

# MANAGEMENT SOLUTIONS TO DEVELOP VOCATIONAL TRAINING MODELS AND SUSTAINABLE POVERTY REDUCTION IN THE CENTER FOR VOCATIONAL EDUCATION AND CONTINUING EDUCATION AT DISTRICT LEVEL FOR LOCAL ETHNIC MINORITY WOMEN IN THE EXTREMELY DIFFICULT COMMUNES OF THE CENTRAL HIGHLANDS AT PRESENT

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*Local ethnic minority women in the extremely difficult communes of the Central Highlands have received suitable vocational training, most of them have found jobs and have income. But in reality, there are still many local ethnic minority women in the extreme difficult communes of the Central Highlands still face many difficulties in accessing careers, in choosing training jobs and benefiting from appropriate vocational training model... On the basis of research and analysis of the results of vocational training implementation; Practical implementation of models of vocational training and job change for local ethnic minority women in the extremely difficult communes, the author of the article has proposed views and orientations on building training models; Proposing 07 solutions to manage and develop vocational training models and sustainable poverty reduction in the Center for Vocational Education and Continuing Education at district level for local ethnic minority women in special difficult communes in the Central Highlands today. Through the testing process, 07 management solutions have been evaluated as urgent and highly feasible.*

**Keywords:** Model of vocational training and sustainable poverty reduction; Model development management solutions; Center for Vocational Education - Continuing Education at district level; Local ethnic minority women; Communes with extreme difficulties in the Central Highlands at present.

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## 1. Introduction

Vocational training, especially vocational training for ethnic minority women in the Central Highlands region, is a very important and urgent issue today. In this region, local ethnic minority women are often the main labor in the family, playing a major role in taking care of the family economy and raising children. The number of women with stable jobs is still low and young women without jobs are still 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, ethnic minority youth have been implemented by the Party and State for many years. However, at present, vocational training for ethnic minority women has been paid attention, but

is not really effective. On the other hand, 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 already an issue, the whole society is especially interested.

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, local ethnic minority women in the Central Highlands, middle-aged women, women from ethnic minorities, in extreme difficulty-hit areas and relocation areas are the desire of the whole society. The State increases investment in the

development of vocational training and job creation for women; adopt policies to mobilize all resources in society, pay attention to vocational training and job creation for women; to attach importance to investment in the development of vocational training institutions to attract more female workers.

Education development is to create a solid foundation for socio-economic development in regions of the country in general, especially vocational training and sustainable poverty reduction for local ethnic minority women in the extreme difficult communes of the Central Highlands in particular. In education, research on solving the problem of vocational training and sustainable poverty reduction for ethnic minority women is especially profound. Therefore, the implementation of the topic: "Management solutions to develop vocational training models and sustainable poverty reduction in the Center for District Vocational Education - Continuing Education for local ethnic minority women in the extreme difficult communes in the Central Highlands today" is an urgent requirement to help local ethnic minority women have the opportunity to improve their professional capacity, increase labor productivity for household economy development.

## **2. Research approach and research method**

### **2.1. 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

### **2.2. Research methodology and techniques used**

#### *2.2.1 Methods of information collection*

#### *2.2.2 Data synthesis analysis method*

### **3. Overview of research in the field of the topic**

Alan L. Gustman, Thomas L. Steinmeier, "The Labor Market and Vocational Evaluation Curriculum in Public High Schools - Towards an Analytical Framework". A simple model is constructed to analyze the role of vocational training programs in high school. This model assumes that there are two types of high school educational programs,

vocational training.

The work of Dr. Joanne Bailey (New Hall, Cambridge) has studied gender equality which emphasizes and pays attention to the role of women in social positions, able to undertake the work of male.

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.

Author Kathleen Collett has studied "Challenges for ethnic minorities in vocational training". The challenges faced by ethnic minorities in achieving and using different occupational skills for ethnic minorities in particular and their relationship with multinational and local populations, their relationship to the power of state and group targets. Three common problems can be noted in the study: cultural barriers (there may be attitudes and awareness in ethnic cultures that discourages individuals from participating in an individual. number of training types); actual barriers (there may be language barrier that makes it difficult for them to accept learning, social and funding opportunities); Discrimination in the workplace (the way forward, good job opportunities may be blocked by employer discrimination).

The research work of Lao Cai province "Research on some vocational training models for rural workers" shows that vocational training for rural workers has both economic and social and cultural significance. Therefore, it is necessary to organize practical vocational training with people, both achieving socio-economic efficiency. Due to the specific characteristics of the rural labors in the mountainous areas, vocational training for rural workers needs to be organized in a way that is suitable for each target group.

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 labor. job change...

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 income and stabilize their lives.

Gender equality is a central and long-term goal that most countries have been pursuing in recent times because it plays a very important role in socio-economic development as well as the peaceful culture of a country in particular and the world in general (UNESCO, 2000). In Vietnam, this has been verified through the implementation of the goal “Strengthening gender equality and enhancing women’s capacity and status (MDGs)”. Under this scheme, education is the key to bringing girls into the same life as boys. Our State has considered “education as the top national policy” in order to develop human resources regardless of men and women.

Nguyen Thanh Thuy (2003) draws from the scientific research topic “Research on gender equality in family life organization in Binh Dinh - Current situation and solutions” with the following comments: men are mainly used for farming land and housing; Both women and men contribute more to the income generating activities of the household, but women contribute more than men; Women contribute more labor to income generating activities than men, but contribute less in cash; Women are the ones responsible for the main housework; The male share that stands out in child education; Women in families are the main implementers of family planning measures; women participate in community activities and training classes not much; women are the cash manager of the family but the right to make big decisions is with men; the right to decide important family matters remains male; In the households, women have less rest time than men. Women are not completely equal in deciding on the big work of the family, in controlling wealth, in inheritance, even though they are responsible for the financial management in the family.

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 evaluate the development of each society”. bring out the 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.

The author Tran Thi Thu with her doctoral thesis “Job creation for women in Hanoi in the

period of industrialization and modernization” systematized the theoretical basis of employment and job creation for special workers. among female workers in developing countries, summarizing work experience for female workers. Assess the status of employment, create jobs for female workers in Hanoi in the period 1995 - 2000 and propose solutions to create jobs for women in the period 2001-2010

The author Nguyen Thi Kim Hoa with her doctoral thesis “The social role position of women in the rural family - the current Northern Delta (through re-study of Nam Dinh province) 2000” has made a comprehensive study on The position of women in the Northern Delta in the context of rural industrialization and modernization, social changes affecting the position of women, opportunities to study and work for rural women in the current period.

Training ethnic minority workers in KonTum city, economic master thesis by Phan Thi Thu Ha wishes to provide an overview of the training of ethnic minority workers, thereby: improving quality quantity of human resources, restructuring of labor 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 level, professional qualification, profession, skill, health and point out inadequacies in training, fostering and using ethnic minority laborers; propose basic objectives and solutions to promote the training and development of the workforce of ethnic minorities in Kon Tum city.

Author Do Thi Bich Loan “Promoting gender equality for women women and children’s rights in ethnic minority areas”, showing that gender equality and children’s rights in ethnic minorities are one of the important goals of the country’s development process. The Education Sector has assigned the Center “Ethnic Education Research” to implement a number of international cooperation projects to realize children’s rights and gender equality in ethnic minority areas.

Researches in the country today mainly focus on gender equality in Vietnam: gender equality in the family, gender equality in access to social security services... Research directions on topic Weak deal with macro-policy issues and factors affecting gender in general and there is little research on gender equality for ethnic minority women in the locality, especially on equality gender equality in vocational training in the extreme difficult communes of the Central Highlands. Research proposed models of vocational training and sustainable poverty reduction for ethnic minority women play a very important role in the implementation of vocational training policies for rural workers as well as vocational education.

#### 4. Research results

##### **4.1. Current status of the management and development of vocational training models and sustainable poverty reduction in the Central Highlands in the current period**

In recent years, there have been models with good effects in practice, which have been and continue to be replicated in the coming time for local ethnic minority women in the extreme difficult communes as follows:

*Model 1. Linking "houses" in providing information, vocational training, job counseling for ethnic minority women on the spot in accordance 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, business establishments of 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 under 3 months for Local ethnic minority women living in extreme difficult communes, diversifying training occupations, suitable to market needs.*

In fact, vocational training institutions, vocational training centers in the teaching system Common occupations or vocational training institutions under the Women's Union in the extreme difficult communes of the Central Highlands have organized vocational training counseling and recruitment for women on appropriate training occupations with market demand.

*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 and vocational colleges in vocational training institutions under the common system.

*Model 4. Linkage between TVET institutes and enterprises that employ many local ethnic women*

This model has been implemented and replicated in the Central Highlands region, 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 enterprises/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 completing the course, the enterprise will immediately recruit the students who meet the requirements.

*Model 5: Vocational training institutions under the Women's Union at all levels or joint vocational training institutions coordinate vocational training and on-the-job job support in group models, groups of women cooperating to combine business business and for traditional craft villages employing 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. The objective is the content of the lean 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 traditional production processes in the craft village.

*Model 6. Vocational training institutions cooperate 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 who complete vocational training courses will be examined by a labor export enterprise or foreign worker and sent to work abroad under contract. Despite achieving some initial results, vocational training in general, and building vocational training models for ethnic minority women on the spot in extreme difficult communes in the Central Highlands are still limited. Shortcomings such as:

- Some promulgated policies are not suitable to 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.

- 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).

- The network of vocational training institutions is insufficient and inadequate. The training and retraining of vocational training management skills for rural workers is low. Most vocational training programs are designed more suitable for men, typically jobs related to electronics and mechanics.

- The investigation, survey of vocational training needs, counseling orientation, job recommendation have not been focused properly; Many places have not identified professions 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.

- 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 inconsistent; 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.

#### **4.2. Solutions to develop local vocational training models for ethnic minority women in extreme difficult communes in the Central Highlands**

##### **4.2.1. Proposing some models of effective vocational training and job change for local ethnic minority women in extreme difficult communes in the Central Highlands**

The aim of these models is to create a closed, effective vocational training process from career direction to appropriate vocational training (suitable to local socio-economic conditions, gender characteristics, gender...) to job creation or job seeking support for ethnic minority women in general and local ethnic minority women in the extreme difficult communes of the Central Highlands in particular, with the participation of entities (state management agencies or political, social organizations, vocational training institutions, learners, who are responsible for finding jobs for women after vocational training to improve people's living standards, well serve the needs of society, improve product quality in the competitive process in the current economic integration period Build and develop the key region of the Central Highlands with available potentials Strengthening the block of great national unity, strengthening people's confidence in the leadership of the Party and authorities in the process of national construction during the period.

a) Models of vocational training with local

ethnic women who grow industrial crops: rubber, coffee, cashew ... in communes with favorable conditions, taking advantage of the advantages of the Central Highlands .

Model 1: State agencies, in collaboration with local centers, vocational institutions, local unions, professional associations (Farmers Union, Women's Union, Youth Union ...) vocational training for members of the local ethnic minority women in extreme difficult communes.

Model 2: (contract model) State agencies (District People's Committee, Commune People's Committee) coordinate with vocational training institutions to organize vocational training for local ethnic minority women. In this model, the People's Committees of districts and communes act as the "contractor", accountable to State management agencies, political and social organizations (Women's Unions at all levels, Farmers Association ...) on vocational training to organize vocational training.

b) Model of vocational training with local ethnic women living in specialized areas

Model 1: (Coordinate training according to orders of enterprises) State agencies, in coordination with corporations with specialized areas such as coffee, cashew, pepper ... passed technical centers of corporations, directly organize training for farmers in specialized areas.

Model 2: (vocational training at the request of learners) State agencies, in coordination with local vocational institutions in organizing vocational training for learners of specialized occupations. High efficiency models of agricultural training for rural workers and women should be maintained and replicated in the Central Highlands region. Local agricultural vocational training courses for ethnic minority women in the extreme difficult communes of the Central Highlands should be held at the Commune Community Center in order to facilitate student travel and ensure funding support for subjects participating in vocational training and training. At the same time, it is necessary to have specific priority support mechanisms in borrowing capital, supplying seedlings and animals, ... through the integration of on-going local policies.

c) Model of vocational training for ethnic minority women in the craft villages

Model 1: State agencies coordinate with specialized vocational training centers (of the Vietnam Cooperative Union) to directly provide vocational training for workers in craft villages. In the process of implementation, there is the participation of artisans of the craft village.

Model 2: State agencies coordinate with each trade village to provide vocational training for people. Teachers are artisans and people with

high vocational skills who directly transmit the profession. During the implementation, there is the participation of teachers of specialized vocational training centers.

Model 3: (new jobs, according to the orders of enterprises) State agencies coordinate with enterprises to order vocational training for women. Teachers are the people in charge of engineering in businesses.

d) Short-term vocational training models: State agencies coordinate with local enterprises and job placement centers to provide vocational training to workers: State agencies coordinate with training centers occupations at district level, production establishments... provide vocational training according to market demand (beading, hand-knitting...) for women.

e) Long-term vocational training models: (Models according to the orders of enterprises such as garment industry, nursing profession, hotel, tourism, trade...)

Model 1: The appropriate vocational intermediate schools, vocational colleges in the area or nearby organize vocational training with the occupations that businesses need to register. In the process of implementation, there is the coordination of businesses and supervision of the local State agencies. This is a job change model for local ethnic minority women in the extreme difficult communes of the Central Highlands today, specifically: industrial sewing, thick leather work, hairdressing, and care. health care.

*4.2.2. Solutions to develop on-the-spot vocational training models for ethnic minority women in the extreme difficult communes of the Central Highlands*

*Solution 1: Awareness raising for local ethnic minority women in extreme difficult communes in the Central Highlands region on developing vocational training models to improve household income.*

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 study and stable jobs. Through that, women are encouraged to participate in vocational classes held locally, and at the same time advise women to choose suitable vocational training. Cognition plays a very important role in all practical human activities. In fact, 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 the local ethnic minority women understand the true nature of vocational training, the need to participate in this work, thereby gradually increasing

self-awareness and actively participating.

*Solution 2: Renovating policies and mechanisms for vocational education and flow of students after lower secondary school*

Reform policies and mechanisms on vocational education and flow of students after lower secondary school. Strengthen the socialization of vocational education, increase 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 accountability towards the State, learners and the society. In order to attract ethnic minorities to actively participate in vocational training, especially local ethnic minority women in extreme difficult communes, vocational training must go hand in hand with on-the-job job creation after apprenticeship, to help them have a stable income.

*Solution 3: Support capital and production conditions, infrastructure*

Expand and diversify funding sources to support ethnic minority women, especially local ethnic minority women, link the credit activities of the Social Policy Bank with credit channels and Other funds such as: the National Fund to support employment, the farmer support fund, ... continue to implement the policy of supporting residential land, productive land for local ethnic minority women; supporting activities of agricultural, forestry, fishery and industrial promotion; support for plants and animals, production materials... Continue to invest in essential infrastructure for production and people's livelihood, give priority to works in service of production, have practical effects. direct to production, economic exchange, such as irrigation, rural roads, electricity for production and daily life, rural markets... Prioritize investment in infrastructure projects according to New Rural Releases.

*Solution 4: Renovating training contents, programs and methods, improving the capacity of training institutions*

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 time for practicing skills for practice; reduce theoretical time. Strengthening vocational training activities on mass media channels and online training on Vietnam's

agricultural extension website; Remote vocational training program. Instruct establishments to provide agricultural vocational training for female workers to provide training according to the framework curriculum and curriculum promulgated by the Ministry of Agriculture and Rural Development. The modules included in the training program of each profession need to ensure practicality, ensuring the balance of the theoretical and practical training time of that module. Vocational training institutions need to organize delegations of cadres and teachers to conduct field surveys at agencies and units of all economic sectors, from which to develop detailed training programs while taking into consideration weight of each module, in each training profession so that subject can be adjusted accordingly. After each course, the school should have a process to gather information from learners to evaluate the quality of the training program. At the same time, it is necessary to mobilize more highly qualified experts and business managers to participate in adjusting and supplementing the training program.

Vocational training institutions must ensure construction area, classroom area, practice 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 condition that there are not enough machines, basic equipment for teaching and practice, it is necessary to equip with other multimedia devices such as: pictures, CDs, models, simulation training machines... Simultaneously With the provision of vocational training equipment for each job, vocational training institutions must also step by step be equipped with teaching equipment.

*Solution 5: Promote activities to support vocational training and job creation for ethnic minority women in the areas of extreme 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 methods: expanding vocational training to suit the characteristics of female workers, occupations capable of attracting middle-aged female workers; linking and coordinating to organize vocational training for female workers in enterprises, cooperatives and cooperative groups; link with businesses for vocational training and practice. For young female ethnic minorities on the spot: Training on industrial sewing, knitting, making pottery ... At the same time, local authorities, the commune Women's Union together with the vocational training center (Commune , District) liaise with local garment enterprises, post-training employment support. For middle-aged women: This is the group of women who stay in the locality the most, while men work far away and young women work in industrial zones and factories. For this group of women, to focus on training on small sewing jobs, raising pigs, cows, weaving, with short-term training under 3 months.

In order to create outputs for local ethnic minority women vocational training, it is necessary to strengthen counseling activities, job placement, and job creation before, during and after vocational training. Diversify forms of vocational training and job placement counseling to suit each target group at the institution.

*Solution 6: Regularly surveying labor market information, forecasting needs and piloting vocational training models for local ethnic minorities women*

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 and design information entry software for localities, build output form systems and demand forecasting vocational training models for local ethnic minority female workers in the extreme difficult communes of the Central Highlands.

*Solution 7: Strengthen the inspection and supervision of the implementation process*

Strengthening inspection and guidance on the implementation of legal regulations, policies, and vocational training for female workers is a very important solution to ensure that vocational training is properly implemented. In order for the inspection and supervision to be objectively and effectively, the local authorities at all levels must post up indicators, publicize the regulations, regimes, training programs, related policies... all localities in terms of mass media. The vocational

training officer must be regularly trained according to the professional in charge, must understand the Law on Vocational Education, all regulations and regulations related to the Law on Vocational Education. Contents of examination and control must go into the examination of training contents, training programs, training quality, entry registration, training time, examination regulations, qualifications for qualifications and certificates, the conditions of facilities, teaching equipment, ... For violations, it must be strictly handled in order to maintain the order and discipline.

### 5. Discussion

The reasons affecting the ability of ethnic minority women to access vocational training and job change in the extreme difficult communes of the Central Highlands today are:

Firstly, the mechanisms and policies on vocational training in recent years still have many inappropriate contents, and there is a lack of consistency in the direction and administration among central ministries.

Secondly, infrastructure is concerned but investment is not synchronous, especially in extreme difficult communes, has not met the requirements; lack of policies to strongly attract businesses to invest in rural areas, areas with special difficulties; New professions are slow to develop, especially in extremely difficult areas, so the labor structure shift is still slow.

Thirdly, the labor recruitment demand of enterprises in the region tends to decrease due to the difficult production and business situation. Especially the handicraft businesses, seafood and food processing enterprises ...

Fourthly, the change of vocational training models is slow, the training occupations are outdated, which are not suitable for the actual labor recruitment needs in the locality, so they cannot get a job, leading to the employees who do not want to participate. apprenticeship, job change.

Fifthly, the awareness of the people, some officials and party members still overlooks access to vocational training and vocational training, so the implementation of the policy is ineffective, the people are knowledgeable about the programs. Vocational training, job change is limited, so it is impossible to identify the need to participate in vocational training or determine the job that needs to be learned in accordance with their abilities and awareness.

Sixth, the funding to support training is too low. At the same time, the policy of lending credit capital, financed capital from banks, complicated procedures, low loan amount, short period of time

does not guarantee the production, business or capital turnover when facing risks. ...

Seventh, the policy propaganda is still weak: from the limited level of local officials, the propaganda for policy implementation remains weak, propaganda staff have not fulfilled their responsibilities. mine. Propaganda to each citizen has not been thoroughly understood and implemented.

Eighthly, the coordination is weak, vocational training has not been linked to outputs, it shows that there is no connection between vocational training institutions and establishments, enterprises using labor in the area.

### 6. Conclusion

After analyzing the achievements and limitations of the vocational training, the vocational training model for ethnic minority women in the extreme difficult communes in the Central Highlands, the topic clearly defines the views innovative orientation in the formulation and implementation of vocational guidance policies, counseling, vocational training, in building appropriate and effective vocational training models for local ethnic minority women in the communes especially difficult in the Central Highlands.

These are: Renovating access to information on vocational training needs of workers in general and the distribution work after high school in the spirit of fundamental, comprehensive innovation of education and training; Propaganda to raise awareness about vocational education, career counseling and vocational training in schools in general and for rural workers in particular. Renovating vocational education content and modes suitable to the characteristics of high school students and the conditions of educational institutions in the new situation. In vocational training for women, ethnic minority women pay special attention to gender factors, gender stereotypes, gender equality in employment; pay attention to local socio-economic factors, national culture, and psychological characteristics of each ethnic group in order to have appropriate vocational training models.

The topic has identified the principle of proposing overall solutions to implement guidelines and policies for the people, including: ensuring the systematic and synchronous; ensure inheritance; ensure the science; ensure feasibility; ensure effectiveness. The total solution system includes 7 solutions with specific objectives, objects, content and implementation methods. Through testing on the urgency and feasibility of the 7 proposed solutions. 07 solutions have been evaluated as urgent and highly feasible.

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**GIẢI PHÁP QUẢN LÝ PHÁT TRIỂN MÔ HÌNH ĐÀO TẠO NGHỀ VÀ GIẢM NGHÈO 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 Ở CÁC XÃ ĐẶC BIỆT KHÓ KHĂN KHU VỰC TÂY NGUYÊN HIỆN NAY**

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**Tóm tắt:** Phụ nữ dân tộc thiểu số tại chỗ ở các xã đặc biệt khó khăn khu vực Tây Nguyên được học nghề phù hợp, phần nhiều đã tìm được việc làm và có thu nhập. Nhưng trên thực tế, còn nhiều phụ nữ dân tộc thiểu số tại chỗ ở các xã đặc biệt khó khăn khu vực Tây Nguyên vẫn còn gặp nhiều khó khăn trong tiếp cận nghề nghiệp, trong lựa chọn nghề đào tạo và được hưởng lợi từ mô hình đào tạo nghề phù hợp... Trên cơ sở nghiên cứu, phân tích kết quả thực hiện công tác đào tạo nghề; thực tiễn thực hiện các mô hình đào tạo nghề, chuyển đổi nghề cho phụ nữ dân tộc thiểu số tại chỗ ở các xã đặc biệt khó khăn, tác giả bài báo đã đề xuất quan điểm, định hướng về xây dựng mô hình đào tạo nghề; đề xuất được 07 giải pháp quản lý phát triển mô hình đào tạo nghề và giảm nghèo 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 ở các xã đặc biệt khó khăn khu vực Tây Nguyên hiện nay. Qua quá trình khảo nghiệm, 07 giải pháp quản lý đã được đánh giá là có tính cấp thiết và tính khả thi cao.

**Từ khóa:** Mô hình đào tạo nghề và giảm nghèo bền vững; Giải pháp quản lý phát triển mô hình; Trung tâm Giáo dục nghề nghiệp - Giáo dục thường xuyên cấp huyện; Phụ nữ dân tộc thiểu số tại chỗ; Các xã đặc biệt khó khăn khu vực Tây Nguyên.