The Role of High-Quality Human Resources in Socio-economic Development in Vietnam

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Abstract

The globe is currently experiencing swift and groundbreaking transformations, where the crucial element influencing significant economic and social shifts is top-notch resources. In today's landscape, the rivalry among nations and enterprises primarily revolves around intellectual capacity, representing the knowledge encapsulated in products, commodities, and services facilitated by high-caliber human resources. To attain rapid and enduring progress, countries worldwide are directing their attention towards the development of human resources, recognizing it as a strategic and pressing concern within the framework of global economic globalization. Consequently, developing high-quality human resources stands out as a pivotal factor aiding Vietnam in enhancing its competitive edge and aligning with the demands of the contemporary digital economy. This piece delves into the role of advancing human resources, emphasizing how high-quality human resources align with the prerequisites of sustainable development.

Keywords: Human resources, Economy, Society, Green development, Vietnam.

INTRODUCTION

Human development stands as the paramount objective in the developmental trajectory of each nation, serving as the impetus for societal advancement. Consequently, many nations have prioritized the cultivation of human resources, placing it at the core of their developmental strategies. In recent years, Vietnam has witnessed notable advancements in the establishment and enhancement of its human resources, making substantial contributions to the international integration process. Despite these achievements, lingering constraints persist and warrant attention. This study aims to discern the role, accomplishments, and limitations of high-quality human resources in Vietnam, with the intention of proposing solutions to fortify such resources, ensuring a comprehensive contribution to the economic and social development of the nation.

The research endeavors to address two pivotal inquiries:

- What specific outcomes and limitations characterize the development of high-quality human resources concerning socio-economic progress in Vietnam?

- What targeted solutions can be devised and implemented to augment the development of high-quality human resources, thereby fostering sustainable socio-economic growth in Vietnam?

Through a rigorous exploration of these questions, the research aims to contribute valuable insights and actionable recommendations to propel Vietnam further along its path of sustainable development through the optimization of its human resources.

LITERATURE REVIEW

The issue of high-quality human resources for economic and social development has drawn international attention, notably the Training Strategy of the G20 countries with the goal of "strong, sustainable, and balanced development" for the workforce, proposed since 2010. This strategy has received positive support from member countries of the Organisation for Economic Co-operation and Development (OECD). Experts from various international organizations, regions, and countries have shared their perspectives, experiences, and

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research results, with significant contributions from institutions such as the Asian Development Bank, the Asia-Pacifc Economic Cooperation, the Human Resources Development Task Force, the European Training Foundation, the European Union's expert group on "New Skills for New Jobs," UNESCO, the World Bank, and the International Labour Organization Training Centre in Turin. The key conclusions revolve around the development of skills to enhance productivity, stimulate employment growth, and ensure sustainable development. This includes the readiness of quality education as a crucial foundation for the future education system, the alignment of training with the needs of businesses, continuous workplace training, and lifelong learning to adapt to the rapid pace of change. Additionally, predicting and building future skill needs through collaboration between trainers, employers, and government agencies, utilizing labor market information, employment services, and performance evaluations, are highlighted as crucial steps in identifying necessary skills early on. Ultimately, ensuring widely accessible training opportunities, not only for men but also for women, particularly for at-risk groups such as youth, low-skilled workers, individuals with disabilities, and rural communities, is emphasized (Lau, Jamison, Liu & Rivkin 1993).

The group of authors, German Cubas, B. Ravikumar, and Gustavo Ventura (2013), in their research work titled "Talent, Labor Quality, and Economic Development," measured the quality of labor and drew implications for the significance of Total Factor Productivity (TFP). They directly observed the achievements of individuals before entering the labor force as an exogenous input for a theory on labor quality. Specifically, the authors constructed a consumption framework in countries with differences in two main aspects - talent and TFP. In a related context, Hanushek and Kimko (2000) in "Schooling, Labor-force Quality, and the Growth of Nations" noted that studies on the role of human resources in the growth of nations often overlook the quality aspect, implicitly assuming that changes in the quality of the workforce are relatively small compared to the importance and pure changes in the quantity of the labor force. Their research explicitly examined the quality of the labor force through comparative tests of mathematical and scientific skills. A consistent, stable, and robust relationship between the quality of the labor force and economic growth emerged from various technical analysis parameters, emphasizing the significant role of labor force quality in growth, with quality having a causal impact on growth. Erik Canton and colleagues (2005) in "Human Capital, R&D, and Competition in Macroeconomic Analysis" found, in their study on human resources, R&D, and competition, that long-term economic growth must be driven by productivity increases, where the key factor influencing productivity is investment in education and research. In a study by Eric A. Hanushek (2013) titled "Economic Growth in Developing Countries: The Role of Human Capital," the author argued that developing human resources as a driving factor for economic growth in developing countries has led to an excessive focus on intellectual achievements brought about by schools. Developing countries have made significant progress in narrowing the gap with developed countries through investments in education. However, current research highlights the importance of experiential skills for economic growth. This shift in focus towards the quality of education has led developing countries to achieve some success in narrowing the gap, but without improving the quality of education, they may face challenges in enhancing long-term growth achievements. And Adeyemi O. Ogunade (2011) in "Human Capital Investment in the Developing World: An Analysis of Praxis" also emphasized the crucial role of human resources in economic growth for developing countries, a topic that has garnered research attention from numerous economists.

In the context of Vietnam's ongoing international integration, significant research has been dedicated to the overarching theme of human resources, particularly the cultivation of high-quality individuals and their pivotal role in driving social development. One notable investigation, titled "Developing High-Quality Human Resources for the Construction of a Knowledge-Based Economy in Vietnam: Exploring Theoretical and Practical Dimensions," provides a comprehensive exploration of diverse aspects related to nurturing high-quality human resources within the framework of establishing a knowledge-based economy in Vietnam. The study delves into essential areas, including theoretical considerations and practical insights associated with cultivating high-quality human resources aligned with the demands of a knowledge-based economy. Additionally, it assesses the current status of developing high-quality human resources in Vietnam to meet the requirements of a knowledge-based economy. The author, Diep (2012), shares valuable perspectives on
advancing high-quality human resources to effectively address the current imperatives of constructing a knowledge-based economy.

The work "Developing High-Quality Human Resources to Meet the Requirements of Economic Growth Model Transformation in the Key Southern Economic Region" asserts the decisive role of high-quality human resources, emphasizing that this role becomes a reality when workers are trained to possess the necessary capabilities and qualities to meet the demands posed by the ongoing industrialization and modernization processes, both present and future. A crucial factor for high-quality human resources is health, which is understood not only as the absence of illness but also as the enhancement of physical and mental well-being. The development of high-quality human resources is an urgent requirement because only such resources can assimilate and apply scientific and technological advances, new technologies, and efficiently utilize other resources. Within the context of developing high-quality human resources, the author addresses the following aspects: Establishing planning and development strategies for high-quality human resources; Training high-quality human resources; Recruiting, retaining, and rewarding high-quality human resources. Based on this foundation, the author elucidates the current status of developing high-quality human resources in the Key Southern Economic Region and proposes fundamental solutions for the development of high-quality human resources to meet the requirements of the region's economic growth model transformation (Vinh, 2015).

The study titled "Developing High-Quality Human Resources to Meet the Requirements of Economic Growth Model Transformation in the Key Southern Economic Region" underscores the pivotal role of high-quality human resources, emphasizing that this role materializes when workers are equipped with the essential capabilities and qualities necessary to meet the demands of ongoing industrialization and modernization processes, both in the present and the future. The author highlights health as a critical factor for high-quality human resources, extending beyond the absence of illness to encompass the enhancement of physical and mental well-being. Recognizing the urgency of developing high-quality human resources, the study contends that only such resources can effectively assimilate and apply scientific and technological advancements, incorporate new technologies, and optimally utilize other resources. In the pursuit of developing high-quality human resources, the author delves into the following key aspects: (i) Establishing planning and development strategies for high-quality human resources; (ii) Training high-quality human resources; (iii) Recruiting, retaining, and rewarding high-quality human resources. Building on these foundations, the author provides insights into the current status of developing high-quality human resources in the Key Southern Economic Region and puts forth fundamental solutions to meet the requirements of the region's economic growth model transformation (Vinh, 2015; Rochayatun et al., 2023).

Moreover, the publication titled "Developing High-Quality Human Resources for Realizing the Vision of Building a Prosperous and Happy Nation: Challenges and Remedies" declares: "The development of high-quality human resources holds immense significance as it contributes to unlocking the potential and capabilities of individuals, aligning with their steadfast national aspirations for prosperity and happiness. This aspect has garnered considerable attention, especially in light of the ongoing global trend of digital transformation impacting every facet of the world" (Tri & Thanh, 2022). Additionally, the article "Strategies for Poverty Reduction to Fulfill Sustainable Development Requirements" contends that, for achieving sustainable poverty reduction, there is a need to invest in and innovate within the education sector, focusing on training quality human resources capable of meeting the demands of socio-economic development and research (Tri & Thanh, 2023).

This work underscores the paramount significance of high-quality human resources, playing a pivotal role in shaping a globally competitive knowledge-based economy. Both national and international researchers have demonstrated a burgeoning interest in this exceptional workforce, recognizing its pivotal role in propelling the establishment of a global knowledge-based economy. Consequently, the cultivation of high-quality human resources stands as a focal point for policymakers and stakeholders engaged in economic and social development. Despite the myriad studies addressing this topic, the author observes a notable gap in the existing literature, particularly the absence of studies specifically delving into the challenges and remedies concerning the development of high-quality human resources in Vietnam. Building upon the foundations laid by previous
scholars, the author aims to delve deeply into these issues and provide comprehensive solutions for the advancement of high-quality human resources in Vietnam.

**METHODS**

Diverse viewpoints exist regarding the concept of high-quality human resources. The International Labour Organization defines a country's human resources as encompassing all individuals of working age. In contrast, the World Bank adopts a more holistic approach, considering high-quality human resources to include the entirety of human capital, comprising physical health, mental capacity, and vocational skills of each individual. Consequently, the former perspective emphasizes quantity, perceiving human resources as the labor force contributing to social development based on the total number of individuals of working age, as stipulated by the state and their available labor time. On the other hand, the latter perspective emphasizes quality, regarding human resources as the amalgamation of factors related to the physical health, mental capacity, professional qualifications, and vocational skills of the workforce.

These distinct perspectives give rise to varied interpretations of high-quality human resources. From a quantitative stance, high-quality human resources are construed as individuals with formal training, degrees, and technical expertise. Consequently, those lacking formal training but possessing exceptional abilities matching complex job requirements are excluded from the high-quality labor category. Conversely, some individuals with formal training who do not meet corresponding job requirements are still deemed high-quality human resources. On a qualitative front, high-quality human resources represent a subset of the labor force possessing the capacity to meet intricate job requirements, generate high productivity and efficiency, and contribute significantly to social development. Approaching the concept from this perspective poses challenges in terms of statistical measurement, management, and the overall development of high-quality human resources.

Therefore, building on the viewpoints of the aforementioned studies, it can be summarized that human resources comprise the total quantity and quality of human beings, encompassing various criteria related to mental capacity, physical health, moral character, and spirit, all of which contribute to the capacity that individuals and society have, are currently employing, and will continue to mobilize in the process of creative labor for the development and progress of society.

The functions listed below underscore the pivotal role of high-quality human resources in propelling economic and social development:

**Integration into the Global Economy:** The significance of high-quality human resources is paramount when a country aims to integrate into the global economy. These resources possess the ability to adapt swiftly, acquire new skills, and fulfill the escalating demands of society. Throughout the phases of industrialization and modernization, high-quality human resources play a pivotal role in attracting foreign investments and spearheading the establishment of new industries. This, in turn, generates fresh opportunities for local labor, fostering economic growth and competitiveness on the global stage.

**Technology and Knowledge Acquisition:** High-quality human resources have quick access to knowledge and technology. They efficiently apply these assets to business operations, resulting in increased labor productivity and reduced costs. This, in turn, enhances the competitiveness of businesses in the market and stimulates economic growth. Additionally, high-quality human resources can lead, train, nurture, and guide the workforce with lower educational qualifications, enabling them to access machinery, science, technology, and modern management techniques. This forms the basis for societal progress;

**Research and Development:** High-quality human resources play a significant role in research and development, particularly in the field of technology. They are a resource that supports the Party and the State through strategic contributions, legal regulation improvements, and political stability. Strengthening the connection between the State and businesses, creating a favorable environment for creative business operations, and contributing to economic and political stability are also key functions of qualified human resources.

In essence, the presence of qualified human resources creates a positive ripple effect on various aspects of economic and social development, laying the foundation for sustainable growth and prosperity. They play a
crucial role in attracting investments, fostering innovation, and supporting political stability and economic development.

RESULTS AND DISCUSSION

Results and limitations for promoting the role of high-quality human resources in socio-economic development.

Achievements attained

First, we cannot overlook the human resources in Vietnam. Presently, Vietnam possesses an immensely diverse and rich labor force, surpassing many countries in the region and worldwide. The national population exceeded 90 million in 2021, ranking Vietnam as the third most populous country in the Southeast Asia region. Within this figure, approximately 54.56 million individuals (comprising nearly 58% of the total population) fall within the working-age bracket. The highest proportion of those participating in the labor force lies in the age group of 25-29. Annually, around 500 thousand people join the labor force. In 2020, due to the impact of the Covid-19 pandemic, the labor force aged 15 and above decreased by approximately 1.2 million compared to 2019, predominantly concentrated in rural areas with a reduction of over 1.1 million individuals. As of the second quarter of 2022, the labor force has increased from 27.87 million individuals in 1986 to 51.4 million. The percentage of trained labor through various courses has also risen from 49% in 2014 to 67% in the first half of 2022. Vietnamese workers are highly regarded by countries globally for their characteristics such as agility, diligence, attentiveness, responsibility, sociability, friendliness, and a spirit of unity.

Regarding the structure of the trained workforce: The educational attainment of Vietnam's workforce has consistently improved over the years. The proportion of labor force with training has more than doubled in about 20 years, from 10.3% (in 2000) to 22.8% (in 2019). In the period from 2009 to 2019, the educational level of Vietnam's workforce has been elevated, with a significant increase in the distribution of labor force according to educational levels, particularly in higher education, and a notable decrease in lower educational levels. Not only has there been an improvement in educational attainment, but also the technical expertise of Vietnam's workforce has continuously advanced. The percentage of the population with technical specialization has increased significantly since 2007, with a growth of 6.3 percentage points, from 17.7% (in 2007) to 24% (in Q2/2020). The population with a university degree or higher has also experienced the most substantial growth, rising from 4.9% (in 2007) to 11.1% (in Q2/2020). This indicates that in recent years, higher education and postgraduate education in Vietnam have undergone significant changes, contributing significantly to the enhancement of the country’s workforce quality.

As of 2020, the Human Capital Index (HCI) of Vietnam demonstrated a noteworthy rise from 0.66 to 0.69 over the span of a decade, as reported by the World Bank (WB). Notably, Vietnam has achieved this advancement despite comparatively lower public spending on healthcare, education, and social protection. Surpassing the average HCI of nations with similar income levels, Vietnam stands among the top-ranking countries in the East Asia-Pacific region.

Second, regarding the Human Development Index (HDI): During the period from 2016 to 2020, the HDI of the entire country and the majority of the 63 centrally governed provinces and cities consistently increased each year. The national HDI rose from 0.682 in 2016 to 0.687 in 2017, 0.693 in 2018, 0.703 in 2019, and 0.706 in 2020. This signifies that Vietnam has ascended from the group of countries and territories with average HDI in 2018 and earlier to join the group with high HDI in 2019 and 2020. Vietnam's HDI ranking in the international standings increased from 118th in 2018 to 117th in 2019, with expectations of further improvement in 2020 when the UNDP updates its ranking. Despite growth in both national and local HDI, the rate of this growth remains relatively low. In 2020, the national HDI reached 0.706, representing a mere increase of 0.024 compared to 2016, with an average annual growth rate of 0.9%. Although Vietnam has moved from Group 3 to Group 2, its position within Group 2 on the international ranking remains low. In the global HDI ranking, Vietnam's position has not significantly improved, holding the 7th place out of 11 countries in the Southeast Asia region (General Statistics Office, 2020). This underscores that the quality of education and
training, especially human resource development, still plays a crucial role in shaping human development, particularly in cultivating a high-quality workforce.

In summary, the workforce quality in Vietnam has witnessed significant improvement, playing a crucial role in elevating the nation's labor productivity. In the year 2020, the overall labor productivity, measured at current prices, achieved 117.9 million VND per worker (equivalent to 5,081 USD per worker), marking a substantial 5.4% increase from the previous year. The period spanning from 2016 to 2020 saw an impressive average annual growth rate of 5.78% in labor productivity, surpassing the 4.35% average growth observed during the 2011-2015 period. The cumulative average growth rate for the entire 2011-2020 period reached 5.07% per year (General Statistics Office, 2021, p.145).

In comparison to other countries in the region, Vietnam's labor productivity remains relatively low, and the absolute gap continues to widen. Vietnam's labor productivity is higher only than Cambodia, comparable to Myanmar and Laos, but lower than India, the Philippines, Indonesia, China, and Thailand, and notably much lower than Malaysia and Singapore. This situation presents notable challenges for Vietnam in enhancing the quality of its workforce to align labor productivity with that of the leading countries in the region.

Third, there is a strong emphasis on the excellence of human resource training. Education and training stand as paramount national policies, embraced by the Party, the State, and the entire populace. The profound and comprehensive transformation of education and training, coupled with the enhancement of human resource quality, ranks among the three strategic breakthroughs for national development. This unwavering perspective has been consistently upheld by the Party across numerous Congresses. In pursuit of this mission, the education sector, under the steadfast guidance of the Government, has embarked on an innovative journey. Despite facing numerous difficulties and challenges, significant strides have been made, resulting in noteworthy achievements. Notably, Vietnam's Human Development Index (HDI) is acknowledged to be in the high bracket, a remarkable feat considering our nation's modest income. Furthermore, Vietnam's general education quality has garnered international recognition. The 2018 PISA (Program for International Student Assessment) evaluation saw Vietnam achieve a score of 543 in science, ranking fourth out of 79 countries. This outcome solidifies Vietnam's position as on par with nations renowned for their advanced education systems. In international Olympic exams, Vietnamese students consistently excel, securing top positions for several consecutive years. Even in the distinctive circumstances of the 2020 academic year, marked by the simultaneous continuation of teaching and learning amidst epidemic prevention efforts, Vietnamese students achieved remarkable success in the intellectual arena. Every participating student in the exams that year earned prizes, showcasing their excellence and bringing pride to the nation.

LIMITATIONS, EXISTENCES

Firstly, there exists a notable lack of emphasis on the cultivation of human resources, especially those of high quality, within our society. From leadership levels to policymakers and businesses, there seems to be a superficial understanding and awareness regarding the pivotal role played by human resources, particularly high-quality ones, in driving socio-economic development. This deficiency is often manifested in the form of opinions lacking clear direction, directives without corresponding actions, and policies without adequate funding. The proper organization of education has not received enough attention, even though it is considered a national policy. Specifically, in the arts and culture sector, on policies to train and foster top talents in the field of arts. Due to difficulties in the selection process with high foreign language requirements and standards, it is necessary to send young talents abroad for training under Project 1437/QD-TTg, dated July 19, 2016. The government on "Training and fostering cultural and artistic human resources abroad until 2030" did not achieve the set goals. According to the project's goal, each year 20 officials will be sent to study for master's and doctorates in developed countries. However, after 6 years of implementation, only 1 person has studied for a master's degree and no staff has been sent to study for a doctorate. This is posing a big challenge for specialized training institutions in culture and arts when qualified and specialized forces are gradually becoming scarce; warns of a crisis in human resources in training and fostering the next team.
Secondly, the training of high-quality human resources does not align adequately with the demands of society. The current limitations in the quality of high-quality human resources, particularly among university graduates, are evident. Primarily, the training quality for students, who represent the future high-quality human resources, falls short of meeting the requirements of real-world production, business, and service scenarios. Graduates often lack proficient professional skills, struggle with foreign languages and soft skills, and encounter a disconnection between their training and practical application in professional settings. Notably, teaching methods remain outdated, failing to incorporate modern technologies. The curriculum development process lacks practical programs, resulting in a dearth of opportunities for students to apply their acquired knowledge to address tangible social challenges. Although training methods are changing among universities and businesses and Vietnam has good educational models, implementation is too slow and the responsibility lies with relevant state agencies. However, autonomous universities have adapted very quickly to new requirements as they are given more rights to do what they want and show more responsibility towards society in training quality human resources. Next, the scientific research activities of university officials and lecturers still have many shortcomings.

Regarding the quality of scientific and technological personnel, it remains constrained with a scarcity of proficient and pioneering scientists and experts in high-tech domains. A survey by the Association of Foreign Investors in Vietnam indicates that the deficiency in Vietnam's high-quality human resources is particularly evident in the shortage of skilled individuals in leadership positions, notably CEOs. Unfortunately, Vietnam currently does not have any CEO training facilities. Furthermore, science and technology human resources are unevenly distributed, and some parts spend a lot of time on management work; the spirit of collaborative research and teamwork skills are still weak, making it difficult to form strong research groups and long-term, sustainable interdisciplinary research groups.

Not only is intellectual capacity still limited, but the physical strength of Vietnam's human resources is also weak, especially high-quality human resources have a large gap compared to other countries. According to the announcement of the Ministry of Health in 2021, the average height of Vietnamese people for men is approximately 1.68 m and for women is 1.56 m. This height is very low compared to the average height of most countries in Asia and much lower than European countries. According to the Ministry of Health, on average in the past 30 years, Vietnamese people have only grown 4.5 cm taller, meaning that each decade they have grown taller by more than 1 cm. Weak physical strength, poor endurance, and working capacity, so Vietnamese workers often only work with short attention spans, get tired quickly, and are not of high quality. This limitation has had a somewhat dampening effect on the labor productivity of high-quality human resources in the context of Vietnam’s socio-economic development.

Thirdly, the alignment between labor supply and demand falls short of societal expectations. A particularly troubling issue arises from the fact that many workers find themselves employed outside their trained fields, lacking congruence with their professional qualifications and acquired skills. Recent statistics from 2021 highlight this concern, revealing that 81.1% of workers possess college degrees, with 60.4% holding intermediate degrees, and yet 23.8% of those with college degrees or higher are employed in roles that demand technical expertise or skills below their trained proficiency level (as indicated by their degrees or certificates). Conversely, approximately 35.1% of workers are engaged in occupations requiring higher technical expertise or skills than their attained degrees suggest. This disconnection significantly contributes to the challenge of having an "oversupply of teachers and a shortage of workers". In general, the connection between labor supply and demand has not met social requirements in Vietnam while the international market is increasingly expanding. Therefore, according to the law of labor supply and demand, labor will move to places where there is demand or where the value of labor is paid higher. This is also one of the reasons for creating the phenomenon of brain drain in Vietnam.

The distribution of high-quality labor resources by region is not reasonable, with large disparities between urban and rural areas and between economic regions. Currently, the issue of distributing high-quality labor resources in Vietnam still faces many difficulties and challenges. In particular, the large disparity between urban and rural areas and between economic regions is increasing the development gap in these areas. Urban areas, especially large cities, are home to large and modern businesses, and the demand for high-quality labor here is huge.
Meanwhile, in rural areas and economically disadvantaged areas, the supply is very little. However, the supply cannot meet this demand, as many students and young workers lack the necessary knowledge, skills, and experience to work at businesses big and modern. Meanwhile, in rural areas, high-quality labor resources are in short supply. Most of them are villagers and do not have the opportunity to access high-quality education, and do not have the opportunity to learn and practice the necessary skills to be able to work in modern occupations. This leads to a "surplus of unqualified labor" in rural areas, while businesses are looking for high-quality labor.

**Some solutions to promote the role of high-quality human resources in socio-economic development in Vietnam.**

- Increasing awareness of the crucial role, position, and significance of high-quality human resources in the country's industrialization and modernization is of utmost importance. Acknowledging high-quality human resources as the most valuable asset, the driving force behind the nation's rapid and sustainable development, is a critical element in ensuring systematic and focused development in line with predetermined goals and requirements. In the pursuit of advancing high-quality human resources, special attention should be given to nurturing a cadre of adept leadership and management officials, a team of experts, and a group of cutting-edge science and technology professionals. These individuals form the core of the 'flagship team,' playing a decisive role in steering the development of high-quality human resources from conceptualization to principles, policies, and effective implementation. Embracing the perspective that cadres are the decisive factor determining the success of the Vietnamese revolution, the renewal process, and international integration; intertwining the Party's leadership renewal with innovative cadre work; and implementing the cadre strategy effectively during the period of industrialization and modernization are critical steps. This entails innovative thinking, adopting practical and effective methodologies, and addressing weaknesses in each phase of cadre work.

Adhering to the viewpoint that humans are the foundation and the determining factor in sustainable economic and social development, ensuring security and defense; comprehending the role and responsibility of investing in, nurturing, and utilizing human resources; and transforming the challenge of human resources into an advantage are imperative. This transformation necessitates a profound shift in awareness at all levels, across all sectors, and in all localities. The development of high-quality human resources must be comprehensive, synchronized, with a focused emphasis, a long-term vision, and appropriate steps. This involves ensuring a balanced structure and distribution of human resources by sector, field, region, and locality, based on the economic structure and the goals of economic and social development in each area. Simultaneously, there is a need to augment the leadership of all levels of Party committees and enhance the responsibility of leaders in identifying, developing, monitoring, and utilizing human resources in agencies, units, and localities.

- Facilitate fundamental and robust transformations in the quality and effectiveness of education and training. Only through these fundamental and robust transformations can we educate a workforce with good health, professional expertise, high-level skills, and suitable social qualities. To implement this solution, specific measures include researching and refining the textbook system and examination system at all levels of education to align with practical requirements; emphasizing the training and retraining of teachers to meet the demands of fundamental innovation and comprehensive education and training; shifting the educational process from primarily imparting knowledge to developing comprehensive competencies and qualities in learners; diversifying forms of learning, such as online learning, internet-based education, television, social activities, and scientific research; promoting compulsory early childhood education and primary education. Integrating minimal digital and foreign language skills into the mainstream education curriculum; focusing on educating cognitive skills and behaviors for secondary school students. Strengthening vocational guidance after lower secondary education; providing career orientation in upper secondary education. Reducing illiteracy rates in especially difficult areas and among ethnic minority communities. Restructuring the school system; developing a balance between public and private education, between regions, prioritizing especially difficult areas, ethnic minority communities, border areas, islands, and specific policy groups.

- Increase investment in education and training from various sources, with an emphasis on increasing state budget allocation. Simultaneously, mobilize more and better resources from the public through promoting the socialization of education and building a learning society. Diversify forms of training, improve policies for
developing non-public training institutions, implement autonomy mechanisms for university education in line with global trends; establish public-private cooperation models in university education.

- Agencies, committees, and departments are encouraged to convene conferences aimed at soliciting the perspectives of employers, enabling them to formulate tailored plans for the development of high-quality human resources. With a commitment to innovation, creativity, proactive measures, and integrity, these entities should consistently seek input from the public and businesses to address challenges and deficiencies effectively. This approach creates optimal conditions to ignite and empower human resources, particularly high-quality ones, fostering their role in advancing sustainable and stable development across organizations, units, and localities. Emphasis should be placed on actively promoting the practical implementation of digital transformation within businesses, facilitating employee access to new technologies. This empowerment enables individuals to engage in self-directed learning and research, applying the advancements of the Fourth Industrial Revolution to production, application, and problem-solving.

Government agencies, committees, and departments must diligently uphold the commitments, plans, timelines, and assurances established during meetings and dialogues between provincial leaders and businesses, investors, while also addressing the aspirations and expectations of high-quality human resources. This holistic and responsive approach contributes to a more dynamic and adaptive environment for workforce development, aligning with the evolving needs of both businesses and individuals.

- Enhance your skills consistently, irrespective of time and location. A fundamental and vital approach to delivering education and training aligned with both socio-economic development demands and people's learning requirements involves the implementation of a learning society policy. This strategy is explicitly detailed in the Government’s initiative for constructing a Learning Society spanning from 2021 to 2030, featuring well-defined objectives. Simultaneously, there is a pressing need to nurture and cultivate the capabilities for lifelong learning. From a theoretical and systematic perspective, the development of lifelong learning capabilities is the core and nucleus of building a learning society in the context of science and technology becoming a productive force. In practical terms in Vietnam, the emphasis on building a learning society with a focus on lifelong learning is clearly reflected in the Government's Project, which aims to have, by 2030, 60% of citizens awarded the title of a learning citizen, 50% of districts recognized as learning districts, and 35% of provinces recognized as learning provinces.

This solution needs to be extended to various institutions and organizations, especially business entities, meaning that the government should create opportunities and conditions for these organizations to become "learning organizations." This implies implementing the solution for building a learning society to ensure that both labor users and labor providers are motivated to learn and develop lifelong learning capabilities. This enables them to learn and apply the best practices, both domestically and globally, "here and now".

CONCLUSION

Developing a qualified and revolutionary workforce that meets the demands of societal development is a crucial and long-term challenge. Therefore, a comprehensive examination and evaluation of the current landscape of high-quality human resource development are highly important, encompassing economic, political, social, and human resource management domains. This multifaceted analysis is indispensable for gaining a thorough understanding and devising fitting strategies for advancement. To effectively shape a human resource development strategy, innovation must permeate various facets, fostering a fair, disciplined, ethical, and law-abiding milieu that serves as the benchmark. This approach aims to cultivate a cultural environment that steers the trajectory of human resource development.

As Vietnam embarks on a journey of modernization, transitioning towards a knowledge-based economy in the context of evolving but not highly advanced economic and social development, the pivotal factor for the success of the reform process lies in elevating the quality of its human resources. Vietnam recognizes the refinement of human resource quality as a fundamental prerequisite for achieving rapid and sustainable development. This imperative is essential for bridging the development gap, propelling economic growth, and steering the country towards successful industrialization and modernization for sustainable progress. Moreover,
it stands as a critical requirement for effective international integration. The integration into the global economy offers opportunities for Vietnamese labor to work abroad, augment their income, and gain valuable insights into organizational, management, and production practices from other nations. However, for Vietnamese workers to participate in the global labor market, they must meet rigorous international and regional standards. Given that a significant portion of the Vietnamese workforce hails from rural, agriculture-based backgrounds, comprehensive policies are indispensable to cultivate a high-quality workforce. This strategic approach ensures that these workers not only meet international standards but also enhance their prospects for labor export, thereby contributing significantly to the country's foreign exchange earnings. Consequently, the national development strategy must prioritize human resources as a focal point, creating favorable conditions for the augmentation of intellectual capacity, willpower, and confidence. A high-quality workforce, characterized by an appropriate quantity and structure, enriched with intelligence, determination, and aspirations, infused with revolutionary enlightenment, can function as the propelling force to swiftly propel Vietnam into an industrialized and modernized nation. Such a transformation is imperative to meet the demands of the ongoing Fourth Industrial Revolution, unfolding at a rapid pace.

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