

## Developing Education and Training Human Resources in Vietnam Today



Nguyen Thanh Quyet

Tri Thuc Viet Training and Education Development Company Limited, Ho Chi Minh City, Vietnam

**ABSTRACT:** Enhancing the caliber of human resources within the realm of education and training stands as a paramount mission amid the era of the Fourth Industrial Revolution. It holds profound significance for national survival and advancement, constituting an imperative demand within this transformative industrial landscape. The forthcoming investigation aims to elucidate the theoretical underpinnings of human resource management, particularly within the educational domain. It will shed light on the evolution of human resources in Vietnam's educational sector, encompassing achievements, developmental efficacy, and socio-economic ramifications, as well as the challenges and constraints that require resolution.

**KEYWORDS:** human resources, education, and training, Vietnam

### INTRODUCTION

Today, the development of human resources for education and training is an inevitable trend of the times, opening up many development opportunities for countries, especially developing countries. This trend brings many opportunities and challenges to the development and human resources of education and training in Vietnam. The emergence of the Fourth Industrial Revolution in 2015, as forecasted by the Bank of England, heralded a profound transformation in the global employment landscape. With projections suggesting that as many as 95 million traditional workers in the US and UK could face displacement over the next 10-20 years, comprising half of the workforce in these nations, it became evident that a paradigm shift was underway. This impending transition from outdated to emerging roles was expected to resonate worldwide, accentuating the dichotomy between low-skilled and high-skilled labor and challenging the longstanding notion that cheap labor alone could sustain the competitive advantage of emerging markets in regions like Latin America and Asia. Researchers highlighted that the Fourth Industrial Revolution posed a significant threat not only to low-skilled workers but also to those with intermediate or college education, underscoring the imperative for acquiring innovative skills tailored to the demands of the 4.0 economy (Hung, 2017). This prognosis presents formidable challenges for Vietnam, grappling with a labor market of relatively low quality. A report by the International Labour Organization (ILO) in July 2016 underscored the vulnerability of workers in Vietnam's textile, garment, and footwear sectors, revealing that up to 86% of them were at high risk of displacement due to the technological upheavals catalyzed by the Fourth Industrial Revolution (GSO, 2016).

Consequently, the advent of the Fourth Industrial Revolution necessitates a transformation of workers into high-quality human resources, reshaping the labor structure and driving the evolution of the labor market. This imperative trend compels Vietnam to prioritize the development of human resources for education and training, emphasizing the cultivation of a creative environment and actively fostering and attracting talent.

### LITERATURE REVIEW

Human resource development for education and training is interesting for domestic and foreign researchers, with many published research works. Dunlop (1992) studied *The Challenge of Human Resources Development* to clarify the challenges for human resource development. According to the author, a productive workforce depends on a country's education system, the quality of health care opportunities, training and retraining, family policy, and labor policy of the country with or without unions, and the quality of public services. McGrath (2002) in the article *Skills for Development: A New Approach to International Cooperation in Skills Development* studies that human resource development, education-technical training, and vocational training a central tools of development cooperation from the 1950s to the 1980s. However, with the great growth of education for all in the 1990s, it fell into disrepair. At the beginning of the twenty-first century, development cooperation agencies have become increasingly interested in the importance of skills development, a broader concept that has replaced educational TVE - technical and vocational training in the minds of people.

## Developing Education and Training Human Resources in Vietnam Today

Research on practice, mechanisms, policies, and effectiveness of human resource development in education and training with the following works: Thang (2007) focusing on *international cooperation in training human resources in science and technology - Research requirements and prospects of human resource training* in the field of science and technology in Vietnam confirm that this is the important factor contributing to the successful implementation of the science and technology development strategy of Vietnam in the volatile period of industrialization and modernization in the early 21st century. The author also points out the requirements for training Vietnamese scientific and technological human resources in the new period.

Su (2011) in the *Impact Assessment of the international cooperation program to improve the quality of teacher training* studies the exploitation of the international cooperation environment to develop human resources in the field of education and training. The author evaluates the effectiveness, and factors leading to the success and sustainability of the project "Improving Teacher Training Programs" of the Faculty of Pedagogy, Can Tho University, and the Faculty of Education and Social Work. University of Sydney; evaluate the close relationship between the two units from which to develop sustainably; make recommendations for future collaborative development projects to improve teacher capacity. Quyen (2016) with the topic of *Social Human Resource Management studies* human resources from a social perspective, providing an overview of social human resources, social human resource development; theory and social human resource restructuring; issues of job creation or use of social human resources, and some other related issues.

Hien (2019) researches the topic *The Role of International Cooperation in Training High-quality Human Resources in Vietnamese Universities – Lessons Learned* to clarify Human resource training activities in education and training. The author points out that international cooperation in training human resources in education and training does not mean copying the entire management model and training programs of foreign countries but building internal capacity to have an appropriate direction for their school and country, in which the role of educational administrators and scholars in the country should be given more reasonable and fairer duties and powers. These solutions are not only limited to financial resources but more importantly, the innovation of mechanisms, policy reform methods, income regimes, and especially the role of teachers.

Van (2020) analyzes and clarifies *the knowledge economy with the issue of training high-quality human resources in Vietnam today*, the author believes that the requirement to build a knowledge economy requires initiative and positive training of high-quality human resources by basic solutions such as: linking training with the use of high-quality human resources, actively changing training and training methods to meet social needs, and combining closely between training and production, theory and practice. Xuan (2021) in the article *Improving the Efficiency of International Cooperation Activities of Vietnamese Universities in the Context of the ASEAN Community, the Vision to 2025* focuses on clarifying the expansion of international cooperation of Vietnam National University Ho Chi Minh City to the international community. improving the quality of education - training human resources for the country of Vietnam; focusing on international cooperation activities, actively integrating into the development trend of the ASEAN higher education system; Reviewing the 5 educational development goals and the importance of Vietnam's educational cooperation in ASEAN, thereby proposing some ideas to maximize the potential of international cooperation in ASEAN, contributing to improving the quality of education the international position of Vietnam National University Ho Chi Minh City in the coming time.

In general, research works to a certain extent have investigated and researched issues related to human resource development in education and training, but through approaching the above studies, we find that There are still "gaps" such as there is no comprehensive and consistent system of criteria to survey, analyze and evaluate the quality of human resources in education and training, as a basis for locating practical solutions. increase quality. Therefore, this study will inherit the results of related studies, contributing to supplement and clarify new issues; emphasizing practical effectiveness in human resource development in education and training; and summarizing and proposing some solutions suitable to the actual situation, bringing high efficiency in the coming time.

## METHODS

The article is constructed upon the foundational principles of Marxism, incorporating insights from scholars, organizations, and viewpoints from around the globe, including Vietnam, regarding the development of human resources in education and training. Employing historical and logical methodologies, the article synthesizes fundamental issues, trends, and the evolution of efforts to enhance the quality of human resources. Additionally, it employs various specific research methods, including comparison, analysis, synthesis, induction, inference, and data synthesis. These methodological approaches are utilized to support the research and presentation of the article's findings.

## RESULTS AND DISCUSSION

### Human resources for education and training

Author Chuan in *Research on Human Culture and Human Resources in the Early 21st Century* (2003) approaches education and training human resources in terms of an educated and highly qualified workforce and especially the ability to quickly adapt to rapid changes in production technology (Chuan, 2003). Scientists in the project Understanding some terms in the Document of the

## Developing Education and Training Human Resources in Vietnam Today

12th National Party Congress (2016) believe that the concept of human resources for education and training must be high-quality human resources be understood in two meanings: first, qualified and qualified human resources meet high efficiency for the performance of a specific education-training task, specific education-training development level specific conditions and conditions of education and training; secondly, human resources for education and training are qualified and of high quality to the development requirements of the country in the new period and international human resources (Phu, Dang & Thong, 2016, p. 224 – 225). Authors Tri and Tam in *Developing High-quality Human Resources in the Process of International Integration in Ho Chi Minh City - Current Situation and Solutions* (2020) argue that: human resources for education - training Training is a group of employees in the field of education and training with professional and technical qualifications, corresponding to each specific profession, according to the criteria of labor classification in terms of professional and technical qualifications. certain; have good professional skills and ability to adapt to rapid changes in production and business technology; have good health and character; have the ability to creatively apply the trained knowledge and skills in the production process to bring high quality and effective labor productivity. Those are people who master modern scientific and technological knowledge, have creative thinking, have good practical skills, have an industrial style, are organized and disciplined, have good health, and make positive contributions to the world actively and effectively in the cause of national construction and defense.

Authors Dang and Giang with *the project Training high-quality human resources in Information Security at the Institute of Cryptography to meet the needs of digital transformation in Vietnam today* (2021) said that Education and training human resources “are a special part of the labor force, capable of meeting practical needs, having high educational and technical qualifications, good labor skills, and ability to adapt quickly, master production technology, have good health and moral qualities, be able to creatively apply trained knowledge and skills to the production process to bring about productivity, high quality and efficiency” (Dang & Giang, 2021). From a qualitative perspective, education and training human resources are understood as a workforce capable of meeting the requirements of socio-economic development, meeting the needs of growth and social progress; From a quantitative perspective, it is understood as those who are equipped with the knowledge and have a high level of expertise. Khanh researched the topic of *Developing high-quality human resources to meet the requirements of the industrial revolution 4.0* (2021) ability or capacity, directly (or indirectly) to create high labor productivity and high added value” (Khanh, 2021, p. 33).

hus, it can be understood that education and training human resources are qualified and qualified human resources that are highly effective for the performance of a specific task, specific development level, and conditions, and conditions and specifically; contribute to the development requirements of the country in the new period and be placed in comparison with international human resources.

### Developing human resources for education and training

In 2015, the Bank of England made a forecast indicating a significant shift in the labor landscape: approximately 95 million traditional jobs would be at risk of displacement within the next 10-20 years in the US and UK alone, accounting for roughly 50% of the workforce in these nations. This trend was projected to extend to other countries as well. The forecast anticipated the replacement of old occupations with new ones, resulting in a labor market dichotomy favoring high-skilled workers over their low-skilled counterparts. The notion of cheap labor as a competitive advantage for emerging markets in Latin America and Asia was deemed outdated in light of these developments. Furthermore, researchers highlighted that the advent of the 4.0 revolution posed a threat not only to low-skilled jobs but also to those held by middle-skilled workers unless they acquired new, creative skills suitable for the 4.0 economy (Hung, 2017).

Vietnam, characterized by a labor market of lower quality, faced similar challenges. An International Labor Organization (ILO) report from July 2016 revealed that up to 86% of workers in key industries such as textiles, garments, and footwear were highly susceptible to job loss due to the technological advancements associated with the Fourth Industrial Revolution (General Statistics Office, International Labor Organization 2016). Consequently, the emergence of the Industrial Revolution 4.0 necessitated a shift towards a high-quality human resource base, prompting a transformation in the labor structure and the advancement of the labor market. This trend compelled Vietnam to prioritize human resource development through education and training, emphasizing the cultivation of a creative environment, and actively promoting, nurturing, and attracting talent. The trend of human resource development through education and training is shaping requirements, motivations, and conditions for enhancing professional and technical skills, presenting both opportunities and challenges for Vietnam. On the advantageous side, this trend has positively impacted the quality of human resources by fostering rapid advancements in science and technology. As technology becomes increasingly integral to various sectors, individuals, as well as the labor force as a whole, are compelled to continually enhance their qualifications to remain aligned with evolving demands in both work and life. This dynamic serves as a crucial catalyst for the ongoing development of human resources within the realm of education and training. The trajectory of industrialization and modernization in Vietnam over the past decade (2010 - 2022) underscores the necessity for employees within enterprises to adapt to advanced management methods and technologies. Those working with modern technology must consistently augment their skills, and managerial prowess, and adopt contemporary work styles. This adaptation underscores the imperative for individuals to embrace and adjust to the imperatives of the Fourth Industrial Revolution.

## **Developing Education and Training Human Resources in Vietnam Today**

The evolution of human resource development within the education and training sector in Vietnam reflects a strategic investment in long-term and sustainable growth. Each year, significant budget allocations are directed toward constructing modernized educational infrastructure and equipping facilities with state-of-the-art resources. Despite a slight decrease in state budget expenditure in 2021 compared to the previous year, investments in education remain robust. Moreover, the education sector actively mobilizes additional resources, particularly through socialization policies aimed at standardizing and modernizing educational institutions. This concerted effort highlights Vietnam's commitment to fundamental and comprehensive educational reform, positioning it for continued progress and development in the years ahead. Thus, ensuring learning conditions for millions of students across the country. In the school year 2021-2022, the whole country has 17.9 million high school students, including 9.2 million primary school students; 5.9 million junior high school students; and 2.8 million high school students (Trang, 2022). The total number of students at higher education institutions is 1,906,000 students (Nhan, 2022).

The teaching staff at higher education institutions since 2015 has continuously increased, averaging more than 1,000 people per year. Specifically, in 2015, the total number of lecturers in higher education institutions was 69.6 thousand lecturers, in 2020 the number of lecturers will increase to 76.6 thousand lecturers (Nhan, 2022). In the academic year 2022-2023, the Ministry of Education and Training continues to focus on effectively implementing the Project on capacity building of lecturers and managers of higher education institutions to meet the requirements of basic renovation of a comprehensive version of higher education in the period of 2019 - 2030.

The rapid expansion of the student population has brought to light certain drawbacks in the human resource development process within education and training. Particularly, the trend of commercializing education and training in the context of a burgeoning market economy and globalization has introduced negative repercussions. Commercialization often prioritizes quantity over quality, leading to detrimental effects on human resource development. An alarming consequence of this pursuit of scale is the neglect of educational quality, as institutions prioritize rapid capital recovery by indiscriminately enrolling large numbers of students. Consequently, private schools frequently exceed Ministry of Education and Training quotas, resulting in lowered admission standards and diminished competition. Consequently, a significant portion of graduates find themselves ill-equipped to meet the demands of the labor market, as the education they received fails to provide adequate job opportunities. This scenario underscores the pressing need for a recalibration of educational priorities to ensure that quantity does not compromise the quality of human resource development.

In short, the development trend of human resources for education and training in Vietnam is in the general trend of the world. However, in specific conditions, the development trend of human resources for education and training is influenced by the capabilities, characteristics of the population, and the socio-economic situation of each region or region. However, the practice of human resource development in education and training over the past 10 years (2010 - 2022), shows that the development trend of education and training human resources is increasingly expanding the scope, scale, and extent of human resources. ; diverse and rich in content and fields; at the same time continue to form many cooperation frameworks or "playgrounds" with many new "rules of the game" at various geographical, regional, regional, and global scales. The process of human resource development for education and training in Vietnam has attracted the attention and participation of many organizations, businesses, and individuals... when they realize that participation brings specific benefits or guarantees about their interests and rights.

### **Development solutions for human resource development in education and training**

First of all, the process of industrialization and socio-economic development in Vietnam requires the development of human resources for education and training. Because industrialization is one of the most important tasks of Vietnam's development process, bringing the country's production to a new level. From the end of the twentieth century to the present, the process of industrialization and modernization in Vietnam has created profound and comprehensive changes in the economic, technical-technological, and socio-economic fields bringing Vietnamese production and society from the backward agricultural level to the industrial level with increasingly advanced, modern, and civilized technology levels.

Currently, based on summarizing the process of industrialization and modernization from the early 1990s to the present, Vietnam continues to accelerate industrialization and modernization based on scientific progress, technology, and innovation. Therefore, it is necessary to have human resources for education and training to serve this development trend.

Secondly, Vietnam promotes and creates favorable conditions to attract foreign direct investment capital for development.

For many years, Vietnam has been considered an attractive destination for foreign investors and is facing a golden opportunity to attract large amounts of investment capital, especially in economic zones and industrial zones. Vietnam's international position is being enhanced along with the active external economic activities of senior leaders of the Party and State. Vietnam's international integration is deepening.

With the high attention of the Government and the participation of the whole political system, the consensus of businesses, Vietnam's business-investment environment is increasingly open and favorable for investors. Along with that, the advantage of human resources and the domestic market with nearly 100 million people with a rapidly growing middle class, creating a market with quite large purchasing power, is attracting the attention of foreign investors.

## Developing Education and Training Human Resources in Vietnam Today

Facing the trend of strong development in the foreign-invested sector, high-quality human resources are required, therefore, the development of human resources for education and training is required. This is an important factor in supplementing the supply of high-quality human resources and training.

Thirdly, the trend of human resource development in education and training to meet development requirements.

In the context of the industrial revolution, 4.0 with technological breakthroughs growing strongly, deeply affecting all areas of life, the economy - and society, the demand for human resources, especially Human resources for education and training become more and more urgent. The quality of Vietnam's education and training human resources is increasingly improving, going deep into the fields of specialization and diversifying training programs to meet the requirements of the times.

Thus, the development trend of education and training human resources in Vietnam is the foundation for developing high-quality human resources in the coming period.

## CONCLUSION

Human resource development for education and training plays an important role in the process of developing high-quality human resources. Therefore, it is highly respected by many countries around the world, including Vietnam. For Vietnam, education, training, and improving the quality of human resources in education and training are closely linked. Education and training are one of the most basic solutions to creating quality human resources, and at the same time, the quality of human resources also becomes the top goal of education and training. For many years, Vietnam has always exploited all possible conditions to improve the quality of human resources for education and training; considers human resource development and education and training human resources as the most valuable asset, a strategic breakthrough, and a decisive factor in accelerating the development and application of science and technology, restructuring economy, transforming the growth model and being the most important competitive advantage, ensuring fast, efficient and sustainable development.

## REFERENCES

- 1) Chuan, N.T. (2003). Research on human culture, human resources in the early 21st century ' Proceeding of the International Conference, State-level Science and Technology Program, Hanoi.
- 2) Dang, N.T. & Giang, H.T. (2021), Training high-quality human resources in information security at the Academy of Cryptography to meet the needs of digital transformation in Vietnam today. *Journal of Education and Society*, March 2021, p. 154.
- 3) Dunlop, J. T. (1992). The Challenge of Human Resources Development. *Industrial Relations: A Journal of Economy and Society*, 31(1), 50–55. doi:10.1111/j.1468-232x.1992.tb00297.
- 4) McGrath, S. (2002). Skills for development: a new approach to international cooperation in skills development?“, *Journal of Vocational Education & Training*, 54(3), 413–430. doi:10.1080/13636820200200207
- 5) Nhan, D. (2022). Over the past five years, the number of students has increased, but the graduation rate has decreased. <https://giaduc.net.vn/5-nam-qua-quy-mo-sinh-vien-tang-nhung-ty-le-tot-nghiep-lai-giam-post229122>
- 6) Ha, H.T. (2020). The role of education and training in human resource development to meet the requirements of socio-economic development in our country today“. *Philosophy Journal*, No. 6 (349), pp. 82-89.
- 7) Hung, V.X. (2017).“Industrial Revolution 4.0 - Big challenge to the labor market“, *Nhan Dan Online*, <https://nhandan.vn/doi-song-xa-hoi/thach-thuc-lon-voi-thi-truong-lao-dong-posted-on-01/01/201>
- 8) Khanh, P.T. (2021). Developing high-quality human resources to meet the requirements of the Industrial Revolution 4.0. *Journal of Political Science*, No. 02/2021, p. 33.
- 9) Phu, P.H., Dang, N.V., & Thong, N.V. (2016). Learn some terms in the Document of the 12th National Congress of the Party, Publishing House. National politics, Hanoi.
- 10) Quyen, T.T. (2016). Social Human Resource Management, School-level Scientific Research Project, Academy of Journalism and Propaganda, Hanoi.
- 11) Su, N.T.S. (2011). Evaluating the impact of international cooperation programs on improving the quality of teacher training. *Science Journal of Ho Chi Minh City University of Education*, No. 25, p. 36-44
- 12) Thanh, C.T. (2007). "International cooperation in training science and technology human resources - Requirements and prospects", *Journal of Educational Sciences*, No. 25, p. 21-40.
- 13) Van, T.T.T. (2020). Knowledge economy with the problem of training high-quality human resources in Vietnam today. *Asia-Pacific Economic Review*, No. 567, pp.115-116.
- 14) Trang, A. (2022). The country has increased by nearly 2.5 million high school students in the past 6 years. <https://giaduc.net.vn/ca-nuoc-tang-gan-25-trieu-hoc-sinh-pho-thong-trong-6-nam-qua-post229162>.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.