

# Preserving The Values of Vietnamese Minorities Traditional Literature in Educational Environments Through the 5W1H Model

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## ABSTRACT

National identity is a very important thing well cared by every nation as national pride. The preservation of cultural identity and the promotion of customs, habits, traditions of every ethnic group including the traditional literature of ethnic minorities is essential and meaningful. Traditional literature of Vietnamese ethnic minorities is the cultural foundation which remains cognitive, educational and aesthetic values, creating unique and impressive identity and sustainable development of every ethnic group in the ethnic communities in Vietnam.

In the current context of the Nation's integration and development, the danger of assimilation, oblivion and even the loss of cultural identity of ethnic minorities has become more serious. There have been many research studies undertaken in different aspects encompassing the preservation of culture and literature of ethnic minorities. In spite of this being, the preservation of values of literature in general and the traditional literature of ethnic minorities in particular in Vietnam has not been effective, remaining many gaps. Thus, it needs much more attention in this to secure a solid cultural foundation heading toward the development of ethnic minorities.

This article addresses the issue of utilizing the 5W1H paradigm in the preservation of Vietnamese literary values of ethnic minorities. Specifically, this paradigm has not been effectively applied to the management of intangible cultural heritage in Vietnam. This is a 'logically thinking' model based on the answers from the open-ended questions starting with What?, Why?, Who?, Where?, When?, and How?. Given a variety of solutions of the model, we particularly focus on the educational solutions. Through the survey on 14 typical provinces in 6 cultural regions of Vietnam, we insist that the educational solutions are most effective for raising the awareness of the entire society about the preservation and promotion the traditional literature values of ethnic minorities, the reinforcement of the trust and

the pride of ethnic minority people in terms of the literary and cultural values, and the systematical

transmission of languages through generations in the educational environment.

**Keywords:** preservation, culture, traditional literature, literary values, ethnic minorities in Viet Nam

## I. INTRODUCTION

Viet Nam consists of 54 ethnic groups. Owing to their own special conditions and historical circumstances, each group features different perceptions and expressions of traditional values. Therefore, Vietnam always appreciate the importance of cultural development as well as both the preservation and promotion of the cultural identities of each group, especially traditional culture.

In order to enhance the nation's cultural values' system, Communist Party of Vietnam has issued both documents and resolutions concerning this topic, namely the Vietnamese Cultural Platform (1943) (Viet Nam T. C., 2006), the Resolution of the Fifth Plenum of the Eighth Congress (1998) of The Central Committee of the Communist Party of Vietnam with its purpose and mission being the "development of the advanced culture of Vietnam, deeply imbued with its national identity, in which literature and art are significant and important parts". The Resolution of the Ninth Conference of the Party's Central Committee (session XI) concerning the "building and development of the culture and people of Vietnam so as to meet the requirements of sustainable development in the country" also affirmed "to preserve and promote the cultural heritage of ethnic minorities, especially with respect to speech, writing, costumes, traditional festivals ..." (Viet Nam T. C., Resolution of the ninth plenum of the Central Committee of the Communist Party (section VIII) on building and developing culture, people, 2014). Thus, the Party and State have highly appreciated the role of traditional cultural values in our nation. Consequently, the preservation of cultural values concerning the present ethnic minority is both the motivation and aim of all developmental stages.

However, in the current context of integration and development, the danger of assimilation, oblivion and even the loss of cultural identity of ethnic minorities

has become more serious. Thus, there have been numerous research studies undertaken different aspects and experiments of the preservation of both the culture and literature of ethnic minorities. Despite these efforts, the preservation of the values of literature in general and the traditional literature of ethnic minorities in particular in Vietnam has not proven effective, remaining numerous gaps. Therefore, it needs to be much more attention in order to secure a solid cultural foundation aimed toward the development of ethnic minorities.

This article addresses utilizing the 5W1H paradigm the preservation of traditional literary values of ethnic minorities in Vietnam. This paradigm has not been effectively applied to the management of intangible cultural heritage in Vietnam. This 'logically thinking' model based on the answers to thought-provoking questions (called the Kipling technique) beginning with What?, Why?, Who?, Where?, When?, and How?. In which: 1. What: What is preserved and promoted? 2. Why: Why is needed for preservation and promotion? 3. Who: Who is the preservation and promotion for? Who is responsible for the preservation and promotion? 4. Where: Where will be preserved and promoted? 5. When: When is preserved and promoted? 6. How: How does it preserve and promote?

Therefore, this technique suggested will help us to develop orientational solutions: what the community and those factors involved in the educational environment must accomplish, and how to proceed to preserve and promote the values of the traditional literary heritage of ethnic minorities in the context of integration and development at present.

## II. SOME THEORETICAL TERMS AND CONCEPTS

2.1. The term "Vietnamese" refers to the Vietnamese people. However, the term ethnic minority people is employed to refer to specific ethnic groups such as the Tay, Cham, Vietnamese (Kinh), Khmer, San Diu ... For that reason, in Vietnam, Vietnamese is employed for two terms: nationality at the national level - (Vietnamese people); and for Ethnic groups (the Tay, Thai ...).

2.2: The traditional literature of ethnic minorities is a literary creation "on the basis of the traditions of a cultural community, as expressed by a group or individuals and recognized as the reflecting the possibilities of a community such as cultural and social characteristics." (Le Ray, 2000, n° 5). In Vietnam, tradition refers to that born and handed down from the August Revolution in 1945 and earlier. Traditional literature plays an important role in Vietnamese literature which is the basis for the formation of writing literature, a never-ending source of nourishment for generations of artists from the past up to the present.

Literature in general and traditional literature in particular always derive from people's daily lives and

works. For ethnic minority people, most folk songs are sung as they work in the hills or fields. There are ceremonial folk songs that showed in family activities such as weddings, mature ceremonies, agricultural ceremonies including new rice offerings, community activities comprising festivals, funny activities, and in labor activities of different occupations. Traditional literature, therefore, reflects the colorful life of ethnic minority people in Vietnam. The works reflect both the evolution of social history and ideal aspirations. It is also the struggle of human beings against natural strength, injustice of a feudal society, poverty, loneliness, wretchedness, the love and vitality songs of ethnic minority people.

Traditional literature of ethnic minorities is quite rich in genre. Popular genres in many ethnic groups consist of myths, fairy tales, proverbs, folk songs, ... There are also genres born in accordance with the level of social development, customs of each ethnic group. Therefore it may appear in one group but may not be seen in other groups with epics, poetry. ...

### 2.3 Value and Literary value

Value is the system of human subjective assessment of nature, society, and thoughts in accordance with the objective rules of the truth, the goodness, and the beauty assert and improve human nature.

Literary value is the system of values created by human beings with respect to the literary activity. It can be generalized into cognitive values, aesthetic values, educational values, etc. These values arise, exist through connecting and interacting organically both in literature and life.

The traditional literature of Vietnamese ethnic minorities is endowed with many aspects such as perception, education, and aesthetics. Apart from these, special outstanding values are inherent in forming the unique and impressive cultural identity of each community in the Vietnamese ethnic minority communities which needs to be preserved and promoted. That is the historical value (the traditional literature of ethnic minorities reflects faithfully the development of each ethnic minority people) and religious and philosophical value (the traditional literature of ethnic minorities is the place which stores the conceptions of the ethnic minority's philosophy and religions. It is the unique beauty of the religious beliefs of each ethnic group).

2.4. Preservation is the protection and conservation of the existence of phenomenal things in their inherent forms. Preservation is to retain, not to be lost, not to be changed, evolved or distorted. Being an objective that needs to be preserved, one must satisfy the two following conditions: First, it must be considered as the quintessence, containing real values, and meaningful to both human beings and society; Second, it must possess the ability, at least the potential for positive long-term sustainability.

The most common forms of literary ethnic minority preservation are preserved in static and dynamic forms. Static preservation of literary works is

conducted by the collecting and gathering of traditional literary works concerning ethnic minorities under strictly scientific procedures (retained in the form of books, notes, descriptions, stored in audiotapes, videotapes, photographs ...). All traditional literary works of ethnic minorities can be stored in archives and museums. Dynamic preservation is conservation based on inheritance. For literary works, dynamic preservation is the conservation of literary works within community life, especially ethnic minority communities. The reason being that community represents not only the environment that produces such works but also serves as the best place to preserve, protect, enrich and promote minority community values in their own social lives.

National identity, a very important element is well cared for by every nation as it represents national pride. The preservation of cultural identity and the promotion of customs, habits, traditions of every ethnic group including the traditional literature of ethnic minorities are essential and meaningful. The traditional literature of Vietnamese ethnic minorities is the cultural foundation which remains cognitive, representing both educational and aesthetic values, creating a unique and impressive identity and enhancing the sustainable development of every ethnic group within the ethnic communities in Vietnam.

### III. THE REALITY OF PRESERVING AND PROMOTING THE VALUE OF VIETNAMESE TRADITIONAL LITERATURE OF ETHNIC MINORITIES - FROM AN EDUCATIONAL PERSPECTIVE

To determine the reality of the conservation and promotion of the values of Vietnamese minorities' traditional literature, we carried out a survey questionnaire including 30 criteria in 14 provinces out of 54 provinces. These regions are representative of 6 ethnic minority areas inhabited by many ethnic minorities. These included 3,100 participants who came from Soc Trang and Tra Vinh provinces (South West cultural region); Dong Nai and Tay Ninh provinces (Southeastern cultural region); Dak Lak, Gia Lai and Lam Dong provinces (Central Highlands cultural region); Ninh Thuan, Binh Thuan, Thua Thien Hue, Dien Bien and Lao Cai provinces (North West cultural region); Ha Giang, Cao Bang provinces (Northeastern cultural region). The subjects of the study were the cultural and literary administrators, literary artisans, ethnic minorities' people, teachers, students at all levels.

In the survey questionnaires, we focused on three important questions (number 10, 13 and 25) when studying the role of education in the conservation and promotion of traditional literary values of Vietnamese ethnic minorities in the context of integration and development. Question number 10 is "What has your local community done to preserve and promote the traditional literary values of Vietnamese ethnic minorities?"; Question number 13

is "What do policies to be done to preserve and promote the traditional literary values of the ethnic minorities effectively for your local community?" And question number 25 is "What should education do to contribute to preserving and promoting the traditional literary values of ethnic minorities?".

#### *The findings are as follows:*

As for question number 10, the number of respondents mentioning the use of educational solutions in preserving and promoting the value of Vietnamese minorities traditional literature in the local communities is 20%. This indicates that authorities have not really considered the teaching of traditional literature of ethnic minorities as an important activity to preserve and promote cultural and literary values. Cultural and educational managers are not actually interested in implementing the conservation and promotion of traditional literary values of local ethnic minorities in the educational environment.

Related to question number 13, 93% of the respondents suggested that the quality and effectiveness of conservation and promotion of traditional literary values should be rooted from education. This finding presents that the majority of respondents in the survey questionnaires realized that preserving and promoting the values of traditional literature of ethnic minorities needs to be done from the initial perception by education. If the ethnic minorities are unaware of the value of their intangible cultural heritage and their desire to preserve and promote it in their own lives, it will be difficult to do so. That confirms the important role of education.

Regarding question number 25, every respondent agreed that it was necessary to enrich the local activities in relation to cultural education to preserve and promote the values of ethnic minority people's traditional literature. Especially, 72% of the respondents required the inclusion of traditional literary works in the school textbooks program; 46% of the respondents asked to diversify the forms of extracurricular activities so that students could experience more when learning about the ethnic minority people's traditional literature; 24% of respondents indicated that education should also set the research tasks and collect traditional literary works of ethnic minorities in the local communities. Therefore, there is a basis for preserving and promoting their good values in the community. In particular, during interviews, there were ideas that local literary programs are currently having few contents, no specific guide for learning, too formalistic and not very attractive to students. This is also the reason related to difficulties in preserving and promoting the traditional literary values of ethnic minorities in the context of integration and development at present.

**IV. Solutions to preserve and promote traditional literary values of Vietnamese ethnic minorities in the educational environment using the 5W1H thinking model.**

5W	Targets	Achievements
<b>What?</b>	The traditional literary values of Vietnamese ethnic minorities	<ul style="list-style-type: none"> <li>- Preserving traditional literary values of ethnic minority groups in Vietnam according to the orientation of the Party and the Government.</li> <li>- Preserving traditional literary values of Vietnamese ethnic minorities through educational activities</li> </ul>
<b>Why?</b>	<ul style="list-style-type: none"> <li>- To preserve and promote the traditional literary values of ethnic minorities in Vietnam to ensure the basis for the sustainable development of ethnic minority areas throughout the country.</li> <li>- To preserve and promote the heritage of traditional literature in contemporary life, bringing benefits to the community and other relevant factors under state management and teaching and learning activities in the educational environment.</li> <li>- To preserve and promote traditional literary values of ethnic minorities in Vietnam, aiming at ensuring the establishment of an advanced culture imbued with the national identity according to the orientation of the Party and the State and a rich and comprehensive education.</li> <li>- To confirm and promote the value of the quintessence of Vietnamese minorities' traditional literature of in a sustainable environment of education.</li> </ul>	<ul style="list-style-type: none"> <li>- Preserving the traditional literary values of Vietnamese ethnic minorities according to the orientation of the State</li> <li>- Preserving an environment for forming, developing and nurturing traditional literature through the teaching and learning activities of ethnic minorities.</li> <li>- Providing solutions to preservation and promotion which bring benefits to the ethnic minority communities from an educational perspective.</li> <li>- Supplementing and completing ethnic policies, heritage law.</li> <li>- Developing a typical model for preserving and promoting traditional literary values for ethnic minorities in an educational environment.</li> <li>- Provide groups of solutions to preserve and promote the benefits for the community from an educational perspective</li> </ul>
<b>Who?</b>	<ul style="list-style-type: none"> <li>- Ethnic minority community owning traditional literature</li> <li>- Ministry of Education and Training</li> <li>- Schools at all levels</li> <li>- Other social factors</li> </ul>	<ul style="list-style-type: none"> <li>- Self-awareness community</li> <li>- Legally constituted State</li> <li>- Teachers, students</li> <li>- Other social factors: parents, artisans, scientists, culturalists, culture, and tourism businessmen ...</li> </ul>
<b>Where?</b>	Forms of preserving traditional literary values of Vietnamese ethnic minorities in the educational environment	<ul style="list-style-type: none"> <li>- Preservation and promotion in teaching</li> <li>- Preservation and promotion in learning</li> <li>- Preservation and promotion in the lives of ethnic minorities</li> </ul>
<b>When?</b>	Preservation time	<ul style="list-style-type: none"> <li>- Preserving and promoting traditional literary values in the Vietnamese ethnic minorities in the context of the educational system's comprehensive reform at present</li> <li>- Advancing to the sustainable development of cultural identity education in ethnic minority areas and the whole country in the future</li> </ul>

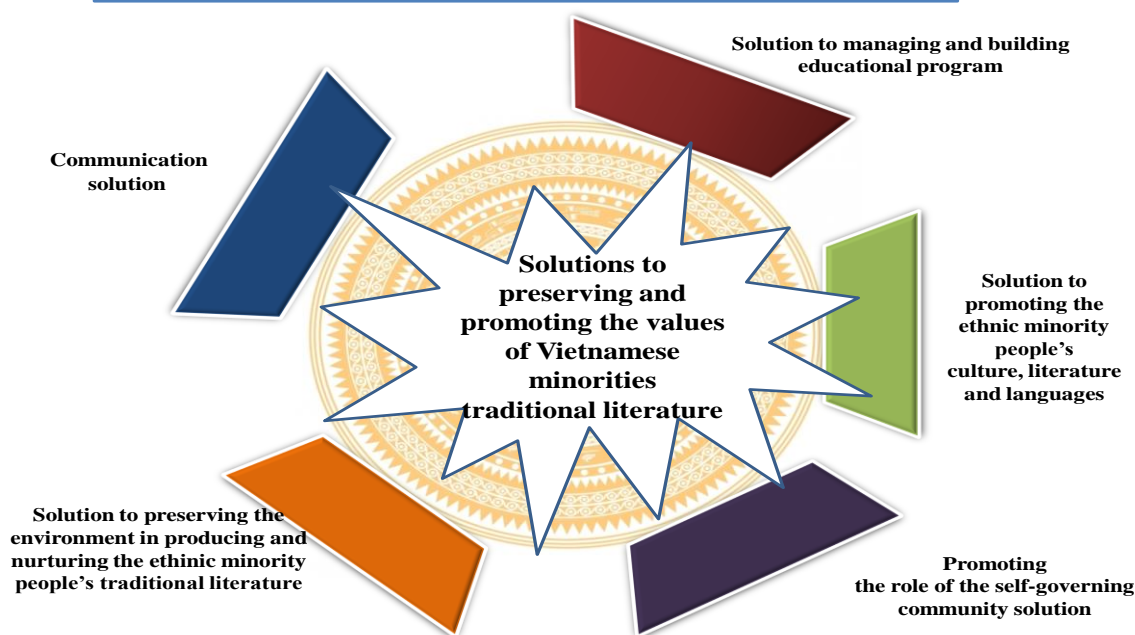
1H	Target	Solutions
<b>How?</b>	<ul style="list-style-type: none"> <li>- Solutions to preserving and promoting the values of Vietnamese minorities' traditional literature in the context of integration and development from teaching and learning activities in the educational environment.</li> <li>- The value of traditional literature should be preserved and promoted by intellectual creativity and innovation in the teaching and learning of ethnic minority literature in schools at all levels.</li> <li>- Promoting the use of traditional literary values</li> </ul>	<ol style="list-style-type: none"> <li>1. Introducing traditional literary works of ethnic minorities into the school-based curriculum development process and the curriculum development of tertiary education. Teaching languages to ethnic minorities' people.</li> <li>2. Organizing, collecting, translating, introducing and studying the traditional literary values of ethnic minorities in the extra ethnic minority literary programs.</li> <li>3. Raising the awareness and promoting the</li> </ol>

	<p>or the development of the ethnic minority community, harmonizing those values in the flow of Vietnamese literature and culture.</p>	<p>role of ethnic minorities. Observing the law on copyright protection of ethnic minority communities through specific activities in the educational environment</p> <p>4. Setting up and promoting the traditional festival of literary performance in the ethnic minority community in teaching and learning ethnic minority literature.</p> <p>5. Strengthening communication activities, popularizing the traditional literature of ethnic minorities</p>
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From the previously mentioned orientation, we have identified a model of solutions to preserve and promote the traditional literary values of ethnic

minorities in the context of integration and development in the educational environment as follows:

**Model of groups of solutions to preserve and promote the values of Traditional literature in an educational environment**



From the survey of 14 typical provinces in 6 cultural regions of Vietnam, we trust that the solutions mentioned previously will be significant in raising the awareness of the entire society about preserving and promoting the values of the traditional literature of ethnic minorities, strengthening the trust and pride of ethnic minorities concerning the nation's literary values and languages which transmitted systematically from one generation to the next in the educational environment.

**A. Solutions to managing and building the program**

Education with respect to the values of traditional literature is most important. This education should not be initiated at the tertiary educational level, but approached initially at lower levels so that students may begin to learn sooner and more comprehensively the values of Vietnamese minorities' traditional literature.

The solutions propose curriculum development at all levels and the development of a separate program on Vietnamese ethnic minorities' literature and art. It is necessary to develop the school program, local program, and handle skillfully the relationship between teaching philology to ethnic minorities and teaching Vietnamese philology; It is essential to link firmly the teaching of ethnic minorities literature to the teaching of the Vietnamese language and literature of Vietnam; It is obligatory to retrain literature teachers who teach in ethnic minority schools so that they may understand ethnic minority languages in order that teachers can transfer the quintessence of ethnic culture to students' generations of ethnic minorities.

The departments of education in every province in Vietnam have recently issued local literary programs to lower secondary schools. This is a special and meaningful action for the literature of ethnic minorities. However, the teaching local literature is quite inadequate and faces many difficulties. For example, the program is still in its infancy, teachers lack teaching materials, literary works are not typical

... Some ethnic groups have the language and the writing which are even taught in elementary schools such as Mong, Thai, Tay, Nung, Khmer, Cham, Co ho ... .. But many other ethnic groups do not have the writing and no languages as seen in the current school programs such as San Chi, Ma, Stieng, Raglai, Cho ro ... Therefore, the promulgation of an educational program to ensure the development of language and literature of ethnic groups in Vietnam is an urgent solution in the multicultural environment existing these days.

### ***B. Solutions to promoting the ethnic minority people's culture, literature, and languages***

The solutions are associated with cultural, literary and linguistic preservation of each ethnic minority in preserving and promoting the values of the ethnic minorities' traditional literature in the context of integration and development, advancing the setting for a multicultural environment to facilitate the preservation and promotion of the values of Vietnamese minorities' traditional literature.

These solutions also emphasize collecting, translating and introducing research to preserve and promote traditional literary values. There are two more activities including composing in ethnic minority languages and absorbing the literature of ethnic minorities via various forms of learning in schools, and organizing composition and research of ethnic minorities' literary activities from the Kinh ethnic researchers and writers systematically.

Cultural education must be linked to stages of performance in daily life in order to express more fully and vividly the values of Vietnamese ethnic identity through literature. Therefore, there should be a mechanism which encourages inspired writing concerning the traditional values of ethnic minorities' traditional literature. From this, choosing suitable contents will be taught in schools.

This solution orientates educational schools in ethnic minority areas to intensively invite traditional literary artisans to give speeches and exchange literary culture so that children can be raised feeling love and national pride. The number of these artists in the ethnic minority areas is not many, thus the conservation of traditional literature values needs to be fully exploited.

### ***C. Solutions to promoting the role of the self-governing community***

Self-governing communities include artisans, intellectuals, inhabitants, especially young generations of ethnic minorities. They are the central factors in the preservation model of the values of Vietnamese minorities traditional literature by self-governing. This model is built on the basis of the relationship between the levels of need to conserve and promote the literary values of each ethnic minority, including the need for self-expression, the need for respect, the

communicative need, the need to be developed safely in the context of integration.

Intangible cultural heritage is born in the community and is nourished by the community itself, thus the most appropriate protection is to promote the value of heritage for the development of the community. Therefore, it is necessary to raise awareness and respect for the values of the traditional literature of the nation, especially with respect to ethnic minority youth. The preservation of traditional literary values requires fervent participation, which should be guided directly by ethnic minorities of sharing the pride of their cultural heritage. This is also one way for ethnic minorities' people to balance and enhance their community's position in the traditional culture.

In the educational environment, the role of teachers is very important. They are the key factors to preserve and promote cultural values and literature of their own groups. During the survey, we contacted the teachers and students in Ethnic Minority Boarding High Schools in fourteen provinces. The teachers and students' thoughts and aspirations are communicating and promoting literature and culture by using the language of their group. In fact, many ethnic minority students still study the literary works of the Kinh and the ethnic minority teachers teach the literary works of the Kinh. Therefore, they are less aware about the literature of the own group. Therefore, educational institutions, especially places where many ethnic minorities are need to promote their activities in order to promote, encourage and raise the self-respect of the self-governing community (teachers, managers, and ethnic minority students) such as teaching and learning in ethnic minority languages, literary extracurricular activities, performance....

### ***D. Solutions to preserving the environment of producing and nurturing the ethnic minorities' traditional literature.***

These solutions are aimed at preserving an environment of producing and nurturing the ethnic minorities' traditional literature. These activities include rituals, creeds, performances, activities of families, villages, and communities. This is the environmental root of traditional literature. To preserve and promote traditional literature in the new context, it is necessary to preserve initially the environment that produces them.

As to many ethnic groups, there has not been an atmosphere of retelling the epics, the sweet folk songs, the Nung's lovely folk songs, legends with dreams ... due to the rush of modern life. The environment for producing and cultivating traditional literature has gradually fallen into oblivion. The most effective way is to make it alive in schools which have ethnic minority people. Teachers should guide their students to set up the scene and reproducing traditional cultural spaces that are described thoroughly and lively in literary works. From there, ethnic minority people build up the love and respect for the traditional culture

of their group. This is also the form of preserving and promoting the values of Vietnamese minorities' traditional literature in the most sustainable way.

#### **E. Communication solutions**

In the educational environment, communication is the effective solution to transmit educational contents, link education with media activities such as newspapers, Facebook, and the Internet for the preservation and promotion of traditional literary values in the context of innovation, integration, and development.

Ethnic minority educational institutions can completely cooperate with media organizations to organize activities such as setting up radio broadcasting clubs to distribute folk songs composed by folk artisans, read epics, set up websites, present fan pages dedicated to ethnic minority literature with a variety of activities presented such as competitions on retelling fairy tales of their own group, paintings about epics, fairy tales, myths, legends..., writing literary works contests, performing in ethnic minority languages at localities ... If these are well organized, schools can certainly encourage the capacities of ethnic minority students' languages.

### **V. CONCLUSION**

Due to historical circumstances, the socio-economic situation in many ethnic minority areas has been less developed and self-sufficient, based on natural causes, although having received a great deal of attention and support from the Party and the State of Vietnam. Many ethnic groups with low educational and cultural levels still exist with many ancient and backward customs. Most ethnic minority areas lack research institutions to assist and advise the government concerning the planning and implementation of specific programs to enhance, preserve and promote the value of culture and traditional literature. The managing mechanism has not yet really overcome the requirement for carefully allocating the resources. Funds for propaganda, preservation of cultural heritage and traditional literature are still limited. The teaching contents on ethnic minority people's literature especially traditional literature are impoverished and are not being concerned reasonably. Consequently, the goal of preserving and promoting the cultural values and Vietnamese minorities traditional literature faces many difficulties and is becoming more urgent in the context of integration and development along with keeping pace with world development. The traditional cultural identity of many ethnic groups remains in danger and influenced in many different ways.

This research determines and affirms the role of education in preserving and promoting the traditional literary values of ethnic minorities in accordance with the policies of the Party and State of Vietnam: Education is the top national policy, the basic and sustainable root to educate both consciousness and an

awareness of managing human beings' heritage. The chosen 5W1H logical thinking model is really a most effective way of thinking to enhance orientation and to propose solutions for the preservation and promotion of the values of ethnic minority people's traditional literature, from the existing educational environment based on the context of global development and integration at present.

### **Recommendations**

In order to preserve and promote the values of traditional literature of ethnic minorities from education, there should be the need for participation of all levels, ministries, localities and unions as well as the society:

- + Increase the investment level for the culture, sports and tourism sectors through the arrangement of funding balance for projects in the annual plan.

- + Set specific regulations on incorporating traditional literature works of each ethnic minority into the ethnic program. The curriculum needs to be identified the exploitation plan, collection and helping ethnic minorities to preserve and promote traditional cultural values;

- + Institutionalize the establishment of separate websites on ethnic minorities or stipulating that local websites must contain the contents directly related to ethnic minority culture and literature implemented regularly as prescribed.

- + Continue to build a stable cultural institution at all levels, especially at the district level and basic cultural institutions such as clearly defining functions, tasks, and officials who operate appropriately and effectively; there should be people who understand ethnic customs and traditions, collect and study literary values which are still hidden in ethnic minority areas; coordinate unified management mechanism synchronously and coordinate preservative activities of literary publications of ethnic minorities and promote these activities effectively in schools.

- + Through learning activities, it is necessary to support inventory, statistics, set records, assess the current status and effectiveness of the conservation and promotion of traditional literature of ethnic groups, give specific experiences, solutions, and policies at all levels from the central to the local.

- + Continue to supply and specify policies to support ethnic minority artisans, honor artisans' families, teachers, pupils and students who have made great contributions to the preservation and promotion of the values of their traditional culture and literature.

- + Implement the policy of supporting material, sponsoring and ordering literary and artistic works in schools. Protect the authors' finding results and related rights; Revise, supplement and build new regimes and policies for literary and artistic activities in schools; Strengthen the work of discovering, training and

fostering young authors, especially ethnic minority authors in schools.

+ Consolidate and renew the activities of literary and art associations at the central and local levels in order to improve the ability to gather and promote the creative potential and develop the number of the literary and artistic staff for the association. Strengthen the establishment of ethnic minority literary clubs at ethnic minority schools.

+ The system of culture and art schools should be strengthened and promoted effectively. Intensify training and retraining of cultural-art staff for mountainous areas, ethnic minorities, especially remote areas and extremely difficult border areas.

+ It is necessary to assign specific tasks to folk art companies that coordinate with schools in ethnic minorities' art performances.

+ Nguyen Du's writing department - University of Culture, Hanoi University of Fine Arts, Viet Nam National Academy of Music... need to have plans to coordinate in recruiting students as ethnic minorities, preparing lessons and lecturing on heritage issues, culture, literature of ethnic minorities. Support the enrollment and provide employment after ethnic minority students graduated.

+ The Museum of Cultures of Vietnamese Ethnic minorities is a place to preserve, exhibit, introduce and exchange cultural and literary heritage of ethnic groups throughout the country. Therefore, it is necessary to have a plan to coordinate with schools in carrying out the task of promoting as well as organizing relevant cultural activities, ensuring the stability for ongoing research on cultural and ethnic minority literature.

+ The television station works closely with high schools to promote the broadcast of programs in ethnic minority languages, in which it is necessary to pay attention to increasing the amount of introduction of cultural and literary activities in ethnic minority languages to serve the locality and all the country; coordinate with cultural agencies to make more products such as films dubbed, documentary films, music video clips and other literary works in ethnic minority languages.

+ For ethnic cultures publishing house - the ethnic media agency: To further promote the collection, compilation, editing and publication of contents related to traditional folk literature of ethnic minorities to introduce in the minority language and bilingual. This action has a practical effect in understanding, researching, promoting and strengthening the ethnic minority languages of the concerned people and the

people in each ethnic group. Publications and the press (written newspapers) need to spend money and the area of newspaper on products in ethnic minority languages especially those ordered by the state issued to ethnic minority areas. Delicate publications of research results of pupils, students and teachers in schools at all levels.

+ For the Arts and Literature Associations: Strengthen the measures to build and develop the masses performances, guide and encourage the masses to participate in creating, preserving, transmitting and promoting cultural and literary values, traditional ethnic minority performances;

- For localities based on the actual situation of the needs and conditions of each locality, make plan to build a teaching curriculum on ethnic minority literature in their localities, thus consolidate meeting places and where cultural activities of ethnic minorities take place. Other organizations should have programs to propagate and integrate cultural arts activities with culture, literature of the nation to nurture, preserve national identity.

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