

MANAGING AND DEVELOPING SUSTAINABLE MULTI-DIMENSIONAL POVERTY REDUCTION AND VOCATIONAL TRAINING MODELS FOR LOCAL ETHNIC MINORITY WOMEN IN THE CENTRAL HIGHLANDS IN THE CURRENT PERIOD: SITUATION AND PROBLEMS

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Abstract:

The research and development of effective vocational training models, associated with livelihood development and sustainable multi-dimensional poverty alleviation for local ethnic minority women in accordance with socio-cultural characteristics. The socio-culturalization of each particularly difficult commune in the Central Highlands is an important and urgent issue in the current period with profound social and humanistic meanings. This article has conducted an overview of the issue of vocational training, vocational training model and sustainable multi-dimensional poverty reduction for local ethnic minority women, thereby deeply analyzing the current situation and problems posed for the vocation training models of local ethnic minority women, continue to research and effectively implement vocational training models for rural workers in general and for ethnic minority women, especially local ethnic minority women in particular in the Central Highlands during the current period.

Keywords: *Development management; Local ethnic minorities women; Sustainable multi-dimensional poverty reduction; The Central Highlands; Vocational training model.*

1. Introduction

In Vietnam, ethnic minority women in rural areas are a huge and important force in the process of agricultural and rural industrialization. According to data from the 2009 Census, women accounted for 50.5% of people working in the agricultural sector (in 1989 this proportion was 60%). Of the total female workforce, 68% are engaged in agriculture, compared with 58% for men. The role of women in agricultural production becomes even more important during the economic transition, with the participation of female workers in agricultural production

increasing while male workers decrease.

Vocational training plays an important role in improving the quality of the female labor force, creating opportunities to find jobs with stable income, contributing to poverty reduction and improving the status of women in the family and socially. The Central Highlands is still a concave area in terms of education. The educational level of ethnic minorities is still low, especially the educational level of ethnic minority women. Also due to customs left behind, most ethnic minority women have little access to school, short study time, few opportunities to participate

in rural vocational training programs and a large number of laborers are underemployed, employment, due to lack of skills or weak skills, this is the basic cause of slowing down the household economic development, also a big challenge in vocational training and job creation.

Research to solve the problem of vocational training and sustainable multi-dimensional poverty reduction for ethnic minority women in the Central Highlands has increasingly profound social and humanitarian significance. Research and development of the local model of vocational training for ethnic minority women has a positive effect on reducing the level of gender inequality in education, the percentage of women receiving vocational training increases and when their qualifications and recognition Women's awareness in the family is improved, which means that the quantity and quality of investment in education for children will have a positive impact through the mother's upbringing, besides, women It also contributes to improving the quality of life in each family.

2. Research overview

In Vietnam and around the world, there are many studies on vocational training, vocational training models, gender equality and learning opportunities for women or other studies on ethnic minorities. However, there has been almost no research on the vocational training model for ethnic minority women in the communes with special difficulties in the Central Highlands.

Author Asha Khare with non-traditional training for women affirms that vocational training is "to impart professional skills and knowledge, to impart social and political attitudes as well as to build behavioral models for women", successful economic activities by participants, formal self-employment as well as informal training courses". In the "formal training" of all training courses organized in public or private bodies (but state certified) and prescribed according to state guidelines to provide skills - Capacity building for women who want to expand their capacity Vocational training in informal form will be more flexible in

upgrading skills, helping to build capacity and expand livelihood opportunities for women and women workers in poor and near-poor households and help them play an important role in national development.

Author Kathleen Collett has studied "Challenges for ethnic minorities in vocational training". Challenges faced by ethnic minorities in acquiring and using different occupational skills for ethnic minorities in particular and their relationship with multinational and local populations, relations with the power of the state and norms within the group. Three general difficulties can be noted in the research such as: cultural barriers (there may be attitudes and perceptions in ethnic minority cultures that have discouraged individuals from self-involvement in a number of training types); practical barriers (there may be language barriers that make it difficult for them to receive learning, socializing and funding opportunities); Discrimination in the workplace (the way forward, good job opportunities can be blocked by employer discrimination).

There are many studies on the vocational training model that have been studied, many of which have been successful in application such as:

The research work of Lao Cai province "Study on some models of vocational training for rural workers" shows that vocational training for rural workers has both economic and social significance. Therefore, it is necessary to organize practical vocational training with people, while achieving socio-economic efficiency. Due to the specificity of rural and mountainous workers, vocational training for rural workers needs to have organizational methods suitable for each target group.

Author Tien M.V, in the article "Some models of vocational training for rural workers", has proposed a number of models of vocational training for farmers in craft villages, specialized farming areas, for domestic workers. changing agricultural jobs... Experience from Norway's elite vocational training and training model has shown that the Norwegian vocational training

system is quite comprehensive and has few defects when combining the vocational training process with the educational curriculum, general education. This harmonious and scientific combination has created opportunities for skilled workers to study to a higher level to improve their skills. This is indeed a very practical and successful vocational training model, which is worth following for vocational training centers as well as Vietnamese enterprises. In order to achieve the goal of increasing the proportion of trained workers from 26% in 2010 to 50% in 2020, meeting development and integration requirements, Vietnamese businesses wish to strengthen international cooperation. In the field of vocational training, in which priority is given to cooperation with Norwegian businesses.

The research work on replicating the examples of vocational training for rural workers shows the most obvious results in organizing vocational training for rural workers according to pilot agricultural models. According to the evaluation of the Steering Committee of Project 1956, most of the pilot models have worked well, creating conditions for apprentices to have the opportunity to find jobs and increase income and stabilize their lives.

In 2011, Yen Bai province deployed 18 models, including 9 agricultural vocational training models and 9 non-agricultural vocational training models in 9/9 districts, towns and cities with 525 learners. According to the survey results, the number of people who completed their studies and created their own jobs reached 60% and the number of people working in production facilities and enterprises reached 35%.

In 2012 and 2013, the province organized 74 models, of which 38 were in the agricultural occupation group and 36 were in the non-agricultural occupation group with 2,355 people trained.

The pilot models after a period of implementation have shown clear results. Especially, technical models of rice cultivation, pig raising, safe vegetable production, mushroom growing techniques, exploitation and

processing of forest wood, Suoi Giang stone crafting, brocade weaving, mushroom cultivation in Muong Furnace...has created jobs and significantly increased income for workers. Typical non-agricultural models are the construction profession, which has provided skilled labor for many construction enterprises, some workers have actively set up teams, self-contracted teams and directly built constructions, small and medium scale projects in Hung Thinh commune, Tran Yen district.

Author Thu, T.T with the doctoral thesis "Creating jobs for Hanoi women in the period of industrialization and modernization" has systematized the theoretical basis of employment, creating jobs for special workers. Distinguishing female workers in developing countries, summarizing working experience for female workers. Assessing the current situation of employment and job creation for female workers in Hanoi in the period 1995 - 2000 and proposing solutions to create jobs for women in the period 2001-2010

Author Hoa, N.T.K with the doctoral thesis "The social role status of women in the rural family - the Northern Delta today (through a re-study of Nam Dinh province) 2000" has comprehensively studied about status of rural women in the Northern Delta in the context of rural industrialization and modernization, social changes affecting the status of women, opportunities to study and work for rural women in the period Currently.

Training ethnic minority workers in Kon Tum city, Phan Thi Thu Ha's master's thesis in economics wishes to provide an overview of the training of ethnic minority workers, from which: improve the quality of human resources, shift the labor structure to meet the socio-economic development goals of Kon Tum city; Apply in practice to assess the current status of the ethnic minority workforce: working age, education, professional qualifications, skills, and health, and point out inadequacies in the workforce, the training, retraining and employment of ethnic minorities; propose basic goals and solutions to promote training and development of ethnic

minority workforce in Kon Tum city.

Ha, P.T.H with the project "Main solutions to create jobs and increase incomes for rural women in Quang Tri province", 2001" raised a number of issues about employment, income, human resources and employment. Factors affecting employment and income of rural women in Quang Tri province, some orientations, improvement and creation of opportunities for study and employment for rural women.

3. Research approach and methods

3.1. Research approach

The thesis is carried out based on the following main approaches: Historical-logical approach, systematic approach in the direction of interdisciplinary, inter-regional and inter-level, educational approach, sociological approach: Approach from the perspective of women's opportunities in receiving and enjoying educational services, access to values, access to market, access to psychology, access to culture, access to education case study approach, access through experts:

3.2. Research methods

Methods of researching secondary documents, methods of collecting information, primary data, methods of analysis and synthesis of data.

4. Research results

4.1. A pilot model of vocational training for local ethnic minority women implemented by the Vietnam Craft Village Association

Implementing the project "Vocational training for rural workers until 2020" according to the Decision 1956/QĐ-TTg dated November 27, 2009 of the Prime Minister, the Vietnam Trade Village Association was approved by the General Department of Vocational Training, Ministry of Industry and Trade. Labour, Invalids and Social Affairs assigned to pilot 3 training models in craft villages:

The first model: The model of vocational training, job organization associated with the construction of new craft villages, this is the model applied to localities that lack land, have many labors but lack jobs and local authorities. there is a need to form a new craft village.

Participating in the course, students not only learn theory with scientific textbooks, but also receive practical guidance from skilled craftsmen and artisans.

The second model: The model of vocational training, job organization combined with the development of local raw material areas is mainly implemented in areas where it is possible to build and develop raw material areas, students are also laborers, activities in areas planned to grow raw materials. Currently, these workers have completed the course and are employed by the company, purchasing products with an income of 1-1.5 million VND/person/month.

The third model: The model of vocational training and job organization to maintain and develop craft villages is the model applied to traditional craft villages and craft villages to maintain and develop craft villages.

Up to now, after nearly two years of implementation, 3 pilot models of vocational training for rural workers implemented by the Vietnam Craft Village Association have achieved very positive results. More than 90% of trained workers have jobs and stable incomes from 1.5-1.8 million VND/person/month, the possibility of forming new craft villages is very positive. In particular, with the vocational training model associated with the development of raw material areas, not only local ethnic minority women have jobs with stable incomes, handicrafts are replicated, but entrepreneurs have built building and developing raw material areas through which to take the initiative in raw materials for production, especially in the current state of increasingly depleted natural raw materials.

The effectiveness obtained from the reality of the 3 models has solved some major problems in the process of implementing the vocational training project such as: Outputs for ethnic minority women on the job training, raw materials for production, product consumption and employees' income...And the most important thing that the association has achieved in the process of implementing the three models is the close association of local authorities and state

agencies has the function of coordinating the implementation of the project, associations, social organizations and from the entrepreneurs themselves, production establishments participating in vocational training, product consumption. The consensus of society will be a great advantage for the project to be implemented and achieve the desired effect. The 3 models have brought new prospects for vocational training and job organization for workers in rural areas, as well as providing necessary support for the development of craft villages.

4.2. Model of vocational training for local ethnic minority women in the Central Highlands

According to the Standing Committee of the Central Highlands Steering Committee, as a result of the implementation of the 1956 Project (vocational training for rural workers), the Central Highlands provinces have recruited vocational training for nearly 90,000 rural workers. The quality of vocational training has also been gradually improved. Specifically, from 2010 to 2013, the rate of rural workers after vocational training being recruited by enterprises or creating on-the-spot jobs reached over 78%, of which over 2,000 poor households after vocational training had high income. jobs, stable income and have escaped poverty. There are 2,687 households after vocational training that have invested in expanding production, established production and business groups and become households with good income compared to the local average. Currently, the rate of trained workers in the Central Highlands is about 37%, of which vocational training is about 30%. From 2005 up to now, the Central Highlands provinces have created jobs for over 805,950 workers, mainly rural workers, many of which are ethnic minorities. In recent years, vocational training in the Central Highlands has developed in the direction of being associated with programs on labor, employment, labor export, hunger eradication and poverty reduction, so there have been obvious effects. However, in reality, the number of trained workers in general

and vocational training in particular in the Central Highlands provinces is still low compared to the region's socio-economic development requirements. The quality of vocational training is not high due to the educational level of workers, especially workers in remote and isolated areas, and ethnic minority areas, so the number of rural workers participating in vocational training is mainly is to learn simple occupations, high-tech occupations have not yet been developed, and the qualifications of workers have not yet met the requirements of the labor market. Labor export is still limited. Over the years, the Central Highlands provinces have had many policies to encourage ethnic minority children to attend colleges and universities and participate in vocational training at vocational schools, centers and institutions such as: Vocational Training School, Jobs for young people of Dak Lak ethnic group and Da Lat Technical School, etc.). In addition to the state budget, through programs and projects, localities and vocational training institutions in the Central Highlands have proactively arranged local budgets and other mobilized sources for investment in building construction, building physical foundations for vocational training institutions and implementing vocational training targets.

In the 2011-2020 period, the Central Highlands provinces will focus on training enough human resources for key and key sectors and fields of the region such as hydroelectricity industry, mineral exploitation (bauxite mining, alumina processing...), processing agro-forestry products, technical human resources for the development of industrial crops such as coffee, rubber, cashew...The Central Highlands provinces also offer solutions to improve the quality of peaches, vocational training associated with job creation for young people and women in rural areas in the Central Highlands, especially ethnic minority women in the area, such as developing a network of vocational training, counseling and job introduction in the area. It is expected that in the coming time, the Central Highlands will invest in building new

boarding schools for ethnic minorities or establishing boarding faculties for ethnic minorities at vocational colleges and vocational secondary schools in 5 provinces of the Central Highlands. At the same time, reorganize the network of vocational education institutions in all districts of the 5 Central Highlands provinces, focus on investing in vocational training equipment, supplementing a contingent of qualified staff and teachers, developing training programs and developing vocational training programs. programs, curricula, supplementing training professions to undertake vocational training for workers in the locality.

The most obvious vocational training model in the Central Highlands today is the coordination and association of the "4 houses", - managers, schools, farmers and entrepreneurs. The manager is responsible for ensuring the full implementation of the policies of the project to support rural workers to participate in vocational training. Schools are vocational training centers, vocational schools and vocational training institutions with the task of training occupations according to the needs and aspirations of rural workers. Farmers are farmers of working age who have needs and aspirations for vocational training and vocational training to serve agricultural or non-agricultural production, get out of poverty, step by step get rich. Entrepreneurs provide inputs and outputs for rural workers to participate in vocational training and accompany apprentices, until the end of the course, they can use or support apprentices to find jobs. To stabilize. In parallel with the survey on vocational training needs, the needs of enterprises to use trained workers and the status of vocational training institutions in the area, the provinces have concretized vocational training models, to bring into play the strengths of each locality to provide vocational training suitable to rural workers and ethnic minorities such as: repairing agricultural machines; animal husbandry techniques, veterinary medicine; cultivation techniques and plant protection; knitting bamboo and rattan; weaving; mushroom cultivation; civil sewing; industrial sewing;

motorcycle repair; civil construction... Vocational training institutions focus on implementing the form of vocational training associated with production enterprises. Dak Lak Vocational College (Dak Lak province) regularly has about 10 businesses inside and outside the province to train. The Vocational College's partner businesses each year receive from 20 to 50 vocational students from the school for internships, skill training, etc.

Implementing the "4-house" linkage, in the period 2007-2010, the Department of Labor, Invalids and Social Affairs of Dak Lak province signed a contract with 20 vocational training institutions in the area to train 17,340 workers with a total budget of 28 billion 715 million dong. In which, organizing vocational training for 11,455 rural workers (7,186 employees are ethnic minorities; 765 workers are poor households; 138 employees are under the policy with meritorious services). The network of vocational training institutions in the province has now organized many training courses suitable for rural workers. Vocational training has significantly improved the quality of labor, vocational students, after graduation have more opportunities to find jobs and work more effectively. Vocational training has created jobs, created self-employment, improved labor productivity and income for about 85.7% of graduates (about 50% of ethnic minority students, ethnic minority women about 50% in place about 25%). These results have contributed to poverty reduction, political stability and maintenance of security and order in the area. Vocational training activities have promoted the development of a variety of occupations in rural areas and ethnic minority areas, contributing to gradually improving the people's intellectual level, living conditions, economic structure and infrastructure. labor structure; arousing the initiative and positivity to rise up in poverty alleviation and promote the existing strengths of the locality. Vocational training activities also bring many benefits of life to workers, contributing to repelling old and outdated farming practices to access new styles and skills

of work.

An effective vocational training model in the Central Highlands provinces is the connection of all levels of government, workers and businesses in training, job creation - vocational training associated with job creation for rural areas workers (vocational training by address) and vocational training in craft villages and handicraft cooperative groups. This vocational training has created jobs for 85% of local rural workers (of which 25% are local ethnic minority women) and developed local raw material areas.

In fact, the implementation of vocational training in association with the new rural construction program has been promoting its initial effectiveness in many localities and communes with special difficulties in the Central Highlands. Most of the pilot vocational training models have been effective, creating conditions for apprentices to have the opportunity to find jobs, increase income and stabilize their lives. Many households have escaped poverty after only one year of vocational training, some have become better off. The replication of these vocational training models will contribute to creating more positive changes in the lives of rural workers, especially local ethnic minority women in the Central Highlands after vocational training.

For the 05 provinces of the Central Highlands with a large number of ethnic minorities living, especially ethnic minority women living in the area, training in agricultural occupations such as irrigation work on high ground, planting techniques, etc. Planting and taking care of seedlings... for farmers are given special attention. Departments of Labor - Invalids and Social Affairs, Farmers' Associations, Youth Unions of 5 provinces coordinated to organize many training courses for grassroots officials, propagate the project on vocational training for rural workers; distribute leaflets and leaflets on the purpose, meaning, policies and support regimes for vocational training according to the Prime Minister's Decision 1956 to all classes of people. At the same time, provide financial support to point

districts and mountainous districts with a large number of ethnic minorities to promote propaganda in the area. Specifically, teaching cow raising techniques, safe vegetable growing techniques, civil construction was organized, with over 500 ethnic minority workers participating in vocational training (of which 35% were local ethnic minority women), the employment rate after the course reached 64%. Through vocational training classes, ethnic minority workers, especially local ethnic minority women are disseminated scientific knowledge, new farming methods and advanced techniques, helping to reduce risks and improve productivity, production cost, improve farming efficiency and profit. Brocade weaving is suitable for local ethnic minority female workers, so it should be invested and trained in provinces with a large number of local ethnic minority women. Models belonging to the agricultural occupation group, after vocational training, workers create jobs on the spot themselves and at the same time, local authorities and unions introduce loans, advise on business methods and improve business efficiency, family health...

The well-implemented implementation of policies to support vocational training in association with job creation has helped ethnic minority women in the area get a job after vocational training for more than 50% and their family life has been increasingly improved.

5. Discussion

Some problems for building a model of vocational training and sustainable poverty reduction for local ethnic minority women in extremely difficult communes in the Central Highlands. Through the study of vocational training experience of some countries in the world and some localities in the country; to study the economic, cultural and social factors affecting vocational training, job change and to build a model of vocational training for local ethnic minority women in extremely difficult communes in the Central Highlands; Before the reality of the need for vocational training for ethnic minority women in the Central Highlands,

the research and development of a vocational training model for local ethnic minority women in extremely difficult communes in the region The Central Highlands needs special attention to a number of issues as follows:

- Before researching and building a vocational training model, it is necessary to conduct an investigation and survey on the current situation of female workers and the need for "outputs" of vocational training for women. After that, classify the trainees in order to have a suitable and effective vocational training structure and content. For middle-aged women, short-term vocational training and general vocational training are recommended. Young women under 35 years old and girls should spend longer training time and invest in technical and vocational training that requires high thinking and creativity. In addition, it is necessary to classify learners' educational levels to allocate training time accordingly. For women with low levels of education, vocational training should be provided in a short period of time and generate income immediately, such as agriculture or simple crafts and sewing. Young women with a lower secondary school level or higher should have long-term training, intermediate training, or vocational colleges and universities.

- When researching and building a vocational training model, it is necessary to pay special attention to the socio-economic situation of the locality. Because, the local socio-economic situation determines the vocational training needs of workers, in which women of the local community play a significant role. In particular, the customs and practices of the people, national psychological characteristics and the social position of women in that community always determine their vocational training needs. The communes with special difficulties in the Central Highlands are home to the majority of ethnic minority women in the area. Local ethnic minority women in the Central Highlands are laborers who contribute more than 50% of family income (Matrilineal family), in addition, most of the women undertake all the work.

Housework in the family, the breadwinner in the family...This is an important factor that determines the need for vocational training, what profession, how long to study and how.

- It is necessary to conduct vocational training for local ethnic minority girls when they are still in high school.

- Building a vocational training model for local ethnic minority women requires close coordination and association of 4 actors: Management agencies (Department of Labor - Invalids and Social Affairs of the province or Provincial Women's Union), vocational training institutions (Vocational training centers, vocational schools), local ethnic minority women (who receive vocational training and have vocational training needs) and enterprises (employer base). The management agency ensures the full implementation of vocational training policies for ethnic minority women. Vocational training institutions have the task of training occupations according to the needs and aspirations of women. Local ethnic minority women who have needs and aspirations for vocational training and vocational training are eligible for vocational training. Businesses that supply input materials and product products can either use or support apprentices to find stable jobs.

- Regarding vocational training programs: For local ethnic minority women in extremely difficult communes in the Central Highlands, short-term vocational training (under 3 months) is recommended, vocational training associated with problem solving employment, in order to reduce poverty for households. Currently, occupations that are of interest to local ethnic minority women in the Central Highlands and have a great demand for learning are: Techniques for growing rice, high-quality fruit trees, home sewing, and industrial sewing, brocade weaving, mushroom growing, beading, etc., and a number of occupations aimed at supporting women to export labor after vocational training such as domestic help, child care, elderly care or beauty jobs...

6. Conclusion

The research and development of vocational training models associated with livelihood development and sustainable multi-dimensional poverty alleviation for local ethnic minority women in accordance with the socio-economic characteristics of each ethnic group, especially difficult communes in the Central Highlands is an important and urgent issue. Vocational training and career development are the rights and obligations of local ethnic minority female workers; local ethnic minority 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 opportunities for vocational training and job creation for women; especially women in rural areas, middle-aged women, local ethnic minority women living in extremely difficult areas, displaced and cleared areas. The State should increase investment in the development of vocational training models, creating jobs for women; adopt a policy to mobilize all resources in the society to be interested in vocational training and job creation for women; focus on investing in the development of vocational training institutions that attract many female workers.

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QUẢN LÝ PHÁT TRIỂN MÔ HÌNH ĐÀO TẠO NGHỀ VÀ GIẢM NGHÈO BỀN VỮNG CHO PHỤ NỮ DÂN TỘC THIỂU SỐ TẠI CHỖ Ở TÂY NGUYÊN TRONG GIAI ĐOẠN HIỆN NAY: THỰC TRẠNG VÀ NHỮNG VẤN ĐỀ ĐẶT RA

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Tóm tắt:

Việc nghiên cứu xây dựng các mô hình đào tạo nghề hiệu quả, gắn với phát triển sinh kế và xóa đói giảm nghèo đa chiều bền vững cho phụ nữ dân tộc thiểu số tại chỗ phù hợp với đặc điểm kinh tế - văn hóa - xã hội của từng xã đặc biệt khó khăn khu vực Tây Nguyên là vấn đề quan trọng và cấp thiết trong giai đoạn hiện nay, mang ý nghĩa xã hội và nhân văn sâu sắc. Bài báo nghiên cứu tổng quan về vấn đề đào tạo nghề, mô hình đào tạo nghề và giảm nghèo bền vững cho phụ nữ dân tộc thiểu số tại chỗ từ đó phân tích sâu sắc thực trạng và những vấn đề đặt ra cho việc tiếp tục nghiên cứu và triển khai hiệu quả các mô hình đào tạo nghề cho lao động nông thôn nói chung và cho phụ nữ dân tộc thiểu số đặc biệt là phụ nữ dân tộc thiểu số tại chỗ nói riêng ở khu vực Tây Nguyên trong giai đoạn hiện nay.

Từ khóa: *Giảm nghèo bền vững; Mô hình đào tạo nghề; Phụ nữ dân tộc thiểu số tại chỗ; Quản lý phát triển; Tây Nguyên.*