



Research Paper

The Current Situation of The Effectiveness of Policies on Supporting Teachers of Ethnic Minority Languages in Vietnam

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ABSTRACT

To improve the quality of teaching ethnic minority languages, paying attention to teachers of teachers of ethnic minority languages is one of the leading practical solutions that the Government of Vietnam and the MoET directed very promptly and closely. However, over time, these policies with different practical conditions have also expressed inadequacies and difficulties that have caused certain effects on their effectiveness. With the method of document research, surveys through questionnaires, in-depth interviews, and connecting and sharing with managers, and teachers, especially those who are directly teaching ethnic minority languages; this study focuses on clarifying the advantages, disadvantages, and results achieved from policies on supporting teachers of ethnic minority languages being implemented in some localities in Vietnam.

Keywords: Policy, policy effectiveness, ethnic minorities

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I. INTRODUCTION

As a country with many ethnic minorities, Vietnam has shown respect and legalized international commitments into national law. The principle of equality among ethnic groups is expressed in many laws, including Article 42, 2013 Constitution of Vietnam regulating: "Citizens have the right to identify their ethnic groups, use their mother tongue, and choose the language of communication".

Currently, the teaching and learning of ethnic languages is implemented in Vietnam quite synchronously, focusing on areas with large numbers of ethnic minorities (EM). Teaching ethnic minority languages is the instruction of languages, culture, indigenous knowledge, and human knowledge to pupils, and educating pupils for comprehensive development. Moreover, teaching ethnic minority languages has contributed to encouraging pupils, mobilizing them to go to school, and limiting pupil drop-outs. Teaching ethnic minority languages is a practical solution for preserving and promoting national cultural values in the context of the current complex changes. Compared to other countries, paying attention to ethnic languages, Effectively implementing ethnic language policies, and teaching ethnic minority languages is one of the great successes in Vietnam.

Such success is obtained because localities have paid attention to developing, training, fostering, and building a team of teachers of ethnic minority languages - an important factor, in sowing the first seeds of knowledge so that ethnic minority pupils can integrate into the educational environment, accumulate knowledge to study and develop a life.

The Government of Vietnam and the MoET (GD&DT) have also shown attention to this subject by promulgating and closely directing many directly and indirectly related policies for supporting, motivating, and encouraging teachers to feel secure in their work, become fond of their profession and contribute to improving the quality of ethnic minority languages teaching. However, over time, the policies with different practical conditions have also revealed inadequacies and difficulties that have caused certain obstructions in supporting teachers of teachers of ethnic minority languages. This study focuses on clarifying the advantages, disadvantages, and results achieved from policies for supporting teachers of ethnic minority languages being implemented in 03

provinces, representing 03 regions: Lao Cai Province (belongs to the Northern mountainous region), Gia Lai (belongs to the Central and Central Highlands) and Tra Vinh (belongs to the Southwest) of Vietnam.

II. RESEARCH CONTENT

2.1. Some basic viewpoints and concepts

- *Teachers of ethnic minority languages*: Ethnic language teachers in high schools are one part of teachers in the national education system, doing the task of teaching ethnic minority languages subject towards the curriculum of the MoET in high schools. Currently, the MoET has issued a program for 8 ethnic minority languages (Khmer, Cham, Ede, Mnong, Mong, Thai, Jrai, Bahnar) corresponding to teachers of 8 ethnic minority languages at high schools. [11]

- *Policy*: “Policy is the orientation and solution of the State to solve practical problems to achieve certain goals” [7].

The policy for supporting teachers of teachers of ethnic minority languages in high schools is a public one, belonging to the field of education, in which teachers of ethnic minority languages in high schools are the entitled subjects.

Currently, teachers of ethnic minority languages teachers of ethnic minority languages in high schools are subject to applying many policies for high school teachers in general, including policies related to staff usage, policies on training and fostering, salary and salary-based allowances, labor norms, related to the teaching environment for teachers such as Education Law 2019; Decree No.82/2010/ND-CP regulating the teaching and learning the spoken and written languages of ethnic minorities in general education establishments and continuing education centers; Decree No.76/2019/ND-CP on Policies for staff, public officials, employees, and people with salary in the armed forces working in areas with special difficult socio-economic conditions... Besides, some localities also promulgate some specific policies applicable within the localities to develop and improve the quality of teaching staff of ethnic minority languages following practical conditions.

To the current time, Circular No.32/2021/TT-BGDĐT dated 22 November 2021 on guiding the implementation of some articles of Decree No. 82/2010/ND-CP dated 15 July 2010 of the Government regulating the teaching and learning of spoken and written languages of ethnic minorities in general education establishments and continuing education centers is a direct policy for teachers of ethnic minority languages with contents related to: Conditions of teaching organization (Article 2), Training and fostering teachers (Article 6), Policies for teachers (Clause 1 - Article 7).

- *Effectiveness*: “Effectiveness” from different perspectives will get different viewpoints; however, the concepts refer to factors: objectives of the activity, and resources to ensure implementation of its goals and results. Depending on the forms of activity, effectiveness can have qualitative or quantitative results. Therefore, to optimize the understanding of this concept, it is necessary to link to a specific content, field, and context for analysis. In the scope of this study, “effectiveness ” is seen as the achieved results compared to the set objectives of the activity.

With that concept, the effectiveness of the policy on supporting teachers of ethnic minority languages in high schools is the achieved results compared to the proposed objectives of the policies. In other words, in the process of implementing the policies on supporting these teachers, if the results coincide or are higher than the given objectives, that policy is considered to be effective and vice versa, if the results are lower than the given objectives, the policy is seen as being ineffective.

- *Evaluation of policy effectiveness*: “Evaluation of policy effectiveness” used in this study is understood as reviewing and judging the achieved results compared to the set objectives of the policy. To evaluate policy effectiveness, it is necessary to have measurement criteria on the level of success/results of objectives in solving practical problems.

Evaluation of the effectiveness of policies on supporting teachers of ethnic minority languages in high schools is measured through the results: awareness of the policy of teaching ethnic minority languages, actual regime of teachers, and organization of policy implementation to achieve policy objectives to ensure educational objectives

and ensure fairness in the regime of using the team; training and fostering regime; salary-based allowance regime; labor norms; teaching environment for teachers of ethnic minority languages.

2.2. Real situation of the effectiveness of policies on supporting teachers of ethnic minority languages

2.2.1. Description of practical survey activities

- Survey purpose: Collect information on the real situation of the effectiveness of policies on supporting teachers of ethnic minority languages, as a basis for proposing solutions to improve the effectiveness of policies on supporting teachers of ethnic minority languages.

- Survey content: Collect quantitative and qualitative information on the current state of the effectiveness of policies on supporting teachers of ethnic minority languages at educational establishments in ethnic minority areas, then identifying advantages; shortcomings, inadequacies, and causes.

- Survey subjects: (1) Managers at the Provincial Board/Division of Education and Training (BoET/DoET, and managers at schools (Principal, Vice Principal, Professional Team Leaders). (2) Teachers of ethnic minority languages in high schools mainly teach ethnic minority languages in primary and secondary schools.

- Survey location and time: This survey will include 3 provinces and will be conducted from October 2023 to November 2023 (see Table 1).

Table 1. Survey location

No.	Province	Survey location	Survey subject	
			Managers	Teachers
1	Lao Cai	<ul style="list-style-type: none"> • DoET of Bac Ha district - Ban Pho Ethnic minority day-boarding Primary School - Ban Pho Ethnic minority day-boarding Lower Secondary School - Ta Van Chu Ethnic minority day-boarding Primary and Lower Secondary School • DoET of Muong Khuong district - Tung Chung Pho High School - Tung Chung Pho Lower Secondary School • DoET of Si Ma Cai district - Primary School No. 1 of Sin Cheng commune - Primary School No. 2 of Sin Cheng commune - Sin Cheng Lower Secondary School 	32	151
2	Gia Lai	<ul style="list-style-type: none"> • DoET of Ia Grai district - Ly Tu Trong Primary School - Ngo May Primary School - Tran Phu Lower Secondary School - Ethnic minority Boarding Lower Secondary School of Ia Grai district 	12	79
3	Tra Vinh	<ul style="list-style-type: none"> • DoET of Tra Cu district - Ham Giang Lower Secondary School - Ham Giang A Primary School - Dai An Lower Secondary School - Dai An B Primary School • Cau Ngang DoET - Cau Ngang Ethnic minority day-boarding Lower Secondary School 	18	87
		Total	62	317

- Survey method and tool: 1) Survey method: Use questionnaires to collect information from managers and teachers; use questions to interview/discuss with managers and teachers; collect information from reports of the school/DoET; record observation information from the reality of the school. 2) Survey tool: Questionnaire for managers and teachers; Interview/discussion questions for managers and teachers; Tables to collect information and data.

- Data treatment method and technique: Using Excel software to list data statistics, process spreadsheets, draw charts, and process initial information obtained from actual surveys. The technique for processing information is obtained from questionnaires.

2.2.2. Real situation survey results

a) In terms of using teaching staff

The regime of using teaching staff of ethnic minority languages was surveyed in the contents: (1) Using teachers of ethnic minority languages with sufficient standards, meeting standard qualifications towards the regulations; (2) Using teachers of ethnic minority languages who have sufficient standards to teach at certain level and have certificates of improving instruction of ethnic minority languages; (3) teachers of ethnic minority languages are arranged, distributed and assigned tasks by head of the educational establishment to ensure suitability between assigned tasks and professional title and requirement; (4) teachers of ethnic minority languages are arranged to teach by head of the educational establishment to ensure sufficient quotas according to the regulations; (5) teachers of ethnic minority languages who do not participate in teaching/do not meet the standards and standard qualifications are transferred to do other tasks towards the requirement of the school; (6) teachers of ethnic minority languages when being rotated are given a regional allowance according to Decree 61/2006/ND-CP; (7) teachers of ethnic minority languages with good achievements during the schoolyear are commended and rewarded towards the regulations.

Survey results for managers and teachers show that the surveyed schools implement regimes on using teachers of ethnic minority languages, only implementation of regime (1) and (2) has differences among the surveyed localities. Specifically: In Tra Vinh, 100% of managers and teachers agree to implement content (1). In contrast, Lao Cai and Gia Lai implemented languages he regime (2).

Evaluating the effectiveness of the regimes of using teachers of ethnic minority languages in high schools, the results of managers and teachers are as follows:

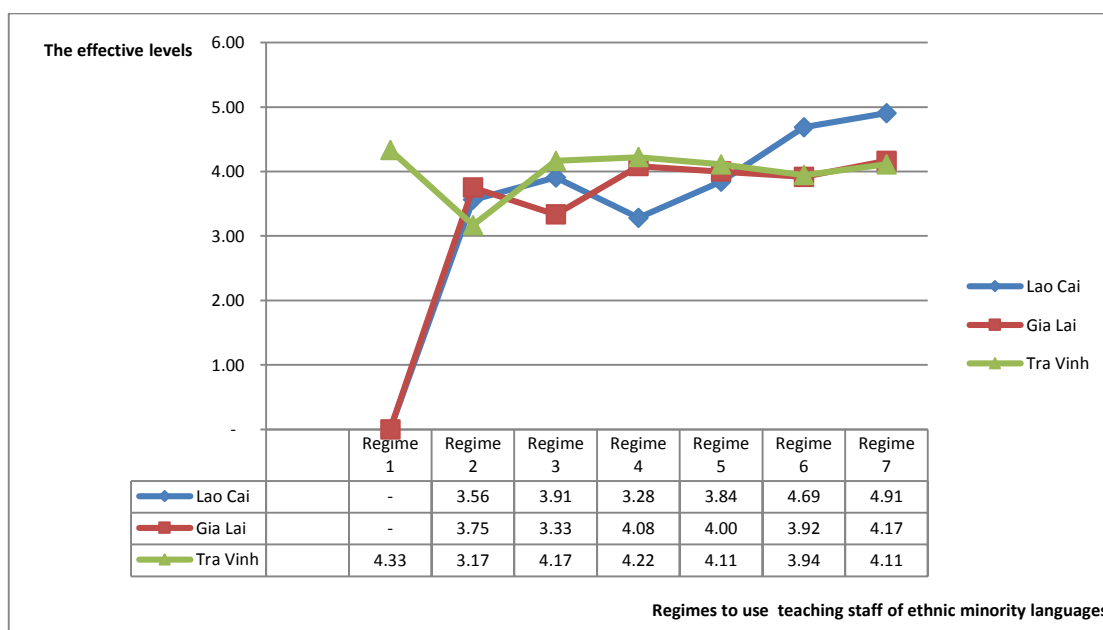


Figure 1. Evaluating the effective regimes to use teaching staff of ethnic minority languages in high school from teachers of ethnic minority languages

The regime of implementing content (1) in Tra Vinh is evaluated at the level of “Very effective” (average score of 4.33) and is different from Gia Lai and Lao Cai provinces. Regime (2) is evaluated by managers in Lao Cai and Gia Lai provinces at the level of “Effective” (average scores of 3.56 and 3.75, respectively), in Tra Vinh, it is evaluated at the level of “Slightly effective” (average score of 3.17). This result is due to the difference in qualifications for teaching ethnic minority languages in Tra Vinh and Lao Cai, Gia Lai.

The evaluation level of the effective remaining regimes of using teachers of ethnic minority languages has relatively even results in all three provinces and reaches a level from “Effective” to “Very effective”. Which, the regime that is evaluated to be the most effective is the commendation and reward regime regulated for teachers of ethnic minority languages. These are all common regimes for teachers and teachers working in areas with difficult and extremely difficult economic conditions, so they are fully applied in schools.

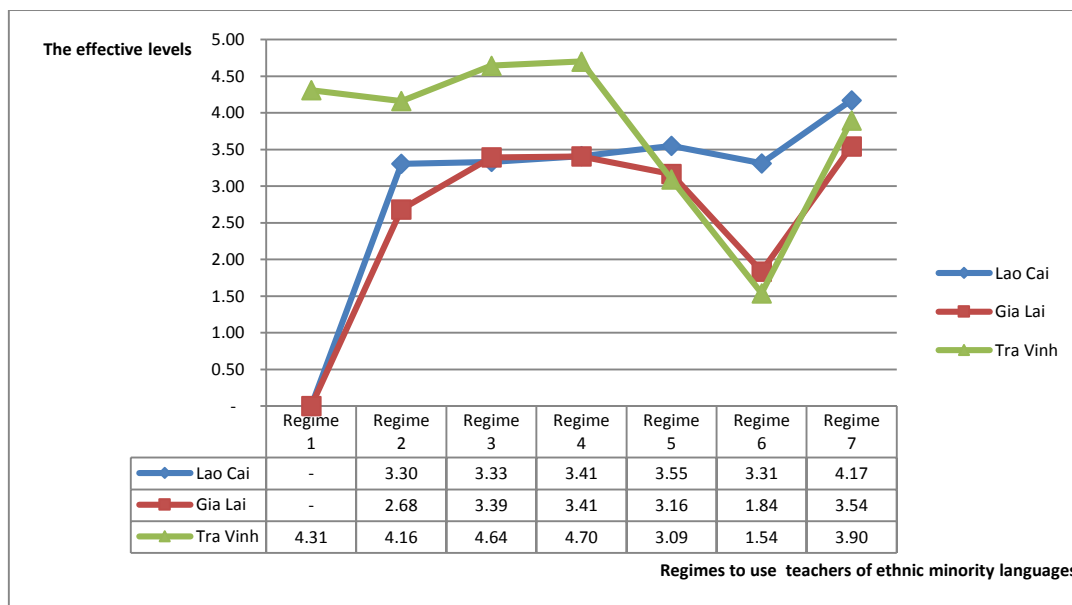


Figure 2. Evaluation of the effective regimes of using teachers of ethnic minority languages in high schools of teachers of ethnic minority languages

The results of evaluating the effectiveness of the regimes of using teachers of ethnic minority languages of the teachers are similar to the evaluation results of managers: Regimes (1) and (2) in Tra Vinh are implemented with high effectiveness. In Lao Cai and Gia Lai, regime (1) is “Ineffective”, and regime (2) is at the level of “Slightly effective” with an average score of 2.68 in Gia Lai, and 3.30 in Lao Cai. Regime (3) is evaluated as “Very effective” in Tra Vinh (average scores of 4.64 and 4.70, respectively) and “Slightly effective” to “Effective” in Lao Cai and Gia Lai. Regime (4) and regime (7) in three provinces are evaluated to be Effective with similarity (at levels of “Slightly effective” and “Effective”, respectively).

Regime (6) is implemented with “Slightly Effective” in Lao Cai and “Ineffective” in Gia Lai and Tra Vinh. The difference in the effectiveness of the rotation regime is because the terrain conditions of Gia Lai and Tra Vinh are more favorable than in Lao Cai, teachers of ethnic minority languages can easily move to school and have a desire to have a strong attachment to the school. Meanwhile, in Lao Cai, travel conditions are difficult, teachers have to go very far to get to school or have to stay at school. The teacher rotation regime is a regime aimed at attracting teachers to work in areas with difficult socio-economic conditions, but when being implemented, it faces many difficulties because there are no specific regulations on rotation to more favorable conditions.

b) In terms of training and fostering the teaching staff

The regime of training and fostering the teachers of ethnic minority languages in high schools is surveyed in three contents: (1) teachers of ethnic minority languages are trained and fostered to improve their political, professional, and skill operations qualifications; (2) teachers of ethnic minority languages are provided conditions for training and fostering by educational establishments to meet the standards following the regulations of the law; 3) teachers of ethnic minority languages are sent for training and fostering, entitled to salary and allowances according to the regulations. The survey shows that the above contents are implemented in all three provinces, however, the level of effectiveness among the contents and the provinces is different. Specifically:

Table 2. The effective level of regimes of training and fostering teachers of ethnic minority languages in high schools

Content of regime for teachers of ethnic minority languages	Lao Cai		Gia Lai		Tra Vinh	
	Managers	Teachers	Managers	Teachers	Managers	Teachers
1. Being trained and fostered to improve their political, professional, and pedagogy qualifications.	3.44	3.21	3.50	3.25	4.06	4.48
2. Creating conditions for training and fostering by educational establishments to meet the	1.91	1.23	1.42	1.23	4.11	4.60

standards under the regulations of the law.						
3. Being sent for training and fostering, entitled to get salary and allowances towards the regulations.	3.97	3.93	4.00	3.51	4.28	4.51

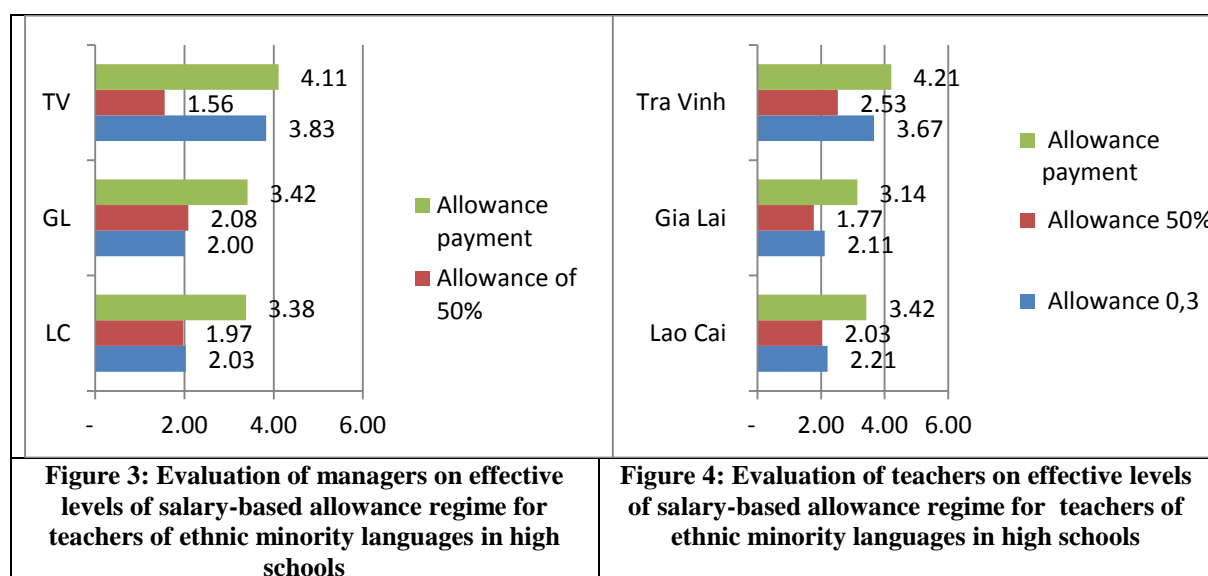
There are similarities in the results of evaluating the effectiveness of training and fostering regimes for teachers of ethnic minority languages in high schools between managers and teachers. Tra Vinh is the province that implements “Effective” and “Very effective” regimes. In which, teachers who are beneficiaries of the regimes have higher effective evaluation results than managers in the same evaluation contents. All teachers evaluate the contents as “Very effective”, and the regime evaluated to be the most effective by teachers is regime (2) with an average score of 4.60, and teachers of ethnic minority languages here are very satisfied with the training and fostering regime which they are being enjoyed.

In Lao Cai and Gia Lai, the results of evaluating the effectiveness of training and fostering regimes for teachers of ethnic minority languages are similar: Regime (1) and regime (3) are reviewed by managers at the “Effective” level. While teachers evaluate regime (1) as “Slightly effective” (average score of Lao Cai: 3.21; Gia Lai 3.25); regime (3) at the level of “Effective” is similar to the opinion of managers (average score of Lao Cai: 3.93; Gia Lai: 3.51). Regime (2) is all evaluated as “Ineffective”. This does not reflect the fact that the school does not fully implement policies on training and fostering teachers of ethnic minority languages because there is no educational establishment for training and fostering teachers to reach standard qualifications of ethnic minority languages in Lao Cai and Gia Lai.

c) On salary-based allowances

The salary-based allowances specifically for teachers of ethnic minority languages are specified in Circular No.32/2021/TT-BGDDT and Decree No. 76/2019/ND-CP, including the contents: (1) Teachers of ethnic minority languages ensure that the teaching hours according to the norm to receive the work responsibility allowance of 0.3 compared to the basic salary in addition to other allowances towards the regulations; (2) Teachers and officials managing the teaching of ethnic minority languages are entitled to an allowance of 50% of the current salary (according to the payroll regulated by competent authorities from the Party and State) plus leadership position allowance, extra-frame working year allowance (if available) according to Decree No.76/2019/ND-CP; (3) The allowance regime of teachers of ethnic minority languages is paid in the same monthly salary period and excluded from the payment of social insurance, unemployment insurance and health insurance.

Survey findings in Tra Vinh, Lao Cai, and Gia Lai show that these localities carry out salary-based allowance regimes for teachers of ethnic minority languages in high schools, but the effective levels are different among provinces:



There are similarities in the evaluation level of the effectiveness of salary-based allowance regimes for teachers of ethnic minority languages between managers and teachers. Among the three regimes surveyed, only the payment of allowances towards the regulations is evaluated as the most effective: at the levels of “Partly effective”, and “Effective” in Lao Cai and Gia Lai; at “Effective” and “Very effective” levels in Tra Vinh. With regime (1): Managers and teachers evaluate at the level of “Effective” (average score of 3.83; 3.67, respectively) in Tra Vinh. This allowance regime is assessed as “Partly effective” (the average score is below 2.60 for both managers and teachers) in Lao Cai and Gia Lai. Regime (2) in all 3 provinces is evaluated at the level of “Partly effective”, teachers in Gia Lai and managers in Tra Vinh are reviewed at the level of “Ineffective” (average scores are 1.77 and 1.56, respectively). Thus, the allowance regime for teachers of ethnic minority languages in three provinces of Lao Cai, Tra Vinh, and Gia Lai has been implemented. The allowance payment regime is evaluated to be effective at the first step. However, the allowance regime of 0.3 base salary according to Circular No.32/2021/TT-BGDĐT is effectively implemented in Tra Vinh, the allowance regime is not effective in Gia Lai and Lao Cai because teachers do not have enough labor norms towards the regulations.

d) In terms of labor norm

The real situation of the effective labor norm regime for teachers of ethnic minority languages is surveyed in the contents: (1) Teachers: 04 periods/week or more (currently according to the 2018 General Education curriculum, it is 2 periods/week), managers: from 02 periods/week or more; (2) Teachers of ethnic minority languages have the number of teaching periods exceeding the regulated norm, and the number of teaching periods exceeding the norm is paid according to the current regulations from the State; (3) Reduce the teaching period norm and convert other professional activities into teaching periods according to Circular No.03/VBHN-BGDĐT; (4) Teachers of ethnic minority languages whose teaching periods do not meet the norm for the subject will be assigned to teach or do other tasks to meet the norm. The results are as follows:

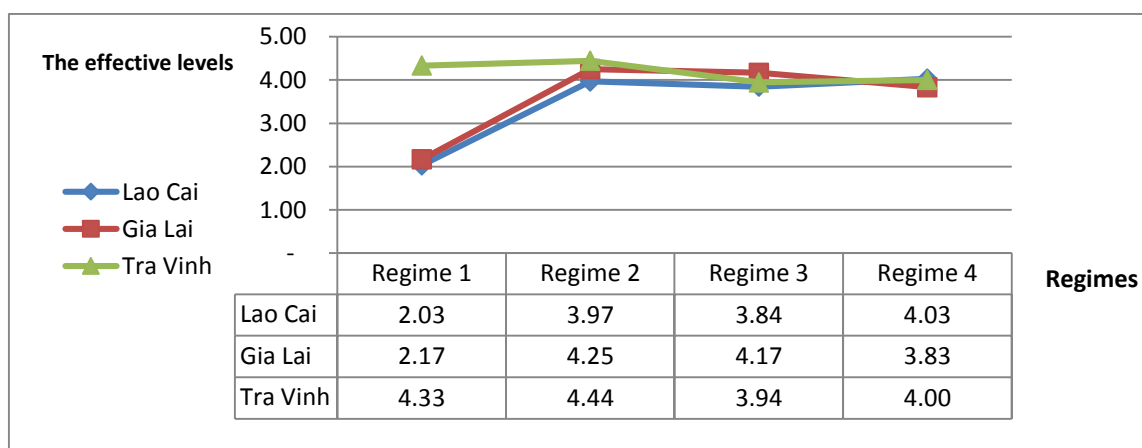


Figure 5. Evaluation of managers on the effective labor norm regime for teachers of ethnic minority languages in high schools

Results in Figure 5 show that regimes (2), (3) and (4) are mainly evaluated by managers at the “Effective” level, in which regime (2) in Tra Vinh is also evaluated at the “Very effective” level and Lao Cai and Gia Lai at “Slightly effective”.

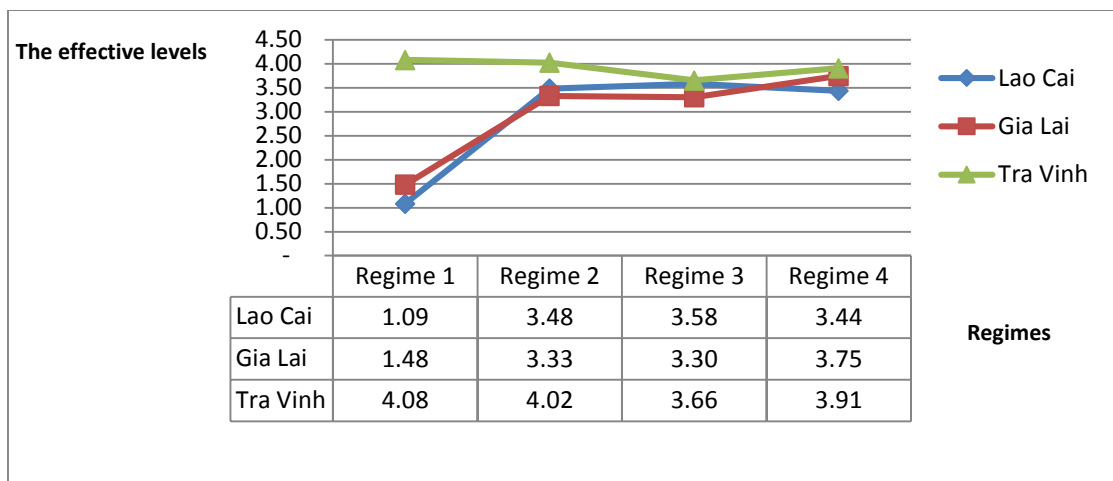
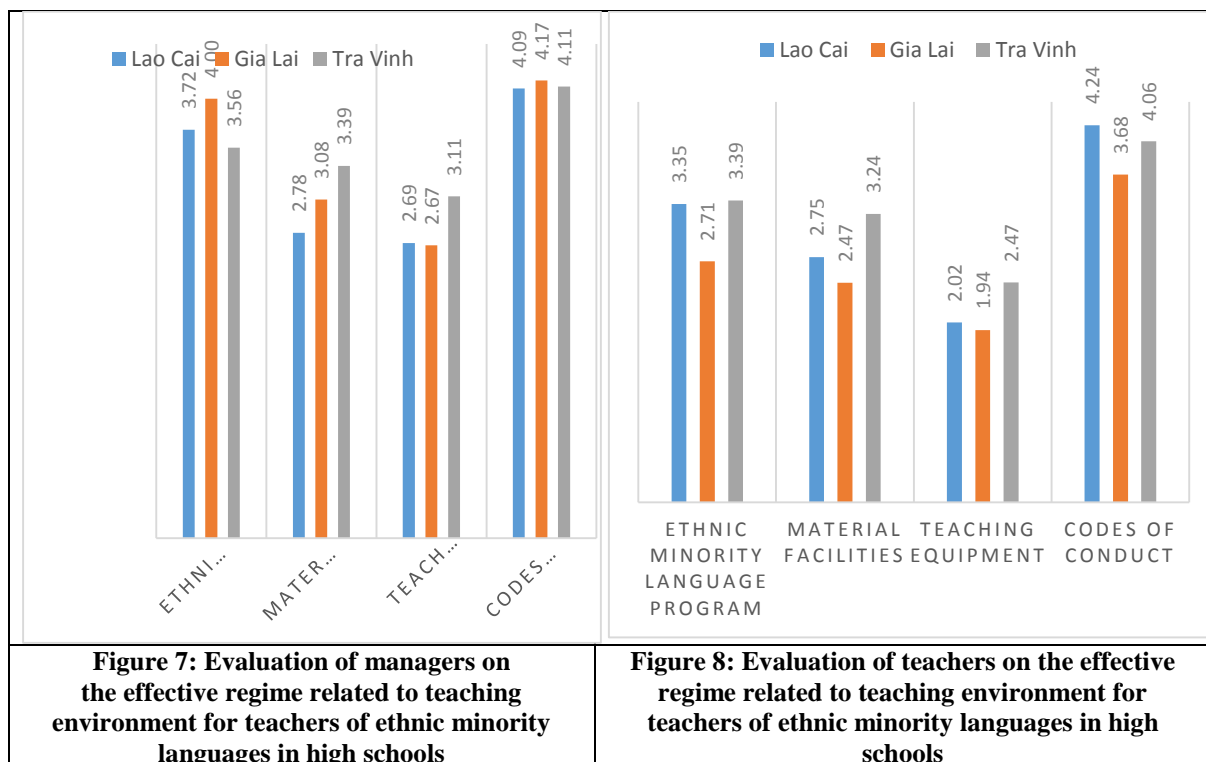


Figure 6. Evaluation of teachers on the effective labor norm regime for teachers of ethnic minority languages in high schools

The results of evaluating the effective labor norm regime of teachers are similar to those of managers and are not significantly lower in regimes (2), (3), (4). There is no regime evaluation at the level of “Very effective”. In Gia Lai, teachers evaluate Regime (2) and Regime (3) as “Relatively effective” with average scores of 3.33 and 3.30, respectively. Regime (1) is evaluated by teachers in Tra Vinh at the level of “Effective” (lower than the level of “Very effective” of managers) and in Lao Cai and Tra Vinh, it is “Ineffective”. The regime on labor norms according to Circular No.32/2021/TT-BGDĐT is effective in Tra Vinh because the teachers at surveyed schools have sufficient teaching period norms and even exceed the regulated norm. In Lao Cai and Gia Lai, due to the small number of classes, some schools only have 1 class, so teachers do not have enough norms to teach ethnic minority languages as required. The remaining regimes are effectively implemented by schools because these are also common policies for teachers when they exceed the norm or lack teaching periods.

e) In terms of teaching environment

The contents of surveying the real situation of the effective regime related to the teaching environment for teachers of ethnic minority languages in high schools include: 1) There is an ethnic minority languages program according to the 2018 General Education Curriculum issued by the MoET; 2) There are ethnic minority languages textbooks according to the 2018 General Education Curriculum approved by the MoET; 3) There are material facilities in ethnic minority languages teaching classes that are equipped like other regular classes, meeting the 2018 General Education Curriculum; 4) There is equipment for teaching ethnic minority languages according to regulations of the MoET on the list of minimum teaching equipment for each ethnic minority languages teaching program; 5) Ensure codes of conduct in schools according to Circular No.06/2019/TT-BGDĐT regulating the codes of conduct in preschool education establishments, general education establishments, and continuing education establishments. The results are shown as follows:



For 5 regimes related to the teaching environment for teachers of ethnic minority languages surveyed, all regimes are implemented at schools. The regime of ethnic minority language textbooks, according to the 2018 General Education Curriculum approved by the MoET, is not yet available, so no evaluation of the effectiveness has been conducted. Among the remaining regimes, regime (5) is evaluated by managers and teachers as “Effective” and “Very effective”. This is a general policy for teachers but also effectively demonstrates fairness between teachers of ethnic minority languages and other teachers in the school. In regime (1), managers in Lao Cai, Gia Lai, and Tra Vinh are all evaluated at the “Effective” level (average scores of 3.72; 4.00; 3.56, respectively); Teachers evaluate the effectiveness slightly lower than managers as “Partly effective” (average scores of 3.35; 2.71; 3.39, respectively). This result is due to Circular No. 34/2020/TT-BGDĐT dated 15 September 2020 on promulgating the general education program with subjects of Bahnar language, Cham language, Ede language, Jrai language, Khmer language, Mong language, Mnong language, and Thai language, but at present there have not been any ethnic minority language textbooks, thus most of the teachers evaluate at the level of Partly effective. Regimes (3) and (4) are mostly evaluated by managers and teachers as “Partly effective” and even “Ineffective” due to material facilities - there are no dedicated classes for ethnic minority languages, but mainly using other regular classrooms while the general physical conditions of many schools are still lacking; teaching equipment for ethnic minority languages is both lacked and old (from the old curriculum), so in general it does not meet the requirements for organizing the teaching.

2.2.3. General evaluation

a) Positive aspects

Teaching ethnic minority languages has brought great educational benefits, encouraging and mobilizing pupils to go to school, limiting the state of school drop-outs, and improving the quality of pupils’ learning. In addition, this is also a practical solution for preserving and promoting ethnic cultural values in ethnic minority areas.

- In the surveyed sites, one of the advantages and strengths is sound awareness of policies from managers and teachers on supporting teachers of ethnic minority languages. This shows that the management and direction of ethnic minority language teaching and learning activities have been propagated and disseminated publicly, promptly, and fully to relevant levels and subjects. Based on the documents from the Government, the MoET and the People’s Committees of the provinces have delivered documents directing ethnic minority language teaching activities to relevant Departments, Boards, Sectors, and educational establishments. Provincial DoETs implement advice and guidance on implementing ethnic minority language teaching and learning activities. Schools proactively develop plans, content, and methods to teach ethnic minority languages in the form of optional

subjects. Ethnic minority language periods are arranged mainly outside the main lessons, 02 sessions per week and 02 periods per session. Ethnic minority language teaching activities are inspected, supervised, evaluated, supported, and reported by management levels periodically following the regulations.

- The regime for teachers of ethnic minority languages is implemented by schools and educational establishments such as: being assigned work and tasks appropriate to their expertise; being arranged to teach ethnic minority languages according to regulated norms; creating conditions for training and fostering to meet regulated standards; enjoying salary and allowances towards the regulations and being full payment and on time; being encouraged, rewarded, and praised for good achievements at work. In addition, schools have also flexibly reduced the teaching period norm and converted other professional activities into teaching periods according to consolidated Document No.03/VBHN-BGDDT, and teachers of ethnic minority languages who have insufficient teaching period norms for the subject will be arranged to teach or perform other tasks to meet the norm.[15]

- Training and fostering teachers of ethnic minority languages is always paid attention to and encouraged by localities and schools to increase the number of teachers satisfying standards and enough degrees and certificates according to the regulations. At the same time, providing conditions for teachers to participate in professional, fostering teaching of ethnic minority languages is organized by the MoET and Provincial DoETs. In addition, some DoETs have proactively organized seminars, and professional and thematic activities according to school clusters, organized lectures, observed lessons, and provided technical support... to facilitate exchange and expertise exchange and gain experience in the process of teaching ethnic minority languages. These activities have encouraged teachers of ethnic minority languages to participate in fostering and self-fostering to develop their professional capacity. Therefore, almost all teachers of ethnic minority languages properly distribute the program, ensuring lesson contents, knowledge, and skills; use teaching methods consistent with the features of the subject, focusing on training pupils' skills of listening, speaking, reading, and writing. Most pupils grasp basic knowledge and skills and complete the subject program.

- Conditions for organizing teaching in general and teaching ethnic minority languages, in particular, have been paid attention to by the State and localities, ensuring enough classrooms, equipped with teaching facilities and equipment to organize teaching as well as flexibly use fostering materials and ethnic minority languages textbooks towards school conditions.

- Pupils' parents and pupils themselves are also very interested in learning their ethnic minority languages and willing to participate in the ethnic minority language teaching activities such as: Contributing to the workday to repair schools and classrooms, participating in supporting and supervising the teaching of ethnic minority languages... creating conditions for teaching ethnic minority languages more conveniently, typically in Tra Vinh province.

b) Shortcomings, limitations, and causes

Besides the positive aspects that policies on supporting teachers of ethnic minority languages have brought, this system of policies also expresses shortcomings and inadequacies, causing difficulties in the implementation process for supporting teachers of ethnic minority languages as follows:

- The current team of teachers of ethnic minority languages is lacking in quantity and uneven quality. Currently, only Khmer language teacher is considered to have met professional training standards. The remaining teachers of ethnic minority languages are fostered through training programs (with or without a certificate of ethnic minority languages) or fostered by themselves. While there are many educational establishments qualified to train teachers, without sector codes for teachers of ethnic minority languages, the lack of qualified teacher sources for teaching ethnic minority languages is quite common in many localities. The lack of teachers of ethnic minority languages makes it difficult for schools to assign and arrange teaching hours; teachers of ethnic minority languages have difficulties in exchanging, fostering, and enhancing professional expertise because there is usually only 01 ethnic minority languages teacher per school, and some teachers even have to teach ethnic minority languages in 02 schools and some districts have only 2-3 schools with ethnic minority languages instruction. This is a difficult problem that is happening in Lao Cai and Gia Lai provinces.

- Lack of qualified training establishments for teachers of ethnic minority languages. There is currently only one university in the whole country that trains full-time teachers and grants standard qualifications for teachers of ethnic minority languages, namely Tra Vinh University with a major in Khmer Literature Pedagogy. To be able to train teaching staff of ethnic minority languages to meet standards and meet the 2018 general education

curriculum, it is necessary to have a standard training establishment. However, the teaching staff of ethnic minority languages and culture at universities and other factors such as programs, textbooks, documents... are limited. This is an issue that needs to be resolved in the coming time to support universities and localities to perform well the task of training and fostering teachers of ethnic minority languages.

- There is no job position for teachers of ethnic minority languages. The report from the Committee for Ethnic Affairs judged: that because of no job position, localities do not recruit teachers of ethnic minority languages [1]. Recently, the MoET issued Circular No.20 and did not determine this job position [14]. Currently, localities all use job positions of general education teachers to recruit the teachers and then select an ethnic minority teacher or a Kinh ethnic teacher who knows the ethnic minority languages to transfer to teach the ethnic minority languages. Therefore, teachers of ethnic minority languages all belong to the job position of general education teachers.

- Difficulties and inadequacies in paying expenditures for teachers who have not met training standards. This is an actual situation in Lao Cai and Gia Lai when there are not enough bases to pay for teachers with certificates of teaching ethnic minority languages or without certificates of teaching ethnic minority languages but knowing ethnic minority languages and teaching concurrently. In Lao Cai, most schools teaching ethnic minority languages are overstaffed with teachers according to norms, so they assign teachers with certificates to teach ethnic minority languages 2 periods/week (previously 4 periods/week) according to Circular No.32, but this is still not guaranteed the norm of 23 periods/week by the regulations for primary school teachers, so there is not enough norm to pay for expenditure according to the regulations of Circular No.32. In Gia Lai, the majority of teachers of ethnic minority languages belongs to the group of teachers who know the ethnic minority languages, teaches concurrently but does not have a certificate of teaching ethnic minority languages. Therefore, the teachers are not paid for expenditure according to the regulations of Circular No.32.

- The allowance regime for teachers of ethnic minority languages is still low. With the responsibility allowance of 0.3 compared to the minimum salary under the regulations of Decree No.82 from 2010, up to now, it is no longer suitable, it needs to have adjustments and improvements to keep pace with the socio-economic growth, adapt to living conditions... to provide more practical support to teachers of ethnic minority languages so that they can partly cover their living expenses and feel secure in their work.

- The demand for learning ethnic minority languages/mother tongues of pupils and pupils' parents in some localities is not great. The demand via survey in Lao Cai shows that Mong people want their children to learn English and Chinese to facilitate communication with foreigners when working in tourism, applying for jobs, or learning English to continue their education... rather than learn Mong language.

- Conditions for organizing ethnic minority language teaching are still inadequate. By January 2024, the MoET has completed the compilation of textbooks and instructional materials for teaching ethnic minority languages in grades 1, 2, 3, and 4. Samples of textbooks and instructional materials for teaching ethnic minority languages in grades 1, 2, and 3 have been approved, evaluated, and allowed to be used. However, up to now, their printing, publishing, and distribution have not been implemented yet [2]. Localities still do not have ethnic minority languages textbooks, and teaching equipment according to the list of minimum teaching equipment, and lack supporting learning materials (dictionaries, teaching instruction documents, etc.). Currently, Tra Vinh, Lao Cai, and Gia Lai provinces are still using textbooks and teaching equipment for ethnic minority languages according to the old curriculum when teaching ethnic minority languages. Although the classrooms and teaching equipment jointly used with other subjects according to the 2018 General Education curriculum are invested and qualified for teaching, but still do not satisfy the demand for teaching and learning ethnic minority languages, especially lacking devices with information technology applications, modern means, digital documents...

Thus, with the above advantages and favorable conditions as well as the shortcomings, difficulties, and inadequacy stated above in the localities through survey, they have partly shown the general picture of teaching ethnic minority languages in Vietnam. To ensure the regime for teachers of the ethnic minority languages in being used, trained, fostered professional qualification, having salary and allowances towards salary, being guaranteed labor norms, teaching environment; it can be seen that policies for supporting teachers of ethnic minority languages have achieved results but are uneven in all aspects. While policies for supporting teachers of ethnic minority languages in Tra Vinh are implemented quite well and effectively; in Lao Cai and Gia Lai, they have not achieved results in using the team and ensuring labor norms due to problems in payment of allowances and unqualified teachers... Therefore, it need to have synchronous solutions from the Central to local levels with the participation

of Ministries, Boards, and Sectors can overcome difficulties and inadequacies in some localities, contributing to making policies achieve higher effectiveness in supporting teachers of ethnic minority languages.

2.3. Some recommendations for solutions

- Completing mechanisms and policies on teaching ethnic minority languages. Continuing to consider reviewing, supplementing, and updating some articles of Decree No.82 such as: Determining job positions for teachers of ethnic minority languages; increasing allowances ...

- Improving the quality of the teaching staff of ethnic minority languages, strengthening the fostering of teachers of ethnic minority languages in innovating teaching, testing, and evaluation methods; improving the capacity of educational managers related to ethnic knowledge and management of ethnic minority languages teaching.

- Promoting the training of these teachers to meet qualification standards following the regulations; implementing the training for these teachers towards appropriate methods (second degree, appointment and recruitment, location-based training...). Therefore, it is necessary to open the sector code for training teachers of ethnic minority languages. In the short term, 8 languages will be taught in the 2018 General Education Curriculum at qualified training establishments and universities.

- Determining job positions for teachers of ethnic minority languages in educational establishments so that students learning ethnic minority languages can find jobs after graduation, localities and schools have a basis for recruitment.

- Ensuring conditions for organizing ethnic minority language teaching. The MoET needs to complete the printing, publishing, and distribution of textbooks and instructional materials for teaching ethnic minority languages. At the same time, upgrading infrastructure and equipment in general education establishments to deploy ethnic minority language teaching; building a database on teaching ethnic minority languages; and applying information technology in developing ethnic minority languages learning material stores... to support teachers of ethnic minority languages in teaching as well as contribute to fostering professional capacity.

- Continuing to strengthen propaganda and dissemination work to raise awareness for managers, teachers, and the community about the guidelines and policies of the Party and State on education in ethnic minority areas in general and policies on supporting teachers of ethnic minority languages in particular, as well as the rights and responsibilities for preserving and developing ethnic minority languages and cultures.

III. CONCLUSION

The use of qualitative and quantitative methods and primary and secondary data sources in researching, and evaluating the effectiveness of policies on supporting teachers of ethnic minority languages is considered to be appropriate to measure the results of awareness on the policies for supporting teachers of ethnic minority languages, actual regime of teachers and organization of policy implementation to achieve policy objectives to ensure educational objectives and ensure fairness in the regime of using the team; training and fostering regime; salary-based allowance regime; labor norms; teaching environment for teachers of ethnic minority languages. With the advantages, favorable conditions as well as the shortcomings, difficulties, and inadequacies mentioned above in localities, the survey has shown that policies on supporting teachers of ethnic minority languages have achieved results but unevenly in all aspects. Therefore, it is necessary to have synchronous solutions to overcome difficulties and inadequacies in several localities, contributing to making policies more effective in supporting teachers of ethnic minority languages.

The research result is an important practical basis to propose solutions to improve policy effectiveness to support, motivate, and encourage teachers to feel secure in their work, have a strong attachment to the profession, and contribute to improving the quality of teaching ethnic minority languages.

Within the framework of the topic, the research only learns about and evaluates the effectiveness of policies on supporting teachers of the ethnic minority languages in 03 provinces of Vietnam whereas the ethnic minority provinces in Vietnam are relatively large. Therefore, future research needs to expand the scope to obtain a more comprehensive and overall view of the effectiveness of policies on supporting teachers of ethnic minority languages.

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