

## Education and training development: The case of Ho Chi Minh City, Vietnam



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### Abstract

Today, countries around the world, including Vietnam, consider investing in education and training as an investment in development not only for today's generation but also for future generations. Education and training development is a leading national policy. Promoting its potential and advantages, Ho Chi Minh City is aiming to become the center of industry, services, education and training, science, and technology of Southeast Asia. To meet that requirement, Ho Chi Minh City identifies education and training as the top national policy that plays a decisive role in achieving sustainable development goals. Within the framework of the article, the author presents the current situation of education and training development in Ho Chi Minh City; thereby offering some appropriate solutions to develop education and training to meet the requirements outlined in the era of industrial revolution 4.0.

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## 1 Introduction

The reality of human history has confirmed that, if a country or people wants to develop harmoniously and sustainably, together with the effective development of economic, political, cultural, and social fields must be an especially important focus on the good development of the field of education. Because education is the main method, the leading factor in the transmission, acquisition, and development of history-society knowledge and experiences that mankind has created. Education not only trains people with good knowledge, education, and professional qualifications, but it also trains people with good moral and spiritual qualities, effectively serving the development of society. Therefore, all countries and ethnic groups in the development process highly appreciate the important role of education; and today, people not only consider 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 in determining the development of socio-economic; Investment in education and training is an investment in the future.

Related to the topic of the article, there are works such as *Comprehensive human development in the period of industrialization and modernization* analyzed the scientific basis of Vietnam's comprehensive human development strategy, and at the same time stated: some strategic orientations and some solutions to build and develop Vietnamese people morally, intellectually, and aesthetically... In particular, the book has been concretized in a certain category of goals education and training goals of the school, mainly in the general education system, and develop a comprehensive educational strategy to serve the cause of industrialization and modernization of the country (Hac, 2001).

*Development of education and training of human resources and talents, some experiences of the world* have analyzed quite deeply the basic issues of human resources, talents, and development of education and training of human resources, a talent from some countries in the world, draws useful experiences for Vietnam in fundamentally and comprehensively renewing our education (Tan, 2012). Policy on the socialization of education and health in Vietnam today - Several theoretical and practical issues have analyzed the theoretical basis of the policy of socialization of education and health, assessed the actual situation of the practice implement the policy of socialization of education and health in Vietnam, thereby proposing solutions to improve the effectiveness of the implementation of the policy of socialization of education and health in Vietnam.

The article *Impact of the Industrial Revolution 4.0 on Higher Education in Vietnam: Challenges and Opportunities* state that: Higher education has an important role to play in the development of society. Education not only trains people with good knowledge and expertise but also trains people with good moral and physical qualities, effectively serving the socio-economic development associations of each country, each ethnic group (Tri et al., 2021). When it comes to the role of education - training the author said: "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" (Tri & Minh, 2022).

Ho Chi Minh City is a major center of economy, science-technology, education, and training of the whole country with the scale of training at all levels increasing year by year, up to now, detailed planning has been completed. network of schools in districts, arrange land funds, and increase investment in school construction according to education and training development planning, spending on education accounts for 27.7% of the recurrent budget 20% of the city's capital construction investment budget contributes to socio-economic development, but education and training have not yet met the city's development and integration requirements. The following questions guided the development a direction of the present study:

- What are the results and difficulties of education and training in Ho Chi Minh City today?
- What are the solutions to develop education and training in Ho Chi Minh City in the coming time?

## 2 Materials and Methods

*Theoretical basis:* This article is made based on the worldview and methodology of dialectical materialism and historical materialism, Vietnam's view on the role of education 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 current situation of education development in Ho Chi Minh City, the article proposes solutions to develop education and training in Ho Chi Minh City in the coming time.

## 3 Results and Discussions

*Education and training development outcomes and limitations in Ho Chi Minh City*

*Main outcomes of education and training in Ho Chi Minh City*

### *Preschool education*

The quality of preschool education in Ho Chi Minh City has been increasingly improved, gradually shortening the distance between the inner city and the suburbs, public and non-public. Many suburban preschools have been renovated, repaired and built to ensure an airy, clean, beautiful, spacious and safe environment (Cu Chi district, Binh Chanh), many modern non-public schools have quality. The quality of child care and education is good, attracting a large number of students. Ho Chi Minh City currently has 1,296 preschools with 100% qualified teachers, 63.4% above standard teachers (Ho Chi Minh City Statistics Office, 2020, p.326). Every year, the City reviews and inspects the completion of preschool universalization in all districts. Up to now, Ho Chi Minh City has completed the standard of universalizing preschool education for 5-year-old children; 100% of 6-year-old children enter grade 1. To create favorable conditions and help employees feel secure in their work, from the 2014-2015 school year, the City has implemented the recruitment of children from 6 to 18 months old (in 2015), so far has been widely implemented in 24 districts with 201 schools, 403 class groups. The city also piloted "Support after-school childcare in Industrial Parks - Export Processing Zones" in District 7, Binh Tan, Thu Duc and Cu Chi districts with 514 children (Hai, 2018). This policy is deeply reflected in the efforts and determination to raise the people's intellectual level for all classes of people in the City to have access to education.

### *Primary education*

Ho Chi Minh City has had many breakthrough initiatives in teaching and learning such as "active and creative" teaching methods, piloting zero grades for grade 1 students from the 2011-2012 school year, the premise for The introduction of Circular 30/2014/BGD-DT on assessment of primary school students has contributed to reducing learning pressure for students, creating favorable conditions for students to be interested in school and interested in learning. Along with that, the city has piloted teaching English for primary school students, increased investment in teaching equipment and equipment, built modern standard English classrooms, organized seminars active training courses. The teachers have maintained and developed the quality of teaching and the "Open house" (open to parents to attend the class)... is organized richly and matter. Up to now, 100% of staff and teachers have met the standard, 96.7% are above the standard, and 100% of the City students have been learning English since grade 1 (Hai, 2018), which has brought positive effects in the process. integration of the City.

Along with that, the City promotes the application of information technology in management and teaching, which continues to be actively implemented. All units are connected to the Internet in reporting, collecting, and exchanging information via the network. The teachers know how to combine cooperative teaching techniques and use information technology as a teaching medium, making class time light but effective. The total number of students studying Informatics in the school reached 47.9%, the rate of schools teaching informatics was 79.5%. The quality of universal primary education at the right age continues to be ensured. The rate of 11-year-old children completing primary school is 98.2% (Cam, 2015), contributing to improving the people's intellectual level in the city.

*Secondary education (middle school, high school)*

The quality of education continues to be stable and changes for the better year by year. In most schools, professional activities ensure regulations according to professional regulations, lifestyle education content, experimental activities, extracurricular visits are guaranteed; Students know how to apply knowledge into practice, creating conditions for comprehensive development of the goals required for secondary education reform. Currently, 100% of teachers meet the standards, the number of teachers above the standards at the lower secondary level is 85.3% and the high school level is 19.4%. Interdisciplinary integrated teaching activities, experiential activities, out-of-school lessons, etc. have been put into practice. Secondary schools cooperate with professional colleges to promote career guidance, streamline, and guide students in scientific research. Regarding the renovation and improvement of the quality of higher education and colleges, the city currently has 80 universities and colleges and 22 schools have been recognized to meet the quality standards of the Ministry of Education and Training and the assessment standards. prices of international organizations; There are 57 industries recognized to meet international quality accreditation standards (Hai, 2018). More importantly, student activities in scientific research are growing. Starting from academic clubs, teams - faculty research groups of high schools, the movement has developed strongly and has been strongly responded to by many schools. From the City, student activities in scientific research have been replicated and the Ministry of Education and Training has organized national competitions in recent years. City students have also participated and won many high prizes in national, regional, and international competitions.

Table 1  
Enrolment rate at right age of general education by grade

Unit: Person

	School year				
	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Enrolment rate at right age	96,08	96,25	96,28	96,38	96,11
Primary school	97,52	97,41	97,39	97,42	96,67
Lower secondary school	95,43	95,56	95,11	95,21	95,21
Upper secondary school	93,07	94,34	95,39	95,54	96,25

(Source: Ho Chi Minh City Statistical Yearbook 2020)

*University level and vocational training*

Ho Chi Minh City has 54 universities and institutes with more than 500,000 students studying; 17 establishments are inspected; 117 training programs accredited by international organizations; 163 programs associated with schools of many leading countries in education and training; more than 5,000 Vietnamese and 2,000 international students study international programs; more than 1,500 international lecturers come to teach, research, exchange and study; nearly 900 activities signed cooperation agreements with international organizations in the last 3 years. There are 38/80 universities and colleges meeting the quality standards of the Ministry of Education and Training or regional and international standards; training contents and programs approach advanced educational quality standards of other countries; progress towards recognition of diplomas, transfer of credits and vocational skills between the city's vocational education institutions with ASEAN countries and the world (Ho Chi Minh City Party Committee, 2020), contributing to part of creating resources for the development and application of advanced science and technology to production, but labor resources with creative ability and advanced science - technology level effectively serve the process. industrialization and modernization.

*Socialization and internationalization of education and training*

Education socialization is one of the educational development viewpoints of our Party and State. This is not simply a matter of mobilizing people to contribute materially, but also a comprehensive and synchronous policy. In the process of industrialization and modernization, Ho Chi Minh City has mobilized enormous resources of society to take care of the cause of education. The number of schools and the scale of development of non-public schools has continuously increased in quantity, have been consolidated in quality, and have better met the learning needs of the people's children. The growth in the number of schools and the expansion of the size of

each school has shown the learning needs of the society, requiring schools to constantly innovate management, innovate teaching activities, and improve quality training contributes to raising people's intellectual level and living standards, contributing to creating resources for social development.

In addition, the city has organized many conferences to deploy topics on learning society and report on the scientific topic "Building a model of learning society in Ho Chi Minh City in the integration period" for students, key officials at the city level, affirming the responsibility of the leaders of districts, wards, communes, townships, and departments and branches in building a learning society, creating conditions to meet opportunities, learn from the people. The Department of Education and Training has coordinated with the Study Promotion Association, other departments and the People's Committees of districts to effectively implement the goals of building a learning society; coordinate with other branches to inspect the implementation of tasks of building a learning society in 24 districts; coordinate with the Department of Home Affairs and the Department of Finance in guiding districts to implement policies and regimes for community learning center managers and operating expenses of the centers. The districts have established a steering committee to build a learning society; promulgate the plan to build a learning society in the district until 2020; direct communes, wards, and townships to establish community learning centers. Up to now, 100% of wards and communes have effective community learning centers. In addition, the districts also held many conferences for key officials at the grassroots level on the task of building community learning centers inwards, communes, and townships; directing communes, wards, and townships to propagate and mobilize people to participate in cultural learning, vocational training, occupational group activities with various forms suitable to people's requirements at community learning centers.

Along with the strong development of the high school system, the continuing education network under the Department of Education and Training also developed strongly. The whole city has 30 continuing education centers, 6 cultural supplementary branches (each district has one continuing education center and 6 continuing education centers at the city level) contributing to solving pressure, about study places for students in the city. Besides, the vocational training units managed by the Department of Labor, Invalids, and Social Affairs are increasing every year. The city currently has 629 foreign language, informatics, and cultural institutions, which also create more places for people to study. In addition to studying at institutions of the Education and Training sector and of the labor sector, the learning of Ho Chi Minh City people also takes place at libraries, bookstores, research institutes, camps, and schools, at work, over the radio.

More importantly, Ho Chi Minh City has attracted prestigious international schools, educational institutions, and brands to set up branches in the city, becoming one of the localities that have implemented social activities, most vibrant educational socialization in the country. It is also here that attracts the international labor force to work, live and study. Up to now, the city has more than 20 schools and universities with foreign elements that play an important role in creating a good learning environment for children of foreigners and Vietnamese residing abroad to come to Vietnam, work or business, contribute to promoting foreign investment in the development of the City by providing international education for children of foreigners working in Vietnam.

#### *Difficulties and challenges in education and training in Ho Chi Minh City*

In the process of international integration, Ho Chi Minh City has achieved a high and stable economic growth rate, but "internal restructuring of the economic sector is still slow, the proportion of industries and services has a high value" added value is still low, heavy industry is processing" ([Ho Chi Minh City Party Committee, 2015](#)); the city's potentials and advantages have not been fully mobilized and exploited; there is no breakthrough solution to support economic restructuring; The labor allocation structure is not reasonable, some industries are redundant, others are lacking. Along with that, Ho Chi Minh City occupies 0.62% of the natural area and about 9.2% of the country's population but contributes 24% of the total GDP and 27% of the national budget. However, local budget expenditure for the period 2016 - 2019 is implemented in the condition that the revenue sources are limited according to decentralization (the rate of regulation of revenues distributed to the City budget decreased from 33% (in 2003). This paradox leads to the fact that Ho Chi Minh City is currently facing financial difficulties for socio-economic development. In general, investment in the development of education and training, in part is a limitation that leads to economic growth that has not to bear, comes a driving force for the development of education and training in Ho Chi Minh City, showing:



*The scale of education and training expansion has not yet met development requirements.* Although the Education-Training sector in Ho Chi Minh City has made many development steps in the process of industrialization, it mainly focuses on increasing the quantity and scale of training without really paying attention to the quality. The curriculum, content, and teaching methods are the most decisive factors for raising the intellectual level as well as the quality of human resources. However, the program, content, and teaching methods are still outdated. The training focuses too much on teaching knowledge but does not pay much attention to teaching skills, manners, culture, ethics... to employees. For example, the introduction of artificial intelligence into teaching for high school students for all students initially achieved positive results, however, the implementation of this content in practice encountered many difficulties. The biggest difficulty is that the school does not have a team of teachers specialized in artificial intelligence to teach the main courses. On the other hand, the school's facilities have not met the maximum for artificial intelligence teaching. The education system is heavy on exams and the moral decline in education is still slow to overcome, which is becoming a pressing problem of the society. The education system is still heavily exam-oriented, which puts pressure on candidates and parents, leading to a constant coping mentality in students and achievement races among teachers, schools, and parents. The disease of achievement and cheating in exams has been rampant in education and society.

Along with that, the mechanical population rate of Ho Chi Minh City is too high (an average increase of 1 million people in the period 2016-2020 (Ho Chi Minh City Party Committee, 2020)), so despite Although the City has focused a lot of resources on building, upgrading and renovating schools, it still cannot meet the requirements of reducing the number of students and increasing the rate of students taking 2 lessons per day; the focus is on teaching basic knowledge. Although the City has also made many efforts to innovate teaching methods, encouraging the use of active, learner-centered teaching methods, for many reasons. The reason is that the traditional method still prevails, the new method has not yet created a change in education.

Those limitations of the Education and Training sector in Ho Chi Minh City are reflected in its products, which is the low quality of human resources. Employees still lack industrial manners, labor discipline, and professional ethics, a part is slow to adapt to the market mechanism, organization and discipline are not good, the level of application of science and technology is not good. and poor technology... Workers in Ho Chi Minh City still lack many qualities, capacities, and skills compared to the requirements of socio-economic development in today's very fierce global competition.

*The quality of education and training is still low.* The teacher plays a decisive role in the quality of education and training, but in fact, the rapid increase in the number of students and students has caused an inadequacy between the scale of educational development and the teaching staff, especially in schools. preschool and university level. There is a phenomenon of both a shortage and an excess of teachers due to the lack of uniformity in type. Many localities have a total staff of teachers, which is sufficient or even redundant but lacks different types of teachers such as foreign languages, music, and technology.

Along with that, the education and training management system has many shortcomings, and is managed intermittently according to different management structures of the Ministry of Education and Training, of the Ministry of Labor, Invalids and Social Affairs; scattered investment is not focused and inadequate to meet the requirements of training high-quality human resources for the locality.

Table 2  
Technical qualifications of the workforce

Total	Unit: %						
	2011	2012	2013	2014	2015	2016	2017
Untrained workers	38,52	35,70	33,46	30,07	27,67	24,98	22,50
Elementary occupations	23,68	25,69	24,49	25,05	25,59	26,09	26,69
Skilled technical workers	13,44	13,89	16,21	17,38	17,74	18,43	18,81
Vocational	3,82	4,13	4,21	4,46	4,81	5,25	5,81

vocational colleges	3,54	3,69	3,83	4,13	4,38	4,80	5,38
college and university	17,00	16,90	17,80	18,91	19,81	20,45	20,81
Total	100,00	100,00	100,00	100,00	100,00	100,00	100,00

*(Source: Labor and employment survey data of the General Statistics Office and calculations of the Center for Human Demand Forecasting and Labor Market Information of Ho Chi Minh City)*

Some of the above facts show that the process of education and training development in the city in the past time has achieved undeniably successful results, but Ho Chi Minh City currently lacks a strategy overall construction, development, and use of national human resources. In particular, the biggest limitation is that economic development strategies and human resource development strategies do not go hand in hand. The economic strategic planning agencies and the human resource development strategic planning agencies have not been on the same path together, as well as lack of sensitivity in advising the Party on newly emerging complex issues. students, lack of synchronous and reasonable decisions at the macro level to promote educational development; Some educational policies are still subjective, voluntaristic, far from reality, lacking the consensus of the society. Educational thinking is slow to innovate, has not kept up with the requirements of innovation and development of the country in the context of international integration. Therefore, leading to a situation of surplus and shortage in many areas of training.

*The work of socialization and internationalization of education and training is still slow.* Awareness of socialization in education and training among a part of cadres and people is still incomplete, the pace of socialization is still slow, not commensurate with the inherent potential of the city, so it has not been fully utilized mobilize all resources for investment and development of education and training on a par with the economic and political center of the country. As well as existing contradictions between innovation requirements and inherent operating mechanisms are always a heavy hindrance for implementers. The learning needs of the people of the city are very large, requiring many different types, but the activities of the community learning centers are still limited and have not yet attracted the participation of the people. Some districts have not yet allocated funds to implement the Project on building a learning society, activities are mainly integrated from target programs and projects, so the operational efficiency of the community learning center is still low. limit. The policy regime is not synchronized, there is a lack and delay of specific instructions, and especially the operating mechanism of public schools does not allow to bring into full play the positive and creative abilities of the facilities and the teachers.

The school's autonomy mechanism in finance, tuition fees, recruitment... has not been paid attention to and facilitated for implementation. Although the number of non-public establishments has increased rapidly in number, in general, the scale is still small, the facilities are limited, and the development is uneven. They are mainly concentrated in the inner cities, inner cities, densely populated places. The level of socialization development is still low in suburban and remote areas, in disadvantaged areas, services are still lacking compared to demand, and the quality of expertise has not been achieved such as the public sector, staff, teachers. members are lacking and weak, quality and operational efficiency are not high. People's psychology is still waiting for the care of the State, not yet trusting the quality of the non-public school system.

#### *Solution for education and training development in Ho Chi Minh City*

From the above situation, the City has determined the overarching task in education and training development to:

"Continually innovate, create, improve labor productivity and competitiveness; building a smart city, developing quickly and sustainably, maintaining the role of the economic locomotive of the whole country; promote cultural development, progress, social justice, improve social welfare, build a happy family; for the whole country, for the whole country, for the happiness of the People; the city is the economic, financial, commercial, scientific, technological and cultural center of Southeast Asia" [\(Ho Chi Minh City Party Committee, 2020\)](#).

To successfully carry out the above task, there are a few solutions that need to be implemented:

*First of all*, comprehensively, fully, and deeply aware of the role of education - training is the "top national policy" created for the economy – a society in Ho Chi Minh City in each step, each strategy, each socio-economic development policy in general in the Party Committee, government, agencies, departments, social organizations, and people of the City. Thereby creating a unity of awareness and action in the city's political system, aiming to develop education and training.

*Second*, fundamentally and comprehensively renovate education and training, creating a driving force for sustainable economic growth. For the general education level, to ensure that all people of school age can go to school; focusing on intellectual and physical development, forming qualities and capacities, discovering and fostering talents, and career orientations for students by the specificity of the City; using advanced educational methods, in the direction of combining modernity with tradition to stimulate and bring out the best in learners' positivity, initiative, and creativity; do well in career guidance, create close links between high schools and universities, colleges, intermediate schools and vocational schools in the City.

As for the vocational education system, rapidly increase the scale of vocational colleges and vocational secondary schools for industrial parks and key economic regions; expanding the network of vocational training institutions, developing district vocational training centers; improve the education, skills, discipline, and moral qualities of employees based on the actual needs of each different locality in the city, through forms of self-training and joint ventures. training end. Developing an open, flexible, and interconnected vocational education system is an inevitable and objective trend. Flexibility in vocational training also contributes to promoting the motto of lifelong learning and building a learning society to improve the quality of human resources, the competitiveness of the economy, and meet the requirements of the industrial revolution 4.0, international integration and sustainable development of the country.

For higher education, continue to innovate the contents, programs, and methods of education and training in the direction of modernity, in association with the labor market, with the need to transform production structure. To strongly shift education from mainly equipping knowledge to comprehensively developing learners' abilities and qualities, learning with practice, theory with practice. Standardize informatics and foreign languages in a practical way for learners to use. At the same time, renovate training contents and programs in line with the process of economic restructuring, which, focuses human resources on industries with high technology content, high added value, and ensure demand. demand for high-quality labor for 9 service industries and 4 industries which are strengths of the City; step by step actively participate actively and effectively in the regional and international high-tech labor market, first of all in eight occupations (dentistry; nursing; engineering; construction; accounting; architecture); surveying; tourism) is free to move within the ASEAN Economic Community (AEC).

*Third*, universities need to build and develop training programs with modern content, meet the requirements of the international human resource market, and conduct training quality accreditation by international standards; have a medium- and long-term strategy for investment in renovating the university administration system towards modernity and professionalism, and must meet international quality accreditation standards; at the same time, universities must encourage academic freedom and promote and foster the innovative capacity of both faculty and students.

*Fourth*, Ho Chi Minh City needs to do a good job of developing education and training development programs and plans. In the current scientific and technological context, develop education and training in Ho Chi Minh City in the direction of a breakthrough in building education and training programs and plans suitable to the specific characteristics of the city. in the direction of focusing on developing the qualities and capacities of learners through orienting the most suitable paths for different groups of students and students to help them develop their potential. To do so, Ho Chi Minh City needs to soon implement the "Smart Education" project with the project's goal to 2025, with a vision to 2035: encouraging children to learn English from kindergarten. non-school, 100% of high schools are taught, all high schools have activities to exchange teachers and students with regional and international schools, 100% of training programs of key disciplines are inspected. For the project "Smart Education", this is an important premise for the City's education to continue promoting the application of information and communication technology to innovate and improve efficiency. management results, the form of organizing teaching and learning activities in schools, initially the pilot model "Smart Education Operation Center" and the smart school model project are being rushed. deployment. The Education and Training Sector of Ho Chi Minh City will continue to promote the implementation of STEM education in schools.



STEM is an abbreviation of the words Science, Technology, Engineering, and Mathematics. Studies show the impact of STEM education on increasing interest and motivation in STEM fields, developing problem-solving abilities, science competencies, and student learning outcomes. The positive effects of STEM education on students are manifested specifically in creating learning motivation, increasing positivity, sense of meaning, and enthusiasm in learning. This is an important factor in helping learners maintain career orientation and persistence in STEM fields. STEM education is also considered to have a positive influence on academic success and student attitudes.

*Fifth*, diversify educational pathways. Each student will have different learning needs and abilities, and the mission of education is to discover, nurture and motivate learners to identify and pursue their interests and passions. This requires the education system to provide diverse educational pathways to cater to the different learning inclinations and learning styles of each individual. The new general education program has made fundamental changes with the integration of content at the primary and lower secondary levels, a strong differentiation at the high school level, and the promotion of career orientation and streamlining in general education.

## 4 Conclusion

Today, with the strong development of the industrial revolution 4.0, the distance from invention to the application is shortened as well as the competition in high technology takes place fiercely, communication on science - technology It can be said that the development of education and training has contributed to enhancing the position of Ho Chi Minh City, in particular, Vietnam in the region and the world. With a constant focus on investment and innovation in learning content and methods in line with the goals of socio-economic development, education and training activities contribute to the development of quality human resources. , step by step affirming its role in promoting socio-economic development, contributing to the process of transforming the economic structure and labor structure towards modernity, thereby serving as a lever to promote rapid economic growth and development. sustainable, improve competitiveness, ensure the strong and sustainable development of Ho Chi Minh City. Therefore, education and training must be conducted regularly, continuously, and throughout life so that workers can adapt to the innovations of production, society, and national development goals. Synchronously implementing the above solutions will contribute to promoting the power of education and training to promote socio-economic development, so that Ho Chi Minh City deserves to be an economic and financial center, education and training, trade and service nationwide; is the nucleus of the southern key economic region.

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