of education. These policies have had a positive impact, creating important breakthroughs, contributing significantly to improving people's knowledge and creating very basic prerequisites for ethnic minority children to study at all levels of higher and higher education, becoming a factor of high-quality human resources. This resource has been and will make important contributions to the sustainable development in ethnic minority and mountainous areas of our country.

References

- Anh, T. T., & associates. (2020). *Scientific basis for formulating a strategy for human resource development in Vietnam to meet the requirements of socio-economic development in the context of the 4th industrial revolution*. National scientific research topic, Code of Education Planning /16-20.
- Ministry of Education and Training. (2020). *Education and training statistics for the year 2019-2020*.
- Dac, P. (2016). *Research on industrial Vietnamese people in the period of industrialization and modernization towards a knowledge-based economy*. National Political Publishing House, Hanoi.
- Dung, N.D. (2008). *Human resource training and management – Japanese and Korean experiences and suggestions for Vietnam*. Encyclopedia Publishing House, Hanoi.
- Huong, L. L., Dung, T. T., An, T. N., & Hiep, D.V. (2021). Vietnam's national human resource development strategy in the context of the industrial revolution 4.0. *Trade and Industry Magazine*.
- Khiet, H.T. (2021). Enhancing education development in ethnic minority areas - an important basis for realizing equality among ethnic groups. *Communist Magazine*.
- Phuc, D.N. (2021). Completing education policies for ethnic minorities and mountainous areas. *Propaganda Magazine*.
- Xuyen, L.N. (2021). Pre-university training and recruitment training. *Journal of Ethnic Studies*, Volume 10, Issue 1.
- Ethnic Committee. (2017). *Report No.01/BC-UBDT* dated February 9, 2017 on summarizing the implementation of the law on ethnic affairs.
- Ethnic Committee General Statistics Office. (2019). *Survey on socio-economic status of 53 ethnic minorities*.
- Committee for Ethnic Minority Affairs. (2020, 2021). *Summary report on ethnic affairs in 2020-2021*.

CHÍNH SÁCH PHÁT TRIỂN NGUỒN NHÂN LỰC Ở VÙNG DÂN TỘC THIỂU SỐ VÀ MIỀN NÚI TRONG LĨNH VỰC GIÁO DỤC

Vũ Thị Thanh Minh

Trường Đại học Thành Đô

Email: vttminh@thanhdowni.edu.vn

Ngày nhận bài: 12/8/2022

Ngày phản biện: 14/8/2022

Ngày tác giả sửa: 18/9/2022

Ngày duyệt đăng: 25/9/2022

DOI: <https://doi.org/10.58902/tcnckhpt.v1i1.2>

Tóm tắt: Giáo dục ở vùng dân tộc thiểu số và miền núi của nước ta, trong thời gian qua đã đạt được những thành quả vô cùng khích lệ, góp phần không nhỏ nâng cao trình độ dân trí cho đồng bào dân tộc thiểu số; tăng nhanh số lượng người dân tộc thiểu số có trình độ cao đẳng, đại học và trên đại học. Thành tựu này có được phần lớn là do trong những năm qua, chúng ta đã thực hiện hiệu quả các chính sách phát triển nguồn nhân lực của Đảng và Nhà nước trong lĩnh vực giáo dục. Các chính sách này đã tạo cơ hội cho học sinh là con em đồng bào các dân tộc thiểu số được tiếp cận, thụ hưởng chính sách giáo dục, được tạo điều kiện thuận lợi để phát triển toàn diện cả về tâm lực, thể lực và trí lực... Bài viết phân tích thực trạng thực hiện chính sách phát triển nguồn nhân lực trong lĩnh vực giáo dục ở vùng dân tộc thiểu số và miền núi trong những năm qua, bàn luận về hệ thống giải pháp để nâng cao hiệu quả thực hiện nhóm các chính sách này. Thành tựu của nhóm các chính sách này đã, đang và sẽ góp phần quan trọng cho sự phát triển bền vững về kinh tế - xã hội và an ninh quốc phòng ở vùng dân tộc thiểu số và miền núi, trong bối cảnh hội nhập quốc tế

Từ khóa: Chính sách phát triển nguồn nhân lực; Giáo dục; Giáo dục ở vùng dân tộc thiểu số và miền núi