

# SOLUTIONS TO IMPROVE THE EFFICIENCY OF ETHNIC MINORITY HUMAN RESOURCE TRAINING THROUGH THE UNIVERSITY PREPARATION SYSTEM

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*The State's and Party's policy of foundation study for ethnic minority students to create high-quality ethnic minority human resources for mountainous provinces and ethnic minority areas has been effectively deployed at Pre-University schools across the country. However, there are still several difficulties in the recruitment, enrichment, and allocation process of the Pre-University system: there are no specialized policies for students who belong to ethnic minorities with small population size based on the ethnic structure of the province, the connection of Pre-University schools and province officials in the work of creating ethnic minority human resources is weak. This article proposes several solutions to improve the efficiency of human resource training for ethnic minority groups with local typical characteristics through the pre-university system.*

**Keywords:** Pre-University system; Methods; Create Human Resources; Ethnic minority groups with local typical characteristics.

## 1. Introduction

Creating ethnic minority human resources for mountainous provinces and ethnic minority areas through the pre-university school for ethnic minorities system is one of many State and Party's education policies for ethnic minority children. Over the past 45 years, this policy has helped tens of thousands of ethnic minority students to get the opportunity to continue studying at university and college levels so that after graduation, they can become the high-quality human resources for mountainous provinces and ethnic minority areas. However, the research for specialized summaries of the pre-university school for ethnic minorities policy is still left unfinished; The recruitment, enrichment and allocation of Pre-University students to higher education institutions still face some difficulties in implementing the goal of creating human resources from ethnic minorities with small population size based on the ethnic structure of the province, according to the actual needs of the mountainous provinces and ethnic minority regions. In this research, we make surveys and statisticize the status of enrichment and allocation of ethnic minority students with small population size based on the ethnic structure of some mountainous provinces after finishing the foundation study, then propose a number of solutions to overcome difficulties in recruitment, enrichment and allocation of students

who belong to ethnic minorities with small population size based on the local ethnic structure at pre-University schools so that the efficiency of high-quality ethnic minority human resources' creation can be improved.

## 2. Study overview

The improvement of the efficiency of the ethnic minority human resources' training and enrichment has been mentioned in legal documents, mechanisms and policies of the Party, State as well as of Ministries from central to local levels. Besides, a number of articles, scientific conferences and seminars also pointed out the current situation, pros and cons, causes and solutions to improve the efficiency of training and enrichment of human resources for ethnic minority and mountain people.

At the workshop "Implementing the program of socio-economic development, sustainable poverty reduction in ethnic minority and mountainous areas in Thanh Hoa, Nghe An, Ha Tinh provinces" by the Ethnic Council of National Assembly in cooperation with the social issues Committee of the National Assembly, the ethnic Committee of the Government and Thanh Hoa Provincial Party Committee held in December 2020, Minister of Education and Training Phung Xuan Nha has given four solutions to implement the program of socio-economic development, sustainable poverty

reduction in ethnic minority areas, specifically as follows: *firstly*, implement the “election” policy effectively. This is a “traditional” solution, one of the important policies to develop high-quality human resources for ethnic minority and mountainous areas, especially for ethnic minorities; *secondly*, through “ordering” training and retraining of human resources working in districts, communes and villages of three provinces of Thanh Hoa, Nghe An and Ha Tinh; *thirdly*, localities should continue to pay more attention to the development of boarding and semi-boarding schools in the locality; *fourthly*, Thanh Hoa, Nghe An and Ha Tinh all have favorable regions where socio-economic development is better than ethnic minority and mountainous areas in the province. Therefore, it is necessary to promote cooperation programs between schools, communes and districts in areas with better economic conditions and in difficult areas to support and help each other to develop.

Some articles also mention the current situation, causes and propose solutions to improve the quality of human resources in ethnic minority and mountainous areas. For example, we can give a look at the article “Solutions for developing human resources of ethnic minorities in our country in the period of industrialization and modernization” by Hoang Huu Binh in Ethnicity Magazine - No. 117/2010. In the article, the author has pointed out the advantages, disadvantages and shortcomings of the arrangement and allocation of ethnic minority cadres, thereby proposing solutions in developing human resources of ethnic minorities in a comprehensive way. These solutions are strengthening the leadership and direction of the Party committees and authorities at all levels; determining the criteria for scientific and technical cadres, civil servants, public employees and cadres as a basis for selection and assignment; planning the arrangement and use of trained human resources; strengthening vocational training institutions; strengthening the propaganda on the use of trained human resources in ethnic minority areas; cooperating with foreign countries in the use of trained human resources... (Binh, 2010).

The Article “*Some solutions to improve the quality of human resources for ethnic minorities in Son La province in the period 2011-2020*” by Pham Ngoc Phuong published in Ethnicity magazine No. 161 in May 2014 has mentioned three solutions to improve the quality of human resources of ethnic minorities in Son La province. Firstly, physical development should be based on population improvement, family planning, strengthening sports and physical training, ensuring livelihood safety and preventing epidemics. Secondly, it is necessary to improve the human resources of ethnic minorities

with a variety of integrated measures including school education and non-school education, from building the foundation elements to directly enhancing capacities, skills and professional expertise. Thirdly, it is advisable to develop human resources of ethnic minorities with measures such as: activating good value systems in learning, cultural creation, labor, production, especially honesty and tribal consciousness. Raising the level of cultural enjoyment for ethnic minorities: building cultural teams in ethnic minority areas, forms of cultural and art clubs; organizing many cultural and artistic activities focusing on conveying new information on the Party’s lines, the State’s policies and laws; environmental sanitation, hygiene, accommodation and health care; scientific and technical knowledge, business experience; experience in environmental protection, health care; preventing social evils, building a family, a cultural village; preserving and promoting national identity ... These activities have significantly impacted on the formation and development of awareness, social knowledge, life skills ... for human resources in ethnic minority and mountainous areas (Phuong, 2014).

The article “Improving the quality of ethnic minority human resources - the strategic task of ethnic work” by Ngo Thi Trinh, published in Ethnicity Journal No. 163, July 2014, has mentioned the shortcomings of improving the quality of human resources for ethnic minorities, thereby proposing five solutions to improve the quality of ethnic minority human resources. Firstly, promote communication and education to raise community awareness about the comprehensive development of human resources. Diversify forms and methods of propaganda and education; public information on support programs, election policies, study and career opportunities; Secondly, renew the education-training policy at all levels. Expand the teaching and learning of ethnic minority languages in schools; reforming and improving the efficiency of election policies for children of ethnic minorities to study at universities, colleges and professional secondary schools. Thirdly, diversify and rapidly develop various types of training, retraining and vocational training in ethnic minority areas. Prioritize investment in building and upgrading local human resource training institutions, diversify forms of training, improve the quality of teachers and lecturers; focus on renewing content, teaching and learning methods which are suitable for the qualifications and competencies of ethnic minority students, meeting the requirements of industrialization, modernization and international integration. Fourthly, focus on developing high-quality human resources. Enhance attracting the local children to participate in pedagogical

vocational training; detect, foster and train high-quality human resources who are ethnic minorities; adopt policies to support and honor high-quality human resources to attract excellent scientists and managers to participate in socio-economic development in upland communes and borders. Fifthly, improve the lives of all aspects of the ethnic minorities. Focus on improving the quality of medical care services for community health care; focus on investment in socio-economic development, promote the movement of building a new cultural life, step by step solve pressing social problems in ethnic minority areas (Trinh, 2014).

It can be seen that the articles have emphasized and affirmed the important role of human resources in ethnic minority and mountainous areas. The authors have pointed out the actual situation of training and retraining; pros and cons, shortcomings, causes in the use of human resources of ethnic minorities in localities, thereby proposing solutions to overcome and improve the quality of human resources in ethnic minority and mountainous areas, therefore, improving the efficiency of the work of creating ethnic minority human resources based on the structure of the local ethnic composition through pre-University system; In the scope of the article, on the one hand, we inherit the research results of previous authors, on the other hand we will give new insights to clarify this issue.

### 3. Research method

In the process of making the article, we have access to secondary documents such as: references, monographs, research articles in specialized journals ... Since then we use the analytical, synthesizing, comparing and statistic data method to have an overall view of the research issue.

### 4. Research results

#### 4.1. The Pre-University system review

Article 61 section 2 clause 1 and 2 of The Education Law (2019) stated Pre-University schools are specialized schools founded by the government for students who belong to ethnic minorities, students living in families of long time settlers in regions of extreme social-economic difficulties. These schools are prioritized in allocating teachers, facilities, equipment and budget. Article 3, Clause 3, Circular No.24/2011/TT-BGDĐT stated Pre-University schools have the function of implementing the State and Party's ethnic policy in training officials for mountainous, ethnic minority regions. Students in the Pre-University program are entitled to receive benefits such as free tuition fees, scholarship valued at 80% of the State's minimum wage, accommodation facilities, school supplies and other forms of support for study and accommodation (Circular number 109/2009/

TTLT/BTC-BGDĐT). Therefore, the current Pre-University schools are specialized and received many incentives from the government.

From 1975 to 1982, the Pre-University recruiting task was following the function and mission specified in the Pre-University School's Founding Decision (there has not been any regulatory document of the Ministry); From 1982 until now, the work of recruitment, enrichment and allocation of students in Pre-University system has been following 03 Decisions (Decision No. 410/DH dated April 6, 1982, Decision 37/1999-QD-BGDĐT dated September 30, 1999, Decision No. 09/2005/QD-BGDĐT dated 29/3/2005), 02 Circulars of functional ministries (Circular No. 25/2010/TT-BGDĐT dated October 13, 2010, Circular No. 26/2016/TT-BGDĐT dated December 30, 2016). Currently, the work of recruitment, enrichment and allocation of the university preparatory system is implemented according to Circular No. 26/2016/TT-BGDĐT, specifically as follows:

Regarding the recruitment work: admission into the Pre-University system in the form of entrance assessment and direct application. Candidates qualified for admission are the ones who belong to type 01 of priority group 1 and region 1 specified in the current University and College Full-time Admissions Regulations. Candidates qualified for direct application are high school graduates who belong to small population size (according to the Government's regulations). Candidates who take part in the national university entrance exam in the admission year can sign up for university-preparatory's entrance assessment by one of the following methods: admission based on high school's academic results; admission is based on the results of the national university entrance exam.

Thus, the current pre-University system's recruitment has not had a separate recruitment plan for students who belong to ethnic minorities with small population size based on the ethnic composition structure of the province, has not had a recruitment plan for provinces' needs for human resources.

Regarding the enrichment work: Students of the University preparatory system are enriched with cultural subjects, including the three subjects used in assessment in addition to English and Computer Science (if English was one of the subjects, students only have to learn Computer Science), over the course of 32 weeks (the equivalent of one academic year); Besides, students get to join health training and skills training program appointed by Pre-University facilities.

Thus, the current Pre-University system only has an enrichment system equivalent to one

academic year, with no different enrichment time for different students, especially for students with average and below-average abilities who need longer enrichment time to be capable of continuing their learning in university facilities; Besides, the career orientation of the enrichment program has not shown its full potential.

Regarding the allocation: based on the training results, the final scores of the final exam subjects, the wish of students and the admission quotas of the education facilities, universities, colleges, vocational training institutions assess and allocate students to Higher education institutions based on their scores until the quotas are met. For schools (or majors) with the number of candidates larger than quotas, the rest of the students can transfer to other schools (or majors). In case many students have the same final scores, the final scores of Computer Science and English should be considered. If a student is not selected according to their first preference, they will continue to be selected according to their second and third preference

Thus, the current student allocation of the Pre-University schools has not been built to prioritize ethnic minority students who belong to ethnic

minorities with small population size based on the ethnic composition structure of the province and not based on the needs for human resources of local ethnic minority regions.

**4.2. Recruitment, allocation results of students who belong to ethnic minorities with small population size based on the ethnic composition structure of mountainous provinces through the Pre-University System**

In this part, we choose to study statistical data at the Central Pre-university School for Ethnic Minorities and focus on selecting 05 mountainous provinces representing the Northeast and Northwest regions where the number of Universities' recruitment is the highest. The percentage of Ethnic minorities with a small population size based on the ethnic composition structure of the 05 selected provinces includes the following ethnic groups: Mong, Dao, San Chi, Lo Lo and other ethnic minorities according to the Government's regulations. Recruitment, allocation and enrichment results are divided by ethnic groups with small population size based on the ethnic composition structure of provinces (results are shown in Tables 1, 2 and 3).

**Table 1.** Pre-university System's recruitment results in the period 2010 - 2020 (according to data from the Central Pre-university School for Ethnic Minorities)

Province	Recruitment numbers	Percentage of ethnic minorities with small population size based on the ethnic composition structure of the province	Percentage of other ethnic minorities
Lang Son	2514	32 (1,27%)	2482 (98,73%)
Cao Bang	1917	37 (1,93%)	1880 (98,07%)
Tuyen Quang	685	72 (10,51%)	613 (89,49)
Bac Kan	545	35 (6,42%)	510 (93,58%)
Yen Bai	514	38 (7,39%)	476 (92,61%)

**Table 2.** Pre-university System's allocation results based on groups of majors in the period 2010 - 2020 (according to data from the Central Pre-university School for Ethnic Minorities)

Province	Allocation numbers	Percentage of ethnic minorities with small population size based on the ethnic composition structure of the province				Percentage of other ethnic minorities			
		HM (1)	NSM (2)	SSM (3)	EM (4)	HM (1)	NSM (2)	SSM (3)	EM (4)
Lang Son	2307	3	6	16	4	345	361	297	643
Cao Bang	1700	3	1	21	4	214	172	388	486
Tuyen Quang	605	8	4	26	24	107	91	76	97
Bac Kan	510	4	6	8	8	77	65	87	138
Yen Bai	460	2	6	25	3	108	76	42	100

(1) Health Majors; (2) Natural Sciene Majors; (3) Social Science Majors; (4) Economic Majors

**Table 3:** The Pre-university System's enrichment results for students who belong to ethnic minorities with small population size based on the ethnic composition structure of the province in the period 2010 - 2020 (according to data from the Central Pre-university School for Ethnic Minorities)

Province	Enrichment results				Sum
	Unqualified	Averagen	Good	Very Good	
Lang Son	0	20	10	2	<b>32</b>
Cao Bang	0	26	9	2	<b>37</b>
Tuyen Quang	1	48	20	3	<b>72</b>
Bac Kan	1	19	11	4	<b>35</b>
Yen Bai	1	20	13	4	<b>38</b>

First, the recruitment of students who belong to ethnic minorities with a small population size based on the ethnic structure of the province makes up a very small number (from 32 to 72 students). In which there are two provinces, Lang Son and Cao Bang, where the recruitment number is very high, but the number of students who belong to ethnic minorities with small population size based on the ethnic composition structure of the province accounts for a very low percentage (less than 1,93%).

Second, the results of fostering and learning of ethnic minority pupils of a small population size based on the ethnic structure of the province are not very good, mainly at the average level.

Third, the number of students from ethnic minorities with a small population size based on the ethnic structure of the province, allocated to the health and natural science sectors is rather low.

The creation of human resources for ethnic minority and mountainous areas is a very important factor, contributing to promoting the socio-economic development of localities. However, through the above data sheet on the enrollment, fostering and distribution of pre-university students, it can be seen that the proportion of ethnic minority students with a small population size based on the ethnic structure of the provinces, fostered to create resources through the pre-university system, still accounts for a very low rate. The reason comes from the difficult socio-economic conditions of these ethnic groups, leading to limited access to education while special priority policies for them have not been taken into account in the current fostering policy of pre-university system.

**4.3. Some solutions to create human resources who belong to the ethnic minorities with a small population size based on the ethnic structure of the localities through the university preparation system**

From the current status of the system of normative documents for the university preparation system and the status of enrollment, fostering and distribution of ethnic minority students based on the ethnic structure of the researched provinces according to the statistics of the Central Pre-university School for Ethnic Minorities, we would like to propose a number of solutions to better implement the goal of creating human resources of ethnic minorities with a small population size based on the ethnic structure of the localities, as follows:

First: On the side of the Ministry of Education and Training, it is necessary to continue to study, supplement and complete documents related to the functions, tasks, enrollment, fostering and allocation of university preparation schools (Circular No. 24/2011/TT-BGDĐT, Circular No. 41/2013/TT-BGDĐT, Circular No. 26/2016/ TT-BGDĐT) in the direction:

- Supplement the task of fostering the pre-university system according to the orders of the mountainous provinces

- Delegate autonomy to the pre-university schools in the construction of enrollment and allocation projects in which the allocation of the pre-university system should be ensured towards creating human resources for regions with especially difficult socio-economic conditions, creating human resources according to the actual needs of localities.

- The training of pre-university students should be implemented according to the group orientation, in line with the general education program 2018.

- Agree in the normative documents (Decree No. 57/2017/ND-CP, Decree No. 141/2020/ND-CP; Circular No. 09/2020/TT-BGDĐT) in the direction: ethnic minority students, who are directly admitted to higher education institutions according to the priority policy, need to be fostered for pre-university for at least 01 year, maximum two years

at pre-university schools in order to improve the quality of the input.

Second: Provinces need to have tenure planning policies to train and foster human resources of ethnic minorities with a small population size based on the ethnic structure consistent with the socio-economic characteristics of the province; closely coordinating with the pre-university institutions, higher education institutions in the work of creating human resources from ethnic minorities with a small population size based on the ethnic structure of the province in order to better implement the training model of human resources of ethnic minorities based on the ethnic structure of the province in the direction: Locality – Pre-university Schools - Universities/Vocational Schools.

Third: Pre-university Schools need to make enrollment schemes, allocation schemes towards the priority of ethnic minority students with a small population size in the provinces and towards the human resource needs of localities and ethnic regions; build the model of training human resources for ethnic minorities with a small population size based on the structure of the ethnic composition of the province in the direction: Locality – Pre-university Schools - Universities / Vocational Schools; continue to improve the quality of training of the pre-university system, especially research and develop a program of fostering the pre-university system according to the group orientation, suitable for ethnic minority students, in which includes 2-year training system.

## 5. Discussion

The Party and State pays special attention to socio-economic development in ethnic minority and mountainous areas. Resolution 24-NQ/TW of the Central Committee dated March 12, 2003 clearly states the viewpoint on the development of human resources of ethnic minorities: “Diversifying and rapidly developing different types of training, retraining and vocational training in ethnic areas; bringing the vocational training program into boarding schools for ethnic minorities; continue to well implement the policy of priority and election for children of ethnic groups to study at universities and colleges; opening more preparatory schools for ethnic minorities in the Central region and the Central Highlands. Study and organize a system of schools specializing in training and fostering intellectuals and ethnic minority cadres” (Central Executive Committee, 2003). Resolution No. 52/NQ-CP dated June 15, 2016 on promoting human resource development for ethnic minorities in the period 2016-2020 with a vision to 2030 has identified the target: “By 2020, the number of students from ethnic

minorities (universities, colleges) will reach 130 to 150 students/10,000 people (ethnic minorities), ethnic groups which have very high quality human resources reach at least 130 students/10,000 people; By 2030, it will reach 200-250 students/10,000 people”. In the tasks and solutions of the Resolution clearly states “To consolidate and expand pre-university schools (faculties), improve the quality of pre-university training for ethnic minority students to ensure quality in general; develop a contingent of ethnic minority teachers; increase investment in ethnic boarding schools, schools with many semi-boarding ethnic minority pupils”. In particular, the master project on socio-economic development of ethnic minority and mountainous areas in the period 2021 - 2030 approved by the National Assembly 14 in Resolution No. 88/2019/QH14 has decided that “Education and training: To reasonably develop the network and scale of ethnic semi-boarding, boarding and pre-university ethnic minority schools; to pay special attention to the development of ethnic boarding schools, ethnic minority pre-university schools for these regions: Northern mountainous areas; Central Coast and Central Highlands; Southern. Renew election methods to improve training quality and efficiency in using human resources for ethnic minority and mountainous areas” Legal documents are the legal basis, contributing to the development of education in ethnic minority areas.

From the current situation of enrollment, fostering and distribution of students in the university preparation system at the Central Pre-university School for Ethnic Minorities and other pre-university schools, it is believed that:

First, it is necessary to continue to strengthen the leadership of the Party and State in education and training in ethnic minority and mountainous areas. Focus on the propagation and dissemination of the Party’s and State’s policies, views, goals, basic tasks and ethnic work strategies in the field of education and training, in order to raise awareness for ethnic minority students.

Second, consider developing education and training as the top national policy, the most basic factor for comprehensive development of ethnic minority areas; to strive to bring education and improvement of the knowledge of the people in ethnic minority and mountainous areas on a par with the national level. Focus on recruiting, fostering and creating human resources belonging to ethnic minority groups with a very few population size, ethnic groups with specific characteristics for each locality, ethnic groups facing many difficulties.

Third, develop and improve the quality of the

teachers, ensuring sufficient quantity, professional standards, rational structure and increase the number of teachers from ethnic minorities. For teachers, it is necessary to have solid, dynamic and creative expertise in organizing, managing, directing and administering the students' activities. The conveyed knowledge must be suitable to students' receptive level. Prepare teaching aids and equipment suitable to each of educational content. Have skills to communicate with students, especially ethnic students with extremely difficult circumstances by appropriate and comprehensive educational methods.

Fourth, continue to pay attention to invest in building infrastructure, facilities, teaching equipment to meet the development needs of education in the new era, thereby improving the quality of training and creating human resources in ethnic minority and mountainous areas.

The above are some discussions on the issue of improving the efficiency of creating human resources of ethnic minorities with a small population size based on the ethnic structure of the localities. We hope to contribute to overcoming

the limitations and difficulties in enrollment, fostering and allocation of students in the university preparation system to create human resources of ethnic minorities, especially ethnic minorities with a small population size based on the ethnic structure of the localities in a better way in the coming time.

## 6. Conclusion

The research on proposing solutions in the work of recruitment, enrichment, allocation of students who belong to ethnic minorities with a small population size based on the ethnic structure of the localities in Pre-university Schools is currently one of the most urgent parts of creating human resources contributing to the socio-economic development of mountainous provinces and ethnic minority areas. To effectively implement the task of creating human resources through Pre-university enrichment system, different sector levels must join hand, especially the drastic and methodical involvement of planning work, creating human resources for regions of ethnic minorities with a small population size based on the ethnic structure of the localities.

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## GIẢI PHÁP NÂNG CAO HIỆU QUẢ CÔNG TÁC ĐÀO TẠO NGUỒN NHÂN LỰC DÂN TỘC THIỂU SỐ THÔNG QUA HỆ DỰ BỊ ĐẠI HỌC

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### Tóm tắt

Chính sách học dự bị đại học của Đảng và Nhà nước dành cho học sinh người dân tộc thiểu số nhằm tạo nguồn nhân lực là người dân tộc thiểu số có chất lượng cao cho các tỉnh miền núi và vùng đồng bào dân tộc đã và đang được triển khai rất hiệu quả tại các trường dự bị đại học trên cả nước. Tuy nhiên, công tác tuyển sinh, bồi dưỡng và phân bổ hệ dự bị đại học hiện nay đang tồn tại một số khó khăn đó là: Chưa có chính sách đặc thù cho học sinh người dân tộc thiểu số rất ít người theo cơ cấu thành phần dân tộc của địa phương, sự phối hợp giữa trường dự bị với các địa phương trong công tác tạo nguồn nhân lực là người dân tộc thiểu số còn chưa cao. Bài viết này xin được đề xuất một số giải pháp nhằm nâng cao hiệu quả công tác tạo nguồn nhân lực cho nhóm dân tộc thiểu số có tính đặc thù của địa phương thông qua hệ dự bị đại học.

### Từ khóa

Hệ dự bị đại học; Phương pháp; Tạo nguồn nhân lực; Nhóm dân tộc thiểu số có tính đặc thù của địa phương.