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Factors Affecting the Role of Education and Training in Human Resource Development of Vietnam

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Abstract--In the context of the world economy entering the globalization phase, the comparative advantage of economic development is shifting from being rich in resources, rich in capital, and cheap labor costs to advantages in quality human resources. Human resources have a direct and lasting impact on the development of each individual, family, and social community. Investment in people is a strategic investment, which is the firmest basis for sustainable development. Because of that, human resource development was and is becoming a very urgent mission not only at the national level but also a matter of each region, based on geographical characteristics, population, and requirements for socio-economic development orientation. For Vietnam, promoting the role of education and training in human resource development is influenced by objective, multidimensional and complex factors, including internal and external impacts; both positive and negative; both opportunities and challenges to education and training to train human resources for socio-economic services. Therefore, it requires us to continue to research and analyze to have an objective and comprehensive assessment of the above issue.

Keywords---education and training, human resource, industrial revolution 4.0, Vietnam.

Introduction

In the developing process, the issue of development resources of a country or ethnicity is receiving special attention for research. Identifying resources is very important, ensuring the execution of the socio-economic development strategy. Based on different criteria, people classify resources: natural resources such as

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natural resources, geographical location; foreign resources, domestic resources; material-technical resources; human resources. These resources have different impact roles in the entire development process. However, in the end, the most durable and most important resource in the development of each country is human resources. Therefore, in many countries, socio-economic development strategies are focused on developing human resources, changing the exploited objects to the preeminent and inherent values of the people themselves.

In the industrial revolution 4.0, "when all-natural resources are increasingly exhausted, only human resources are unlimited and "knowledge can be taken without and end" (Toffler, 1991), human - workers play an even more important role. Being well aware of that problem, resolution documents of the Communist Party of Vietnam affirmed: "Human resources are precious and have a decisive role, especially for our country, when financial resources and material resources are still limited" (Communist Party of Vietnam, 1997); and therefore our Party defined "people are the center of development strategy and as development subjects at the same time" (Communist Party of Vietnam, 2011).

If human resource development is considered a decisive factor for the development of each country then education and training development is the main method and has a decisive role in training high-quality human resources, it is also a basis of human and social development strategy. Education and training have an important role in human resource development, it is the most effective way for people to timely access the latest information, update and enrich their knowledge and creativity; only through education and training can we effectively create, motivate and promote all resources in society. Education and training are also a way to preserve, disseminate, exchange, and develop culture and science, create human resources for the reproduction of labor forces. Because the nature of education is the transmission, acquisition, and development of historical and social knowledge and experiences that mankind has created. Therefore, today, countries not only perceive education and training as a special social activity, a part of the superstructure but also a factor that holds a fundamental position and a driving role which decides the socio-economic development; investment in education and training is an investment in the future.

For Vietnam, in the process of international integration, education and training in recent years have made an important contribution in improving the quality of resources to supply the country's economic sectors and fields. However, besides the above achievements, it must be acknowledged that education and training in Vietnam have not met the requirements of human resource development both in the present and in the future. This article focuses on analyzing the factors affecting the role of education and training in human resource development in Vietnam; thereby proposing the main solutions to promote the role of education and training in the development of human resources in Vietnam today.

Research Methods

Theoretical basis: This article is made based on the worldview and methodology of dialectical materialism and historical materialism, Vietnam's point of view on the role of education and training in socio-economic development.

Research methods: This article uses a combination of research methods such as historical and logical methods, comparison, analysis and synthesis, induction and deduction, and statistical methods from reference sources to serve in the research and presentation of the article.

Research results: from analyzing the factors affecting the role of education and training in human resource development in Vietnam, the article proposes some solutions to promote the role of education and training in human resource development in Vietnam.

Results and Discussion

Impacts of globalization and international integration process

Globalization and international integration are the trends of objective development, impact deeply on all aspects of socio-economic life, and are attracting many participating countries. Globalization's nature is a strong increase in relationships, impacts, bonds, the interdependence of all countries, ethnic groups, and regions around the world. The process of globalization originates from the development of productive forces which has a socializing nature along with the impact of the scientific and technological revolution on economics, culture, society, and the environment between countries and regions on an international scale.

Along with the process of globalization, the development of productive forces, advancement of production and exchange of goods, market expansion, the relationships also gradually go beyond national boundaries, shaped into regional and international relationships. Therefore, when it comes to globalization, people say international integration: "globalization and international integration are two sides of a dialectical process, we cannot have globalization if there are no growing participation of countries and ethnicities, as well as no internationalization if there is no impact of globalization" (Hien, 2014). International integration is the process by which countries link their economies with regional and world economies with efforts to implement liberalization and opening economies on bilateral and multilateral levels to minimize the difference to become a part of the global economy. It is not merely the cooperation process, but also a decisive competition process between enterprises and national economies.

Today, each country and territory cannot grow quickly if only they are based on domestic resources without taking advantage of the advantages from outside, because there are no countries that have enough conditions to build an effective domestic economy without taking into account the outside market, whether it is a huge country like the US, China, Russia. Recognizing this problem, in the cause of renewing the country, the Communist Party of Vietnam always affirmed: "Combining ethnicity strength with the era power, domestic strength with international strength... highly promoting internal strength while taking advantage of foreign strength, combining traditional elements with modern elements" (Communist Party of Vietnam, 2011).

Vietnam is integrating deeply into the world economy, so it is under the strong impact of globalization and international integration with interwoven

opportunities and challenges in the development of education and training, promote the role of education and training in human resource development, such as:

Globalization and international integration contribute to the modernization of Vietnamese education in the direction of international standards. Globalization makes today's world market larger and complete in the operating mechanism. We have the conditions to learn, receive, exchange, improve the level, management experience, capital of the world, especially the knowledge to develop the digital economy, participate in the global products supply chain. Thereby, we have the opportunity to expand production, create jobs, stabilize and improve people's lives, participate in the process of international cooperation and division of labor. Therefore, globalization and international integration not only contribute to removing barriers between nations in economic development but also open up favorable conditions for the development of education and training from all countries in the world, thereby, allowing each country to implement and overcome the weaknesses of the national economy. Globalization and international integration have placed Vietnamese education in the general picture of the world education, thereby helping Vietnamese education realize where it is standing in the international arena, which one is good or bad, it is possible to receive the experience of developed education systems, creating the necessary breakthrough to break old and outdated stereotypes, from educational philosophy, program content to teaching methods, educational management organization. These advanced experiences will create a premise to modernize education and training, connect the province's education and training with education systems in the world, expand vision and value ladder beyond national and ethnic boundaries, towards common international standards, training quality human resources for socio-economic development.

In addition, globalization and international integration also open up great opportunities for Vietnamese education and training to approach and learn about educational goals, contents, programs, methods, and advance educational management experiences, opening a development direction for learners to study and research on the spot, without having to go abroad but still be able to learn modern knowledge with high economic efficiency. As a result, workers can broaden their understanding, gradually overcome the emotional, intuitive, and experiential thinking and working methods created from small-scale production, training them to get used to the scientific idea and working methods, industrial style, gradually fostering workers with necessary qualities and capabilities to serve the process of international integration.

Along with that, the process of globalization and international integration in Vietnam also creates favorable conditions to promote international cooperation relationships in the fields of scientific research, science, technology, education, and training. This has helped Vietnam not only take advantage of the capital and experience of friendly countries but also an opportunity to strengthen links with prestigious regional and international educational and vocational training organizations in building modern training institutions, updating syllabuses, transferring facilities for teaching and learning, exchanging scientific information, training and fostering vocational teachers,... From that, step by step develop

Vietnam's education and training towards modernity and reach international standards, contribute to the improvement of the educational level, professional and technical qualifications of workers following international standards, serving the international integration of Vietnam.

At the same time, globalization and international integration also create opportunities and conditions for Vietnamese people to exchange, learn and absorb the essence of human cultural values, based on preserving and promoting traditional cultural values of the nation in the education, training, and building of the new Vietnamese people. The traditional standards of Vietnamese education have conditions to advertise the nation's traditional values to friends around the world, contribute to the improvement of the position and prestige of Vietnam in the international arena. Along with that, in the current context, globalization and international integration also create opportunities for Vietnamese education to have conditions to cooperate, exchange, study and absorb scientific achievements and knowledge as well as modern technology in the world, especially the results of the fourth industrial revolution, contributed to the development of education and training, creating resources for rapid socio-economic development (Carvalho et al., 2018).

However, globalization and international integration also pose challenges to the development of education and training in Vietnam. It is necessary to realize that the nature of globalization and international integration is because the developed capitalist countries manipulate the rules of the game in the style of "big fish eat small fish", developed countries will be shared more opportunities than poor countries. Poor countries are at risk of being squeezed and lost, easily facing risks in economy, culture, and society. Vietnam is deeply integrated into the economy, therefore, the negative impacts of globalization and economic integration also have a strong impact on all fields including education and training, such as hostile and reactionary forces can take advantage of the integration policy to promote socio-economic destructive activities through cooperation, internal investment, "self-evolution", "self-transformation" and carry out the plot of "peaceful evolution"; the infiltration of toxic culture, cultural hybridization, pragmatic lifestyle and other negatives of the process of globalization and international integration have been damaging traditional Vietnamese values affecting the healthy development of people's spiritual life.

Along with opening up and integrating into the world through investment and tourism, the internet brings anti-progressive ideas that go against the benefits of the nation and go against the path to socialism in Vietnam, creating conditions for hostile forces to contact and approach the young generation, especially students. In this context, it is required to combine the preservation and promotion of national cultural identity and traditional values with the selective acquisition of the cultural essences of humanity, combining harmoniously between tradition and modernity in building Vietnamese human personality to meet the requirements of the cause of building socialism.

The process of globalization and international integration has brought Vietnam many favorable opportunities, and at the same time posed many new difficult challenges, requiring each country and each locality to strive to rise, grasp the

opportunities, integrate and develop to keep up with the general trend of the world and not be left behind. Therefore, to fulfill the goal of developing education and training for socio-economic development, Vietnam must create a system of policies for economic and social management, educate and train in a flexible, rigorous, and scientific manner, as well as improve the skill of forecasting and analyzing situations, thereby promoting the positive aspects and limiting the negative effects of the process of globalization and international integration, to maintain political and social stability and the well-being of the people, contributing to the development of the country more and more.

Industrial Revolution 4.0

In recent times, the Industrial Revolution 4.0 (IR 4.0) has been mentioned a lot in the media and social networks (Hoa, 2017). The IR 4.0 was first mentioned at the Technology Expo in Hannover (Germany) and then officially included in the High-tech Strategic Action Plan approved by Germany in 2012; officially identified concepts and connotations at the 46th World Economic Forum (WEF), on January 20, 2016. Klaus Schwab says: "The Industrial Revolution 4.0, formed on the foundation of the digital revolution and combining many technologies, is driving an unprecedented paradigm shift in economic, enterprise, social and personal dimensions (Tri et al., 2021). It changes not only what we do, how we do it, but also who we work for" (Schwab, 2018).

On May 4, 2017, Prime Minister Nguyen Xuan Phuc signed Direction 16/CT-TTg at strengthening the ability to approach IR 4.0, stating: "IR 4.0 with the development trend based on the foundation of high integration of the digitized – physical-biological connection system with the breakthrough of the Internet of Things and artificial intelligence is fundamentally changing the world's production" (Prime Minister, 2017).

In terms of nature, IR 4.0 is the development of the production force that it's peak meet the increasingly intelligent needs of society with the basic feature that is the fusion of technology, digital, biology fields, a combination of virtual and real systems, systems connected to the internet. The fourth industrial revolution that has spread across the world today is because the speed of development and the impact of breakthroughs in technology have had unprecedented powerful effects. Inventions and scientific advancements are ubiquitous in all fields, such as artificial intelligence, robotics, the internet of things (IoT), self-driving cars, biotechnology, Nanotechnology, 3D printing technology, materials science, quantum computers, etc. impact almost every industry at such a rapid pace that it is said that the fourth industrial revolution is developing at an exponential speed (Huntington, 2000).

The fourth industrial revolution plays an important role in creating products and services that enable us to live a better life. Conversely, this revolution could also lead to even higher inequality as new technologies will replace labor-intensive jobs. This is considered the biggest challenge brought by this revolution. Besides, another challenge is how to create more jobs that require more skills for humans when automated technologies have been replacing labor in many daily tasks.

Over the past time, education and training in Vietnam have achieved important achievements, such as the rate of 5-year-old children completing the preschool program reaching 99.9%. Regarding the primary level, 63/63 provinces and cities have achieved level 2 universalization quality, of which 4 localities have achieved level 3. All 63/63 provinces and cities have achieved the standard of universalization of secondary education at level 1, some localities reached levels 2 and 3. The quality of education is also highly rated by international organizations ([John, 2008](#)). Vietnam is currently ranked in the top 10 of the world's top innovative education systems, according to the World Bank's 2018 report "Smarter Growth: Learning and Equitable Development in East Asia and the Pacific". Or in the Programs for International Student Assessment, at the age of 15 (PISA), our students have achieved impressive results, surpassing the average level of the Organization for Economic Cooperation and Development (OECD). The international Olympic teams all achieved high rankings. For example, in 2019, with 15 gold medals, 14 silver medals, 7 bronze medals, the Vietnamese Student Union was at the top at the International Math and Science Olympiad; with this achievement, Vietnam advanced 13 ranks compared to the 59th exam in 2018. At the university level, by the end of 2020, 7 universities were recognized by the international assessment and accreditation organization (HCERES, AUN-QA). 195 training programs of 32 schools were evaluated and recognized according to regional and international standards. In 2018, for the first time in history, two Vietnamese universities: Hanoi National University and Ho Chi Minh City National University, entered the list of the world's top 1,000 universities by Quacquarelli Symonds (UK). On the other hand, university autonomy has made a breakthrough when many sectors and fields of training are in the top 500 in the world. Vietnam also ranked 49th in the world in terms of the number of scientific journals published in prestigious international publications. The country currently has 172 public universities and 65 non-public universities, with nearly 1.7 million students.

Educational achievements have made an important contribution to the quality of human resources. As in 2010, the rate of trained workers was only 40%, by 2020 it has increased to 64%; in which, the proportion of trained workers with degrees and certificates increased from 14.6% to 24.5%. At the National Online Conference on the education sector on October 31, 2020, Deputy Prime Minister Vu Duc Dam commented: "We have overcome difficulties and overcome ourselves, and the education and training sector has all-rounded, multifaceted, clear and solid improvements" ([Tran, 2021](#)).

However, Vietnam's education and training still have certain limitations, especially in theory, not focusing on working skills, lack of connection with practice, science - technology has not become a driving force of development, infrastructure is still backward compared to other countries in the region. Therefore, the approach to IR 4.0 in education and training contributes to raising people's knowledge, fostering human resources, and training talents to serve the process of socio-economic development. Faced with the influence and impact of the IR 4.0, education and training in Ho Chi Minh City in particular and Vietnam, in general, has basic advantages to accept opportunities for education and training development promote its role in the process of industrialization and modernization brought to by this revolution, such as:

First, Vietnam is a locality with strong development of internet resources compared to other localities in the country. This is a favorable condition for people to easily search in a huge database of information in the world and Vietnam, especially students, they can search for required knowledge through wifi devices, smartphones, laptop, tablet... to learn knowledge by themselves under the guidance of teachers and complete their educational goals. Moreover, in addition to that extremely wide source of knowledge, students can access documents in foreign languages to have deep and multi-dimensional perspectives on accessibility issues. This forms in students the skills of searching and selecting information, building critical thinking skills. Rich and multi-dimensional resources will effectively serve the learning of today's students.

Second, IR 4.0 has a strong impact on education in each country, making the boundaries between sectors no longer clear, but must support and complement each other. Therefore, this is an opportunity for students to actively accumulate knowledge, master technology, and timely update the latest advances in science and technology to be able to compete for jobs in the globalization era. In addition, improving foreign languages is an indispensable requirement in the era of IR 4.0, helping students easily find attractive study and job opportunities, especially in the trend of "multinationalization" of big companies like today. This is an opportunity to expand their understanding as well as relationships at home and abroad, helping them have many experiences to complete themselves, to become dynamic, creative, and enthusiastic "global citizens". Thereby shortening the gap of education and training between the country and the region, creating a premise for the development of education and training, as well as promoting the role of education and training in the industrialization and modernization process of Vietnam.

Third, one of the impacts of IR 4.0 on students is the choice of profession. To adapt to the era of IR 4.0, the demand for human resources in information technology, network security, bio-technology... will increase. This is an opportunity as well as a challenge for students, requiring their high efforts, because, in addition to specialized knowledge, they also need to equip other related skills, at the same time they have to adapt to new learning methods. Besides, the social - humanities, artistic creation... also have many development opportunities because it's not easy for robots to completely replace humans in these fields.

Fourth, teachers can use modern teaching methods, means, and techniques applied to their teaching activities. With many modern teaching software, teachers have many options for technical means suitable for teaching. Currently, in the world, educational scientists have searched and built more than 200 modern teaching software, this is a useful software stock to help teachers learn, apply and flexibly use in teaching to create the best education efficiency. Most importantly, it is this revolution that poses a big change for teachers in teaching, with the appearance of online teaching, e-learning...

In addition to the opportunities brought by IR 4.0, IR 4.0 is also creating many challenges for promoting the role of education and training development in human resource training in Vietnam, showing at:

First, from the future job requirements of the IR 4.0, the requirements posed to Vietnam not only change the method but also change the content and program because there will be several industries lost and the new industries will be born. This creates changes in the structure of training professions and learning content of learners; the ability to use more than one language, high-level cognitive skills such as problem-solving, logical reasoning, teamwork, quick adaptation skills so that workers can work in a multinational environment with colleagues from many parts of the world, as well as the need for training in information technology, communication and data processing skills, is very important because everything in life tends to be connected and integrated. It is these things that require the content, programs, and methods in education and training institutions also need to change to be able to equip learners with those skills.

Second, the current training program of Vietnam is still not flexible, the content is not suitable with the needs and trends of the IR 4.0 labor market. Education and training are one of the fields with many changes, the vocational education system will be strongly and comprehensively affected, the list of training occupations and training programs will have to be adjusted and updated continuously because the boundaries between the fields are very thin. Universities conduct training activities in two directions: on one hand, they must meet the social orientation, and on the other hand, train human resources to meet the requirements of the labor market. However, the pressure on universities is increasing when the training program is both highly specialized in a certain field and interdisciplinary (information technology, digitalization, networking, specialized knowledge) and other indispensable skills, such as the ability to think systematically, the ability to synthesize, the ability to link the real and virtual worlds, creativity, teamwork skills, the ability of interdisciplinary cooperation... In the context of rapidly changing technological knowledge, equipping self-study knowledge and lifelong learning is more important than the knowledge of the training program. Thus, IR 4.0 has put great pressure on universities in training activities, from developing training programs, updating program content to training learners with skills to meet the requirements of the university, of life, and modern engineering - technology.

Third, the number of lessons of teachers may be reduced, instead of that is the appearance of online learning which shortens the learning time and the time to end the course. Currently, there are many technology software to help teachers teach from the internet. Instead of students having to go to class, now they can fully study at home from websites, lecture clips, and materials of teachers; so that students can complete their learning better. Moreover, unlike "traditional" classes, online classes can be applied to classes with a large number of students participating in learning. As a result, the number of lessons will be reduced, and the requirements for teachers' standard number of lessons will also need to be adjusted appropriately. In addition, students might have difficulties in selecting and using resources. Due to the "open", multi-dimensional, rich source of materials, it is both capable of helping students and students to make good use of the materials, but it also creates difficulties for students in choosing resources when studying. There are many unofficial and uncensored sources of material on the internet, so it will be difficult for students to identify correct and scientific

documents that have been censored when using. Therefore, they need clear guidance from the teacher.

Fourth, the issue of job and unemployment is a common phenomenon in the context of IR 4.0 and especially in the early period when the labor force has not yet adapted to the new conditions of industry and the strong shift in labor structure between fields. There have been job changes in the labor market, with robots starting to perform common tasks instead of humans. Robots with endless learning resources can perform well in some subjects such as geography, history, etc., and can completely replace current teachers. Jobs in fields such as legal advice, accounting, and tax advice could also be completely replaced by intelligent robots. Therefore, the problem for education and training in Vietnam is to direct the training to meet the requirements of IR 4.0 and re-train to adapt to the new professions.

Impacts of the reforming of Vietnam's viewpoints, paths, and policies

Developing education and training and promoting its role in human resource development in Vietnam derives from the directional viewpoints, paths, and policies of the Communist Party of Vietnam in the process of renewing the country, to promote all creative potentials of people in the process of socio-economic development, as well as promote the human factor, based on ensuring fairness and equality in rights and obligations of the citizen. The objective of the fundamental and comprehensive renovation of education and training is to serve the process of socio-economic development in general, as well as to develop human resources for the process of industrialization and modernization with the guiding viewpoints: (i) "Education and training has the mission of raising people's intellectual level, developing human resources, fostering talents, making an important contribution to the development of the country, building Vietnamese culture and people. Developing education and training together with scientific development is the leading national policy; investment in education and training is an investment in development" (Communist Party of Vietnam, 2011). "Education and training together with science and technology are the leading national policy, the foundation and driving force for the country's industrialization and modernization" (Communist Party of Vietnam, 2016); (ii) Fundamentally and comprehensively renovate education and training; in which strongly and synchronously innovated basic elements of education and training, from programs, content, learning materials, education, to teaching and learning methods, examination forms and methods, in the direction of "strongly shifting the educational process mainly from equipping knowledge to comprehensively developing the abilities and qualities of learners; learning goes hand in hand with practice, theory associated with reality" (Communist Party of Vietnam, 2016); (iii) Developing education and training to improve people's intellectual level, training human resources, fostering talents; investment in education and training is investment in development; (iv) "Education and training development must be associated with the needs of socio-economic development, national construction and defense, with scientific and technological advances, requirements for human resource development and labor market" (Communist Party of Vietnam, 2016); (v) "Fundamentally renovating the management of education and training, ensuring democracy and unity; increase the autonomy and social responsibility of

education and training institutions; appreciate quality management... Develop a team of teachers and administrators, meeting the requirements of education and training innovation. Standardize the team of teachers according to each educational level and training level. Innovating financial policies and mechanisms, mobilizing the participation and contributions of the whole society; improve the efficiency of investment to develop education and training" ([Communist Party of Vietnam, 2016](#)); (vi) Actively and positively integrate into the world to develop education and training, contribute to the innovation process and accelerate the industrialization and modernization of the country.

Regarding the policy, on June 13, 2012, the Prime Minister issued a decision approving the "2011 – 2020 Education development strategy" with the overall goal that by 2020, our country's education will be fundamentally and comprehensively renewed in the direction of standardization, modernization, socialization, democratization, and international integration. The quality of education has been improved comprehensively, such as moral education, life skills, creativity, practical ability, foreign language, and computer skills; meets the demand for human resources, especially high-quality human resources to serve the cause of industrialization and modernization of the country and building a knowledge-based economy; ensure equality, social progression in education and training and create lifelong learning opportunities for each citizen, gradually forming a learning society.

In November 2013, the Eighth Conference of the Central Executive Committee, term XI, issued Resolution No. 29-NQ/TW, with the content of fundamental and comprehensive renovation of education and training to meet industrialization and modernization requirements in the context of a socialist-oriented market economy and international integration. The Resolution sets the common goal of creating fundamental and drastic changes in the quality and effectiveness of education and training; meet better and better the needs of the national construction and defense cause and the people's education. Educating Vietnamese people to develop comprehensively and promote the best potential and creativity of each individual; love the family, love the country, love the people; live well, and work productively. Building an open education, learning, practicing, teaching well, learning well and managing well; have a reasonable educational structure and method, associated with building a learning society; ensure conditions for quality improvement; standardize, modernize, democratize, socialize and internationally integrate the education and training system; maintain the socialist orientation and national identity. Striving to 2030, Vietnam's education reaches an advanced level in the region.

These are juridical documents for the education sector to fundamentally and comprehensively renovate education and training in association with improving the quality of human resources to drastically change the quality and effectiveness of Vietnam's education and training. Implement fundamental and comprehensive renovation of education and training to promote its role in human resource development to meet the requirements of socio-economic development in Vietnam today.

Some solutions to promote the role of education and training in human resource development in Vietnam today

First, the Ministry of Education and Training has an important role in the relationship between related parties, which is seen as providing an appropriate framework for action in building open education policy, such as: participating in the establishment of policy in the national strategy and possibly include open education policies in the education development strategy of the sector; create conditions to promote initiatives on open education at all levels of the national education system as well as agencies, organizations, enterprises and individuals, etc. to jointly develop open education development policies; disseminate and provide the existing knowledge foundation on open education to educational institutions throughout the system in the country; support formal education and other forms of training for teachers in open educational practices; supporting the development of juridical documents and corridors on the guidance and use of existing and available technical infrastructure for the development of open education; develop a National Open Education Reference Framework so that policymakers at the system level as well as at the base level have a more complete awareness of open education, thereby identifying the areas that need to be opened and how far to open, depending on the specific context and conditions of national and local educational development.

Second, fundamentally and comprehensively renew the national education, making education and training an effective means for intellectual development, raising people's intellectual level, fostering talents, creating high-quality human resources to serve the cause of national construction and development. For schools, which train and provide quality human resources, it is necessary to research and cooperate with business owners and socio-economic organizations in compiling training programs. Through conferences and seminars with agencies and organizations which the school listens to, receives evaluations and suggestions from users of the school's training products. Through the forms of training cooperation between the school and facilities, enterprises, the training program of the school is always adjusted, updated with new, more modern things, become more adaptive to the new level of technology, improving students' competitiveness and creativity, meet the increasing requirements of society.

Third, continue to improve the stages and elements of the training process towards standardization, modernization, and international integration. Promote synchronous innovation, improve the effectiveness and efficiency of government management, professional management, and administration in education and training, and step by step, effectively implement the autonomy mechanism associated with responsibility explanations of educational and training institutions. Building a healthy educational environment, resolutely overcoming achievement diseases, preventing and strictly handling negatives in education and training. Completing and stably implementing methods of assessment and accreditation of education and training quality, high school graduation exams, and enrollment in universities, colleges, and vocational training schools. Building and effectively implementing a strategy for international cooperation and integration in education and training.

Fourth, it is necessary to promote the socialization of education, step by step, complete the mechanism, promote the supervisory role of the community, encourage learning and talent promotion activities, build a learning society, and make the whole society participate in education and training. It is necessary to build a learning society according to the motto "lifelong learning" and "learning anywhere, in all circumstances", focusing on training soft skills for workers to be able to integrate and cooperate to work with maximum efficiency. Improve the quality of training, especially control the output of undergraduate and post-graduate training, to avoid the situation of "fake studying, real degree". Recently, society has said a lot about the quality of post-graduate training. It is necessary to avoid the tendency to focus too much on developing quantity and lowering quality.

Fifth, set the goal that Vietnam will join the international human resource training market, so it is required to complete mechanisms and policies to promote and improve the quality and efficiency of scientific research and technology transfer of educational and training institutions. Strictly connecting education and training to research, implementation, and application of new scientific and technological achievements; establishing excellent research centers and strongly creative innovation groups. Conduct training according to the needs of the labor market. Along with promoting the position, role, and social responsibility, it is necessary to strongly renew the compensation policy, taking care of building the team of teachers and educational administrators is a key stage, arranging, innovating fundamentally the system of pedagogical training institutions, synchronously implementing mechanisms, policies, and solutions to improve living standards and raise the qualifications and quality of teachers and educational administrators. Striving to 2030, Vietnam's education will reach an advanced level in the region.

Sixth, developing quality human resources should pay special attention to the team of leaders, good managers, experts, and leading scientific and technological staff. In the era of scientific and technological development, the development of high-quality human resources must become an important strategy in the development process. This is a breakthrough stage in the process of accelerating industrialization and modernization of the country, and at the same time, it is necessary to train a team of leaders and managers who are professional, have pure morality, are dedicated to the people and the country.

It is necessary to have an accurate and timely forecast of the demand for high-quality human resources of the industries and professions in the future. Doing well in forecasting demand for high-quality human resources is a decisive issue in training and allocating human resources for the country's socio-economic development.

Conclusion

The development of education and training, promoting its role in the development of human resources in Vietnam is currently under the influence of many factors, both positive and negative, both opportunities and challenges. The synchronous implementation of the above solutions will contribute to challenges and take

advantage of opportunities to fundamentally and comprehensively innovate education and training most effectively, thereby promoting its role in the development of human resources to complete and improve the labor ability and creativity of human resources in the enterprise to be suitable for current work and adapt to future innovation.

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