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IN THE TIME OF PROMOTING INDUSTRIAL, MODERNIZING THE COUNTRY**

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**QUALITY OF PERSONNEL ETHNIC MINORITY
IN THE MOUNTAIN AREA OF VIETNAM IN THE TIME OF
PROMOTING INDUSTRIAL, MODERNIZING THE COUNTRY**

Tran Cao Nguyen¹ⁱ,

Nguyen Thai Son²,

Nguyen Khanh Ly³,

Le Van Giap⁴,

Tran Thi Hanh⁵

¹PhD,

Faculty of Political Education,

Vinh University,

Vietnam

²Associate Professor,

Faculty of Political Education,

Vinh University,

Vietnam

³Masters,

Nghe An University of Economics,

Vietnam

⁴Masters,

Newspaper of Law and Life in Nghe An area,

Vietnam

⁵Masters,

Faculty of Political Education,

Vinh University,

Vietnam

Abstract:

Human resources are the most significant asset, a decisive factor for the existence and development of every country. Human resource development has become an urgent task not only of each country but also of each region and region according to the characteristics of geography, population and requirements of economic development orientation - society. In the mountainous areas of Vietnam, ethnic minority human resources are considered a central factor, playing a decisive role in socio-economic growth and development. Human resource training is a fundamental factor determining socio-economic development in ethnic minority areas in mountainous areas; it plays a decisive role in the education, professional and technical qualifications of human resources, training people capable of leading and gathering ethnic minority communities

ⁱCorrespondence: email trancaoguyen1422023@gmail.com

in production organization and social management; create human resources capable of applying new scientific and technological achievements in parallel with promoting indigenous knowledge and experiences of ethnic minorities in socio-economic development, and at the same time capable of solving new problems, problems arising in practice, production and social life.

Keywords: quality, human resources, ethnic minorities, Vietnam

1. Introduction

Improving the quality of human resources in general and human resources of ethnic minorities is one of the three strategic breakthroughs of Vietnam in the period of international integration. Entering the period when the country accelerated industrialization and modernization along with achievements in many fields, the human resource development of ethnic minorities in Vietnam still revealed many limitations. Therefore, to promote comprehensive socio-economic development, the training of human resources of ethnic minorities to meet the requirements of socio-economic development in Vietnam is an urgent matter that needs attention. The research outlines a scientific way to ensure sustainable socio-economic development in Vietnam today.

2. The current situation of the quality of human resources of ethnic minorities in the mountainous areas of Vietnam

Since 1986 until now, the improvement of human resources for ethnic minorities to ensure sustainable poverty escape, and stable and long-term socio-economic development, has always been a priority of the Vietnamese government's particular interest. The policy on human resource development for ethnic minorities in Vietnam is currently reflected in four groups: policy on developing a system of specialized schools in ethnic minority and mountainous areas; priority policies in university and college enrollment; support policies for learners in terms of scholarships, study support, tuition fee exemption and reduction, recruitment regime, direct admission to the university, pre-university, plus priority points in enrollment, priority in training, credit policy for pupils, students and investment policy for training institutions in ethnic minority and mountainous areas. The Vietnamese State also promulgated several policies that indirectly affect the development of human resources in mountainous ethnic minority areas, typically: Program 135 Phase II; Resolution 30a/2008/NQ-CP of the Government on rapid and sustainable poverty reduction with 62 poor districts in the period of 2009 - 2020.

The Government and competent state agencies in Vietnam have issued many policies related to training, fostering and developing high-quality human resources for ethnic minority areas. Currently, there are 12 policies, including 8 Decisions of the Prime Minister and 4 Decrees of the Government of Vietnam related to the education of ethnic

minorities. As for the election policy, from 2011 to 2020, there were 51/53 ethnic minority students elected, with several 8,681 students; over 36% of selected students were arranged for jobs. Regarding the training for the ethnic minority university preparatory system, pre-university schools and faculties have recruited and fostered 34,253 students in the past ten years, contributing to creating a source of ethnic minority students for localities. They have harsh socio-economic conditions.

Regarding the training and vocational training policy for ethnic minorities, by 2020, Vietnam has supported training over 1.1 million people, accounting for 14% of the total of nearly 8 million ethnic minority people in the age group labour. In many localities, vocational training has been associated with job creation and self-employment. After learning the trade, many people expanded their production scale according to the farm model, developing the local economy. Thanks to vocational training, 86.1% of ethnic minority people aged 15 and over have a job. The specific objectives and tasks of the Ethnic Work Strategy for the 2021-2030 period set forth by the Government of Vietnam are: The percentage of trained workers with certificates and diplomas is over 70%, and the labourers reach retirement age employment, stable income over 90%.

Thus, to develop human resources for ethnic minorities in mountainous areas, since 1986, the State of Vietnam has implemented many priority policies to create resources and build up the workforce of ethnic minorities. As a result, up to now, the educational level of ethnic minorities and mountainous areas has been significantly improved. It has successfully implemented the cause of illiteracy eradication and universalization of primary and lower secondary education; the scale of universities, colleges, professional secondary schools and vocational training continues to increase at a high rate; the skill level and technical expertise of labour is gradually raised; the potential and level of science - technology have made significant progress. The system of boarding schools for ethnic minorities is constantly being consolidated and developed. Currently, nationwide, there are 346 ethnic minority boarding schools, with nearly 60,000 students belonging to 45/53 ethnic minorities. The mountainous region has four regional university centres: the Northwest, the Northeast, the Central Highlands and the Southwest. The system of vocational training schools and colleges has been consolidated and developed. By 2022, there will be 14 colleges and intermediate vocational schools in Vietnam providing vocational training for children of ethnic minorities. By 2022, there will be over 13,000 people from ethnic minorities with university, university or college degrees; more than 78,000 people have professional secondary education.

The survey results to collect information on the socio-economic status of 53 ethnic minorities in Vietnam in 2022 show that 98.6% of villages in ethnic minority communes have been approached. The percentage of villages using the national grid accounted for 97.2%, an increase of 4.2 percentage points compared to 2015. Nearly 90% of villages in ethnic minority areas have roads to the centre. Commune centres have been hardened, 17 percentage points higher than in 2015. Most communes in ethnic minority areas have health stations, accounting for 99.5%, equivalent to the 2015 survey results. The percentage of ethnic minority people attending primary school is 100%, lower secondary

school is 85.8%, and upper secondary school is 50.7%. Compared to 2015, the level of access to the general education of ethnic minorities has improved markedly. The rate of poor and near-poor households of ethnic minority households is 37%, down 1.5 percentage points compared to 2015, 3.2 times higher than the national rate (10.1%).

In addition to the results analyzed above, in the mountainous areas of Vietnam, the rate of re-illiteracy is still high, and the number of students dropping out of school is still high. Based on the analysis of survey data on the socioeconomic development status of 53 ethnic minorities in 2020 [5], education and training in ethnic minorities and mountainous areas of Vietnam are still limited regime. The school attendance rate at the correct age is still low among ethnic minorities. About 72% of students of school age go to school at the right level. The average rate of students going to the correct upper secondary school level is only 34.6%; the rate of ethnic minorities who can read and write in Mandarin is only 79.9%. The trained workforce has a deficient proportion of ethnic minorities, with 6.5% of the trained workforce, one-third of the labour force in the average country. Only 6.5% of ethnic minority workers have prepared jobs, but most are only trained to an intermediate level. This dramatically affects the quality of human resources of ethnic minorities.

Labour sources of ethnic minorities and mountainous areas are mainly engaged in agriculture and simple occupations, fields requiring high and low technical expertise. In the Northern Midlands and Mountains, up to 77% of the population aged 15 and over are engaged in agriculture and simple occupations, while only 7.3% are involved in specialized fields. High and medium technical; the North Central and Central Coast regions are 65.1% and 7.11%, respectively; Central Highlands is 77.6% and 5.12%. Only trained human resources of working age in ethnic minority areas reached 10.5% (compared to 25% of the whole country), while untrained accounted for a substantial proportion of 89.5%; human resources in ethnic minority and mountainous areas with university and post-graduate degrees reached 2.8%, especially ethnic minorities accounted for about 1.1% (4 times lower than the whole country). The above data partly reflects the current situation of qualifications and capacity of human resources in ethnic minorities and mountainous areas of Vietnam today.

The new development of Vietnam in international integration also requires comprehensive and high-quality human resources. It is a team of leaders, managers at all levels, fields or scientific and cultural experts with solid knowledge, constantly updating new understanding of the world and sticking to reality, has creative energy, is dedicated to the cause of national development, works closely with businesses and employees to jointly create works and products that are competitive in the process of international economic integration economic. It can be said that, before the requirements of reality, the contingent of cadres from ethnic minorities, with about 50% having professional qualifications at intermediate, elementary or untrained levels at the provincial level, and this proportion at the district level, the grassroots level is 80%, showing that it is very urgent to train, foster and develop human resources in ethnic minority and mountainous areas. This practice shows that the low quality of human resources is a significant barrier

to accelerating industrialization and modernization associated with the knowledge economy in Vietnam in general and ethnic minority and mountainous areas in general private.

Thus, due to objective and subjective reasons, training and improving human resources in ethnic minority areas in the mountainous regions of Vietnam still has many limitations and inadequacies in the country's new development requirements; that situation is specifically generalized through the following contents:

Firstly, the quality of the ethnic minority labour force is generally still low; as of June 2022, untrained ethnic minority workers in the mountainous areas of Vietnam account for 83.8%. It is this problem that is hindering the process of human resource development, making ethnic minorities in mountainous areas vicious in poverty.

Secondly, ethnic minorities in the mountainous areas of Vietnam are significantly lacking in most of the resources for production, such as land, capital, skilled labour, etc. The people have been arranging production land, but due to a lack of financial and technical resources, production land is not used effectively, and cultivation is still swidden cultivation; Plants and livestock still need to be diversified, so the product value is still meagre. In addition, the support for cultivation and farming techniques is almost undeveloped; most people need the conditions and the ability to overcome with their internal resources. Economic constraints are the main obstacle to promoting human resource development.

Thirdly, unstable jobs, low income, ethnic minorities in mountainous areas of Vietnam often have many children, most of them have from 5 to 6 children; The primary labourers in the house have deficient education, and it is difficult to find a job with a good and stable income.

Fourthly, the indicators of physical health, such as height and weight of human resources, are still low. According to statistics, as of June 2022, the malnutrition rate among children under five years old in ethnic minority areas in mountainous areas of Vietnam is approximately 20%. In addition, the fitness index of ethnic minority human resources in the mountainous regions of Vietnam is still lower than the national average. In addition, natural geographical features, rugged terrain, harsh climate, natural disasters and floods; dispersed population; lack of information; evils such as drinking, gambling and drugs are still heavy and severe; hostile forces take advantage of difficulties in ethnic minority areas to distort and divide the national unity bloc are the causes affecting the improvement of the quality of human resources of ethnic minorities.

This situation reflects the weakness of the human resources of ethnic minorities in the mountainous areas of Vietnam in meeting the country's industrialisation and modernisation requirements. For the socio-economic development of this region to keep pace with the country's development, scientific solutions are needed. In which the solution for human resource development is a leading solution.

3. Solutions to improve the quality of human resources for ethnic minorities in the mountainous areas of Vietnam

3.1. Developing human resources in association with socio-economic development orientations

Propagating and raising awareness among ethnic minorities about the role and position of human resources in the locality's socio-economic development. Strengthen close coordination between state management agencies, education and training institutions and the mass media to propagate guidelines, policies and laws on human resource development of the country and the state to the people. Diversify forms of propaganda such as publishing printed materials, using the media, organizing meetings in the community, and effectively exploiting the role of village elders and village heads. Propaganda to raise awareness among ethnic minority students and their parents about the position and function of human resources.

Creating a favourable environment to attract investment sources to develop production, create jobs and income, improve material life, and contribute to physical development so that ethnic minorities have enough strength, spirit, health, endurance and toughness to overcome all challenges.

We are completing policies on human resource development and employment based on implementing human resource planning and re-planning for mountainous areas. Closely combine land use plans and local labour resources to create jobs and eliminate hunger, reduce poverty, and create sustainable livelihoods for the people. Encourage and support the employment of ethnic minority workers. Prioritize investment to solve the work of passive and settlement associated with infrastructure development. To guide and encourage people to change backwards daily life and production practices.

3.2. Promote the development of education and training among ethnic minorities in mountainous areas

In the mountainous areas, the Vietnamese government needs to have a policy to train ethnic minority teachers in the locality with qualifications in pedagogy and knowledge for each region and ethnic group and the use of teachers and educational administrators so that they feel secure in their careers. Develop curricula, textbooks and teaching methods suitable to the target audience of each ethnic group and each region based on languages, standard scripts and separate languages and scripts of each ethnic group.

Building a network of schools and classes to ensure learning requirements in ethnic minority areas; maximum mobilization of ethnic minority students to school. Planning on streamlining ethnic minority students; There are specific policies for children of ethnic minorities; after graduating from high school, if they cannot take the exam to enter intermediate schools, colleges and universities, they will arrange for vocational training. Having mechanisms and policies to encourage children of ethnic minorities, after graduating from university, professional secondary school, and vocational school

to return to their respective localities to work, to avoid wasting money and efforts of students and their families and society is the human resource, the core force and the basis for the development of ethnic regions in the period of national renewal and international integration.

To achieve the above objectives, the Committee for Ethnic Minority Affairs will coordinate with the Ministry of Education and Training to rationally plan boarding schools for ethnic minorities; to step up the development of semi-boarding high schools for ethnic minorities. Pay attention to planning and investing in the system of university preparatory schools for ethnic minorities in the Northern Midlands and Mountains, Central Highlands, Central Highlands and Mekong River Delta. Urgently deploy the university's initial system at the Academy for Ethnic Minorities to foster and train undergraduate majors in ethnic minority areas that are lacking, such as doctors, pharmacists, information technology engineers, agricultural processing, and forest products.

To fundamentally renovate the method of sending and enrolling ethnic minority students to university in the direction of very few ethnic minority students, students of ethnic groups with a university graduation rate/population below 1% must undergo go through a 1-year or 2-year pre-university course to gain general knowledge before going to university to improve the quality of input and serve as a basis for improving the quality of human resources in ethnic minority areas and regions mountain.

Developing human resources for ethnic minorities in mountainous areas of Vietnam today must pay special attention to staff training: human resource development must be considered an investment in sustainable development for the future. There must be a program to train talented intellectuals in the coming time, and how each nation has scholars to lead their nation's development. There must be a program to send elite young people from ethnic minorities to study abroad to access new technology and knowledge, not just to look at home.

3.3. Developing human resources of ethnic minorities in mountainous areas should be associated with the development of the labor market

The Government of Vietnam should have a policy to establish a consulting department, a centre for forecasting labour supply and demand and managing the labour market of mountainous provinces and ethnic minorities. This centre is responsible for gathering information on labour demand from enterprises, economic sectors and knowledge from training institutions inside and outside the area as; the link between supply and demand for labour and having the role of advising provinces on general human resources issues of the region in general and ethnic minority human resources in particular, developing annual plans, and proposing measures on human resource development for ethnic minorities for each province.

Encourage private and private vocational training institutions to participate in the human resource training system for ethnic minorities planning training, access to the

labour market and the labour market. We are building an effective link between employees - training institutions - employers for ethnic minorities.

To develop human resources quickly, qualitatively and sustainably, in addition to the investment and support from the Central Government, localities in ethnic minority areas must promote self-reliance, initiative and rise. Localities in ethnic minority areas must forecast human resource needs; review, supplement and adjust human resource planning; implement programs, measures and policies on salary and remuneration regimes to attract human resources.

3.4. Develop human resource training programs, contents and plans suitable to the characteristics of ethnic minorities in mountainous areas

To achieve high efficiency in training human resources for ethnic minorities in mountainous localities of Vietnam, it is necessary to focus on building training programs, contents and plans suitable to the characteristics and needs of economic development and socio-economic conditions of the locality at each specific time. One of the essential contents to overcome this situation is that the local ethnic minority areas need to develop a plan to train human resources according to the professional development needs of each stage of socio-economic development. In addition, developing a plan to train human resources according to local needs makes the future of the children of the compatriots bright and clear right from the moment they are selected for training, which is a strong motivation strongly urge the children of ethnic minorities in the learning process to meet the needs of the job after training. Formulating a human resource training plan according to the needs of professional development must ensure sufficient numbers to meet the demand for quality work in the fields that need human resources. When developing plans and assigning human resource targets, it must be based on practical requirements; derived from the master plan and industry development strategy of each locality.

3.5. Improving the living standards of ethnic minorities in mountainous areas in all aspects

Focus on improving the quality of community health care services; focus on investment in socio-economic development; promote the movement to build a new cultural life; step by step solve pressing social problems in ethnic minority areas. Improving the quality of human resources for ethnic minorities is a long process with many difficulties and challenges. However, this is the first strategic task to focus on implementing to create a solid foundation for the ethnic and mountainous areas to develop sustainably. To do that requires implementing many solutions, with the efforts of all levels and branches, especially the self-improvement efforts of ethnic minorities.

4. Conclusion

Improving the quality of human resources for ethnic minorities is a long process with many difficulties and challenges. However, this is the top strategic task of the Vietnamese

state to focus on implementing to create a solid foundation for the ethnic and mountainous areas of Vietnam to develop sustainably in ethnic minority and mountainous regions in the context of accelerating industrialization, modernization and deep international integration.

Conflict of Interest Statement

The authors declare no conflicts of interests.

About the Authors

Tran Cao Nguyen is currently a lecturer School of Education, Vinh University, Vietnam. My current and former research interests are in political science and philosophy.

Nguyen Thai Son is currently a lecturer School of Education, Vinh University, Vietnam. Current and former research interests are in the fields of political science and philosophy.

Nguyen Khanh Ly is currently a lecturer at Nghe An University of Economics, Vietnam. My current and previous research interests are in political science and philosophy.

Le Van Giap is currently working at Law and Life Newspaper in Nghe An, Vietnam. My current and previous research interests are political science.

Tran Thi Hanh is currently a lecturer School of Education, Vinh University, Vietnam. My current and former research interests are in political science and philosophy.

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