

# The Role of Education and Training in Human Resource Development in Vietnam: Theory and Practice

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## Abstract

In any society, despite different levels and nature of development, the resources for form are still the means of production (land, resources, machinery, equipment, technology, finance...) and labor. In which, labor power - human resources - human is the most dynamic factor, the source of all material and spiritual wealth in society. Therefore, in the process of international integration, the Party and the State of Vietnam always focus on the human resource development strategy, identify this as the most valuable resource, playing a decisive role in accelerating the development, and one of the three breakthroughs in the strategy of transforming the country's socio-economic development model; at the same time developing human resources to become the foundation of sustainable development and increase the national competitive advantage. Promoting its potential and advantages, Vietnam is aiming for the goal of “striving for the middle of the twenty-first century, our country becoming a developed, socialist-oriented country” (Communist Party of Vietnam, 2021, vol.1, p. 112). To meet that requirement, Vietnam has determined that education and training play a decisive role in the quality of human resources. Within the framework of the article, the author outlines his views on the role of education and training in human resource development; the current status of the role of education and training in human resource development in Vietnam in recent years; from there, proposes some solutions to innovate and improve education and training to develop human resources in Vietnam in the process of international integration.

**Keywords:** education and training, human resource, sustainable development, Vietnam.

## INTRODUCTION

In the process of movement and development of human history, human is always the decisive factor. Humans are not only the quintessence in the development of the world but also the agents that change the world, make their history, and perfect themselves. Nowadays, when science and technology develop strongly, the common feature of the world economy is the knowledge economy, and the process of globalization and international integration becomes far-reaching in all fields of the world. In social life, the human factor is considered the most important resource for competition and development. Human resources with

knowledge, professional qualifications, skills, spirit, attitude, and ethical qualities have become an extremely valuable resource, a decisive factor for the growth and development of all countries and territories.

Over the past time, the education and training sector has piloted guidelines, policies and schemes to concretize the content of the resolution into life, develop the cause of education and training, and contribute to improving the quality of human resources, restructuring the economy, improving competitiveness, ensuring fast, efficient and sustainable development. However, besides the achievements in promoting the role of

education and training, in human resource development, there are limitations, such as the quality and structure of vocational training not keeping up with the requirements, the training of experts and high-tech workers is still small, which has not yet met the requirements of socio-economic development in the current international integration process. This is a concern and a pressure placed on the process of international integration. Therefore, it is necessary to have a system of synchronous solutions to promote the role of education and training to train quality human resources to meet Vietnam's development requirements in the process of international integration.

The following questions guided the development direction of the present study:

- What is the view on the role of education and training in human resource development?
- What are the achievements and limitations on the role of education and training in human resource development in Vietnam today?
- What is the solution to innovate and improve the quality of education and training for human resource development in Vietnam?

### **Materials and Methods**

From the perspective of approaching documents, the authors' research results clarify the views on the role of education and training in human resource development in history; assess the current situation (achievements and limitations), thereby proposing solutions to promote the role of education and training in human resource development in Vietnam today

The qualitative article's approach is based on the worldview and methodology of Marx's philosophy. At the same time, the article uses a combination of research methods such as analysis and synthesis, induction and inference, comparison, and statistical methods. The article is approached from a philosophical perspective in education.

### **Results and Discussion**

Marxist perspective on the role of education and training in human resource development

In the development process of human history, one of the factors that play a decisive role in the existence and development of society is humans, which is human resources. When it comes to the role of education in human development in general and human resource development in production in particular, Marx wrote: "Education will make young people capable of grasping rapidly stabilize the entire production system in practice...", and make the members of society "capable of making full use of their capacity for comprehensive development" (Marx & Engels, 2000, vol. 4, p. 475). Inheriting the views of Marx and Engels, Lenin said: "Education is part of the struggle that we must wage. We can eliminate hypocrisy and lying and replace it with honesty, the more cultured the bourgeoisie, the more subtly they deceive by claiming that schools can stand above politics treat and serve society as a whole the school has turned into an instrument of bourgeois domination. We openly declare that education that is separate from life and politics is false and hypocritical. The workers are hungry for knowledge because they need the knowledge to win... They learn from their own experiences, from failures and mistakes and they see education as vital for ultimate victory in their struggle" (Lenin, 2005, vol.38, p. 92-93). Therefore, it can be said that human resource development aims to develop and perfect the values of intellect, skills, ethics, spirit, and body, to become a worker with the right capabilities and qualities to meet the requirements of rapid and sustainable socio-economic development of each country is a fundamental and urgent task.

By summarizing the rich and vivid practical experience of the Vietnamese revolution, along with a deep understanding of the people, Ho Chi Minh also pointed out the particularly important role of education in the development of Vietnam and the progress of each person as well as of each country, that "an ignorant nation is a weak nation" (Minh, 2011, vol. 4, p. 7). Deeply aware of that point of view, during

the revolutionary leadership process as well as in the comprehensive renovation of the country, the Party and State of Vietnam have always paid great attention to developing the cause of education and training, especially training human resources for the development of the country in general, and promote industrialization and modernization in Vietnam in particular. The Party's Documents and Resolutions have always clearly affirmed the great role and noble mission of education and training, saying: "Education and training together with science and technology is the leading national policy, is the foundation and driving force for industrialization and modernization of the country" (Communist Party of Vietnam, 2006, p. 37); "Education and training have 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" (Communist Party of Vietnam, 2011, p. 77).

Referring to human resources refers to the totality of labor potentials, ie labor resources with a combination of physical and mental factors, physical and mental abilities, skills, abilities, and qualities of people, but first of all, workers who have been and are ready to participate in the social production labor process, in each industry, each field, each locality, and the whole country. Human resources include factors such as quantity, quality, structure and efficiency in using human resources. Human resource development is the process of creating change and development in quantity, quality and structure of human resources, to improve the efficiency of using human resources as well as all resources of a country increasingly meet the sustainable development of that country. From the content of such human resource development, we can see that the role of education and training in human resource development is in fact to ensure the development of a reasonable structure and number of employees in the workforce in each industry, each field, and the whole national economy; is to increase the quality and efficiency of human resources for socio-economic development.

Education and training play an important role in the development of human resources because their function, goal, and noble mission are to "grow people", which is to raise the level of human understanding both in the fields of social sciences, natural sciences and science, engineering and technology; is to develop and perfect skills to apply scientific, technical and technological knowledge to production; is to improve human spirit, consciousness and personality; is to train morality, intelligence, physical strength and all abilities and qualities of people, especially workers. In other words, education not only trains people with good knowledge, education, and professional qualifications, but also trains people with good spirit, consciousness, and moral qualities, serving the development of society. In today's era, education and training is the most effective way for people to promptly access the latest and updated information, and enrich their knowledge and creative capacity; 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, and create human resources for the reproduction of the labor force. Because the essence 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. decide on the socio-economic development; Investment in education and training is an investment in the future.

Inheriting and developing the theory of education along with summarizing the practical experience of education in Vietnam and other countries in the world, in the process of revolutionary leaders as well as in the current cause of national renewal, The Communist Party of Vietnam defines: "Education and training are the top national policy and a decisive factor for the successful implementation of the cause of national construction and defense; is the cause of the

whole Party and the whole people” (Communist Party of Vietnam, 2013, p.1); Because “education and training have the mission of raising people’s knowledge, developing human resources, fostering talents, making an important contribution to the development of the country, building the culture and people of Vietnam. Developing education and training together with science and technology development is the leading national policy; investment in education and training is an investment in development” (Communist Party of Vietnam, 2011, p.77).

From clearly defining the mission of education, the Document of the XIII Congress requires clearly defining the goals of education and training in the coming period to build Vietnamese people to develop comprehensively, and have health and capacity, qualified, with a high sense of responsibility for self, family, society, and the Fatherland, in which “Focus more on moral education, personality, creative capacity and core values, especially educate patriotism, pride, national pride, national traditions and history, and a sense of social responsibility for all classes of people, especially the young generation; preserve and promote the fine national cultural identity of the Vietnamese people; arouse the aspiration to develop a prosperous and happy country and firmly defend the socialist Vietnamese Fatherland” (Communist Party of Vietnam, 2021, vol.1 p. 136-137).

The above views not only show the development of thinking and awareness, inheriting the consistent policy of the Communist Party of Vietnam over the historical periods, attaching importance to the cause of education and training for development. Human resource is one of the strategic issues throughout, closely following the development trend of mankind, in line with the reality of Vietnam, always posing the requirement to continue promoting fundamental and comprehensive innovation education and training sector.

Achievements and limitations of promoting the role of education and training in human resource development in Vietnam

In the past years, the Party and the State of Vietnam have always paid great attention to education and training, especially investment policies, ensuring the proportion of spending on education is 20% or more of the total budget state books. Along with the continuous growth of the socio-economy, investment in education from the state budget next year is always higher than the previous year. In the five years of 2016-2020, the state budget for recurrent expenditure on education has increased by over 32.2%. In 2016, the state budget allocated for education, training and vocational training was 195.6 trillion VND (of which 34.6 trillion VND came from the central budget and 161 trillion VND from the state budget). By 2020, the estimated expenditure on education and training and vocational training is VND 258.7 trillion (of which VND 30.2 trillion comes from the central budget and VND 228.5 trillion from the local budget) (Cuc, 2020). Even though, Vietnam's public expenditure on education/GDP is at a high level compared to many countries in the world (4% in 2019), even compared to some countries with a higher level of economic development in the region sector (Singapore 3.2% in 2010, Thailand 3.8%) (Cuc, 2020); Therefore, the scale, quality and diversity of education and training types are constantly changing in quality, making a very important contribution to raising the people's intellectual level, creating equitable development for all people in development.

Regarding the scale and quality of education from preschool, kindergarten to high school, the city's continuing education and professional education have made a very important contribution to raising the people's intellectual level in general, the force of labor. In after 10 years of universalizing preschool education for 5-year-old children (2010-2020), the number of preschools increased by more than 2,600. Each commune and ward has at least one public preschool. The number of children going to school increased by more than 1.5 million children compared to the school year 2010 - 2011. The rate of 5-year-old children completing the preschool education program reached 99.9%. Regarding primary school level, 63/63 provinces and cities have achieved

the standard of universalization of secondary education at level 2, of which 4 localities have achieved level 3. All 63/63 provinces have achieved the standard of universalization of lower secondary education at level 1, some local levels 2 and 3 (Government, 2014).

In the 2020-2021 school year, the whole country has more than 5 million preschool children, more than 8.8 million primary school students, more than 5.9 million lower secondary school students, more than 2.7 million high school students; the total number of classrooms is 593,808 (increasing 3,504 rooms compared to the previous school year), of which solid classrooms account for 70.5%. Particularly at the high school level, the whole country has 2,543 schools (an increase of 144 schools), 59,686 classes; of these, 45.33% of schools meet national standards and 40.22% of schools meet educational quality accreditation standards; there are 135,875 teachers, the percentage of qualified and above standard teachers is 99.78% (up 2.8% over the previous school year) (Tran, 2021).

To consolidate and consolidate the educational and training management apparatus, Party organizations in the sector have carried out planning, training and retraining to improve the qualifications of teachers and educational administrators. professional education to meet the requirements of international integration; implementing preferential policies for officials and teachers working in rural and mountainous areas with difficulties and preferential policies for pupils and students subject to the policy; creating favorable conditions for disadvantaged children and street children to enjoy free study regimes to improve people's knowledge. The network of Study Promotion Associations at all levels has developed widely, effectively contributing to the socialization of learning with many practical programs to meet the needs of improving knowledge, participating in poverty reduction in the city such as scholarships to support poor and studious students, develop community learning centers...

With the political determination to raise the people's intellectual level, towards training well human resources, now 63/63 provinces and

cities have met the standard of universalizing preschool education for 5-year-old children; reaching the standard of universal primary education level 2; reaching the standard of universalization of lower secondary education at level 1.21/63 provinces and cities (33.3%) met the standard of universalization of primary education at level 3 and 11/63 provinces and cities (17.5%) reached the standard of universalization of lower secondary education at level 2; 03 provinces have achieved the highest standard of universalization of lower secondary education – level 3 (Maga Story, 2021); at the same time, the Ministry of Education and Training always has policies to develop education and training in association with labor market needs and economic restructuring, proactively linking international cooperation to access advanced education. world. The teaching staff is constantly fostering, improving their qualifications, updating advanced training programs, linking theory with practice; active in scientific research; The system of universities and colleges in the area strives to meet basic standards as prescribed, approaching international education standards.

The number of students attending and graduating from colleges and universities next year is higher than the previous year, contributing to the increase in the proportion of trained workers from 40% (in 2010) to 70% (in 2020). Vietnam, 2021, vol1, p.113), in which, workers with university degrees or higher account for 10.82 %; colleges accounted for 3.82%; Intermediate level accounted for 4.65% and elementary school accounted for 3.08% of the total labor force (Phuong, 2020), initially meeting the human resource demand according to economic development goals in Vietnam.

Currently, the quality of education in Vietnam is ranked in the top 10 of the world's top innovative education systems, according to the report "Smarter growth: Learning and equitable development in East Asia - Thai Binh" Ocean" in 2018 by the World Bank. 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 have achieved high rankings. For example, in 2019, with 15 gold medals, 14 silver medals, and 7 bronze medals, the Vietnamese Student Union was at the top at the International Math and Science Olympiad; With this achievement, Vietnam advanced 13 places 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 (HCERS, AUN-QA). 195 training programs of 32 schools were evaluated and recognized according to regional and international standards. On the other hand, university autonomy has made a breakthrough when many disciplines and fields of training are in the top 500 in the world. Vietnam also ranks 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 (Tran, 2021).

The work of socialization in education and training in Vietnam has brought about important results. Vietnam has attracted prestigious international schools and educational institutions and, established brands in provinces and cities of Vietnam. Currently, Vietnam 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, Vietnamese residing abroad to come to Vietnam. Vietnam for work or business, contributing to promoting foreign investment in the city's development by providing international education for children of foreigners working in Vietnam. Moreover, the implementation of prestigious and internationally recognized programs has increasingly attracted Vietnamese students, thereby creating opportunities for students to access the education of the world gender and creating conditions for them to continue studying at universities abroad, meeting the learning needs of the people.

Through the above analysis, it is shown that over the past time, Vietnam has developed a

fairly synchronous education and training system from preschool to university and vocational training in breadth and depth. The education sector's facilities are invested in, and gradually modernized at all levels. Human resource training to serve the process of international integration has developed in an increasing direction in terms of scale, the number of annual pieces of training and training types is also diversified. According to the World Bank, Vietnam's human capital index (HCI) has increased from 0.66 to 0.69 in 10 years from 2010 to 2020. Vietnam's human capital index continues to be high than the average for countries with similar income levels, despite lower levels of public spending on health, education and social protection. Vietnam is one of the East Asia - Pacific region countries on with the highest score on the human capital index (according to the World Bank). This reflects the great achievements in general education over the years. Therefore, in the period 2000 - 2017, human capital development contributed about one-third of GDP growth per capita. In addition, according to the Global Human Development Report 2020, Vietnam's human development index (HDI) in 2019 is 0.704, ranking 117 out of 189 countries and territories. From 1990 to 2019, Vietnam's HDI value increased by more than 48%, from 0.475 to 0.704, among the countries with the highest HDI growth rates in the world. Vietnam's HDI in 2019 was 0.704, higher than the 0.689 average for developing countries and below the High Human Development group average of 0.753 and the 0.747 average for countries in East Asia and Africa Pacific. All these factors have contributed to improving Vietnam's labor productivity in recent years. In 2020, the labor productivity of the whole economy at current prices is estimated at 117.9 million VND/laborer (equivalent to 5,081 USD/worker); at constant prices, an increase of 5.4% compared to 2019. On average in 2016-2020, labor productivity increased by 5.78%/year, higher than the average growth rate of 4.35%/year<sup>11</sup> - 2015. In general, in the period 2011 - 2020, labor productivity increased on average 5.07%/year (Quynh, 2021).

Thus, in the past time, the quality and effectiveness of education and training in Vietnam have had many positive changes in improving people's knowledge, training human resources, and fostering talents for the construction and development of Vietnam. The city ensures economic growth with social progress and justice, serving the cause of industrialization and modernization and the goal of comprehensive human development.

However, besides the above achievements, due to different conditions and reasons, education and training and human resources have not met the requirements of development and international integration, showing:

First of all, human resources have not met Vietnam's goal of rapid and sustainable development. If considered at the national level, the strategy and planning for human resource development in Vietnam, in general, have not been introduced, but there is no strategy or planning for the development of high-quality human resources. In the strategy and master plan on human resource development in Vietnam for the period 2011-2020, the specific demand for the quantity and quality of high-quality human resources of the whole country in general as well as of each ministry, sector, or branch has not been identified locally in particular. According to statistics, Vietnam has about 14,000 doctorates and doctors of science; 1,432 professors; 7,750 associate professors; 16,000 masters; 30,000 staff engaged in science and technology activities; 52,129 university and college lecturers, of which 49% of university lecturers have a master's degree or higher. There are currently 14,000 professional intermediate teachers in the country; 11,200 vocational teachers and 925,000 high school teachers. Of the 9,000 PhDs surveyed, 70% hold managerial positions, and only 30% do professional work. Of the 9,000 PhDs surveyed, 70% hold managerial positions, and only 30% do professional work. According to recent survey results, currently, in Vietnam, 63% of university graduates do not have a job, and many agencies and businesses that accept students to work take 1 to 2 years of retraining. Among 37% of graduates who have jobs, they

do not meet the job requirements... (Duong, 2014); at the same time, high-quality human resources in Vietnam are not distributed rationally: 92.2% of cadres with doctorate degrees or higher are concentrated in two big cities, Hanoi and Ho Chi Minh City. Ministries with doctoral degrees or higher in the Northwest, Central Highlands, and South regions account for less than 1%. Among professors and associate professors, there are 86.2% in Hanoi; 9.5% in Ho Chi Minh City, and less than 4.3% in other localities (Duong, 2014).

Second, there is no basis to develop a unified and synchronous policy for developing high-quality human resources to effectively attract, recruit, train, foster, arrange, use and employ reasonably. The reason for untrained workers is still large, the quality of training is low, the occupational structure is not reasonable, there is a shortage of qualified, capable and skilled workers, and an excess of manual workers public, no training; lack of highly qualified leadership, management, and corporate governance staff; lack of a team of experts in economic, technical and skilled workers. International competition with unskilled, cheap labor is increasingly ineffective and makes us weak. The underdevelopment, and the shortage of high-quality human resources are becoming major obstacles to the process of industrialization and modernization of the country and international integration. According to recent survey results, the number of laborers passed through the country. The effectiveness of training is less than 40%, the status of degrees is not true, "bad degrees" is not an isolated phenomenon, even in cases of very disciplined and methodical education and training seriously, but when it comes to actual work, it still does not meet the requirements, does not promote the effect... (Duong, 2014).

Enterprises can't find workers as they want and over 50% of graduates have difficulty finding jobs. The current heavy training in theory and little practice causes many businesses to re-train and provide additional training for employees after recruitment. Not to mention, with old and outdated equipment in many schools today, graduates are also completely

surprised with modern machines and equipment in reality.

Third, the process of socialization of education and training in Vietnam has brought into play the great potential of society to be able to participate in the cause of education in many different ways to satisfy the needs of many people. However, the system of legal documents on the implementation of the socialization of education still has aspects that have not been concretized, the legality is still small, and motivation is the main thing. There has not been a strategy and a mechanism to create a high social consensus in the socialization of education, so education and training in Vietnam have not brought into full play its positivity and creative capacity created by institutions, teachers in public schools, and schools with foreign elements.

Assessing the limitations of education and training for human resource development, the Communist Party of Vietnam commented: "Renovation in education and training, science and technology has not become a driving force key to economic development. Innovating thinking, education and training activities are still slow, undecided, and have not met the set requirements; some tasks and innovative solutions are still systematic and unstable" (Communist Party of Vietnam, 2021, vol. 1, p. 82).

The reason for the above limitations is due to the following reasons: Firstly, the thinking on education and training management is still influenced by the centralized planning mechanism which has not performed well in the function of managing and regulating the market. effective labor market; second, the quality of training institutions, programs and methods is still backward, slow to innovate, not linked to reality and social development trends; unreasonable educational structure among training fields and professions; comprehensive education quality declined, not really meeting the requirements of the cause of industrialization and modernization; thirdly, the state management of education is still inadequate, the trend of commercialization and moral decline in education is still slow, with

low efficiency, becoming a pressing concern of the society; Fourth, the size and structure of the teaching staff in universities are not suitable with the requirements of expanding and improving the quality of training, which is also one of the obstacles in improving the quality of education higher education as well as strengthening research activities of human resource training institutions.

Solutions to improve the quality of education and training for human resource development in Vietnam

From the reality of promoting the role of education and training in resource development in recent years and from the requirements of the international integration process, Vietnam has determined the task: "Paying more attention to moral education morality, personality, creative capacity, and core values, especially education on patriotism, pride, national pride, national traditions and history, a sense of social responsibility for all strata the people, especially the young generation; preserve and promote the fine national cultural identity of the Vietnamese people; arouse the aspiration to develop a prosperous and happy country and firmly defend the socialist Vietnamese Fatherland" (Communist Party of Vietnam, vol.1, p.136-137). To accomplish the above task, it is necessary to carry out the following solutions:

Firstly, comprehensively and fully realize the role of "the leading national policy", the fundamental role and driving force of education and training for human resource development in particular, for socio-economic development strategies in general in the Party Committee, administration and agencies, social organizations and people throughout the country. Thereby creating a unity of awareness and action in the political system of Vietnam, towards the goal of development for the people, for the people in general, and the development of human resources. This solution must be carried out uniformly and throughout the entire socio-political system. This task becomes even more urgent in today's conditions, when the percentage of intellectual labor is increasing; when the comparative advantage based on the



quantity of labor and the cheap labor cost is also decreasing day by day due to the achievements brought by the scientific-technological revolution. Education and training play a decisive role in human development, thereby building high-quality human resources, created by ourselves, but cannot be transferred from the outside like technology transfer, such as revenue collection attract investment capital. Therefore, to train human resources, promote industrialization and modernization in association with the development of the knowledge-based economy, education and training must be one step ahead or even many steps ahead.

Secondly, improve the quality of education and training. Types of post-secondary education need to be diversified, including non-degree university programs. Building close links between schools and businesses to help students have the opportunity to study and work, and experience the real environment right from the time they are at school. Training programs and teaching methods need to be innovated towards streamlining, modernity and practicality; Besides the knowledge in books, learners need more practice, as well as need to be equipped with more soft skills to meet the increasing requirements of society. Orienting education according to needs to create a balance in training and using human resources in industries, regions, regions and economic sectors, avoiding unnecessary waste when training qualified workers which must not be used or misused about the training content. The national education system needs to be perfected towards an open education system, lifelong learning and building a learning society.

To close the gap in education level as well as professional and technical qualifications of workers between urban and rural areas, national target programs need to be developed mechanisms to support people in rural areas, ethnic minorities in remote areas... Investment in education and training should be increased by various sources, of which investment from the state budget should be increased and at the same time mobilized more, better people's strength through promoting socialization of education, building a learning society.

Thirdly, do well in the formulation of education and training development planning and plans, properly determine the human resource development strategy, basised on well-performing the job of forecasting demand and labor market. Along with doing well in planning the network of universities, colleges, and vocational schools, to train human resources by field and training level, suitable to the needs of society, effectively serving the needs of the society. for the socio-economic development strategy, as well as for the city's industrialization, modernization and international integration; piloting school construction projects in inner-city districts that no longer have land funds, renovating old degraded buildings into modern high-rises suitable to the reality of each locality, each nature of each project, solving the shortage of classrooms in densely populated areas, avoiding waste of investment and construction space. Along with the increase of new classrooms, the request to increase the number of teachers is necessary.

Fourthly, perfect mechanisms and policies to create close links between businesses, employers, training institutions and the education and training industry to develop human resources according to social needs. festival; encourage prestigious international schools and educational institutions to set up branches in Vietnam according to the planning, through which we can absorb educational achievements of other countries; at the same time, it is necessary to strengthen effective management of international schools and educational institutions with foreign elements. Building and encouraging advanced, modern and effective educational models is a development trend to meet the requirements of industrialization and modernization.

For education and training to perform well the role of human resource training in Vietnam, it is imperative to promote international exchanges and cooperation, attract investment, exchange, and selectively refer to the experiences of other countries that have a developed education to apply to the development of their education. That will help us reduce difficulties, save time, and go in the

right direction of the world's development. As a result, the human resources trained by education in Vietnam will be qualified to cooperate and compete equally in the era of knowledge-based economic development and the fourth industrial revolution.

### Conclusion

In today's era, humanity is entering the knowledge economy and science becomes a direct productive force, especially in the Fourth Industrial Revolution, promoting the role of education and training in development. Human resource development plays an extremely important role and position in the development of each country and each people. However, in the current context of Vietnam lagging behind the general level of the region and the world, if we want to develop human resources to meet the requirements of socio-economic development, we must implement synchronous solutions comprehensively, fully, and deeply understand the role of "the leading national policy", improve the quality of education and training, and do well in the formulation of education and training development planning and plans, properly identifying human resource development strategies, perfecting mechanisms and policies to create close links between businesses and training institutions will contribute to promoting the power of education and training for students with the development of human resources, promoting sustainable socio-economic development.

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