Ethnic Minorities in Vietnam and North East India

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Commonalities

* **Vietnam**
* 3 countries surround
* 54 ethnic groups
* Vietnam's 53 ethnic minority groups
* 15 per cent population
* nearly 50 per cent of the poor in 2010

* **North East India**
* 5 countries surround
* 40 million people
* 3 % population and 3 per cent GDP
* 80% rural
* 34% BPL
* 160 Schedule Tribes

Commonalities

* upland, mountainous provinces in Vietnam and NEI are inhabited by various tribes, ethnic and racial groups, linguistic and religious minority nationalities, with 'little identification with the central regimes.

* 'attitudinal discrimination' is a daily encounter by the upland communities in Vietnam and North East India who are pejoratively graded as *Chinkis* (slant eye), *Junglees* (forest dwellers) and *Paharis* (Mountain people) in India and *mọi* (savage) or *người Thượng* (highlanders) in Vietnam.

Poverty Eradication

* engaging peculiar issues confronting the ethnic minorities requires a different approach.

* culture, lack of capital formation, capacity building, communication, lack access and means to education – stands out.

* no schema and regime of state, civil society and institutional intervention will bear result unless and until the endogenous knowledge and skill base is nurtured among the communities of the uplands.

Poverty Eradication

* Political system have no decisive impact on the poverty alleviation of the ethnic minorities in the highlands of NEI and Vietnam

* Must overcome geopolitical isolation, lack of interaction with the outside world and other cultures

* Intervention in self-generated capital formation

Role of Education

* Must overcome First-generation learner's dilemma
* Focus on Science Education, ICT
* Sponsor Education: private players, INGO/NGOS
* Must develop suitable school in sparsely populated mountain areas to cut the Distance Trap
* Mobile School
* Dispel the myth that education intrude in the people's way of live, language, their worldviews and belief systems: a process that 'recolonized' mind,
* Bridge 'digital divide' and bridge 'tele-density'
* Dependable power supply
* Do away with sons of the soil or *con trai của đất* in the selection of teaching faculty,

Globalization and Ethnic Minorities

- globalization stress on skills, knowledge and capital disparage local communities' participation and involvement in the process of change

- extractive nature, the profit-driven nature of investments, wanton exploitation of natural resources, of the frontiers provinces, without commensurate return

- Denial of participation disruption in the flight of natural resources and goods, increase in crime, human trafficking, sex trade, extortion

- victims are mostly people of the uplands

- trading activities and administration as well as top echelons of the law enforcing agencies commanded by the non-locals 'other' ethnic majority.

Options and Opportunities

* Backwardness is an opportunity though challenging
* No free reign and unbridle activities without a proper mechanism to safeguard local interest and ensure participation of upland communities
* Majority ethnic-biased policy should accommodate minority ethnic feelings and aspiraions
* Contextualize 'enforced' dependence on norms, standards, policy and perspectives of the Centre
* Mechanism to ensure representation of local realities and constant interface with local elements.
* Anthropologically-driven inclusionary policy

Options and Opportunities

* Tolerate 'eccentricity' to enable us introspect and relate to the realities.
* Geographically, ecologically needs requirements of the uplands cannot be imposed
* Strategic planning and tactical interventions
* Plugging in the seepage in delivery, transparency and e-governance may be the panacea.
* Upland communities are not homogenous entity but multitude of people or communities at differential level of social, economic and educational are grouped together
* Specify ethnic target