

Role of Enterprise in Training and Developing Human Resources in Vietnam

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Abstract

After 35 years of national renovation and the implementation of the industrialization and modernization policy, our country has initially gained very important achievements in social-economic development. Striving target by 2030 Vietnam fulfills the goal of industrialization and modernization. However, to achieve this, we need to have skilled labor professionally trained to be able to compete in international markets. The role of vocational training is to train people for the labor market and meet the needs of the enterprise which plays an important part in promoting economic growth and job creation. Therefore, the cooperation of the business in vocational training and human resource development is extremely important and becoming more and more urgent.

Key-words: Role, Enterprise, Vocational Training, Development, Human Resources.

1. Introduction

In the context of rapid globalization and the current development trend, it is necessary to develop a workforce with high professional knowledge and skills, capable of mastering the means of transport machinery, mastering technology to meet the needs of the process of industrialization and modernization. Especially, in the context of fierce competition in the labor market, people with low education, skills and low skills can hardly compete with those with high qualifications and skills. These target groups will easily become “weak” people in society, having to do low-income jobs, or even not find jobs, leading to unemployment. To get rid of this, the most effective way is to invest in vocational education and training to reduce the unemployment of trained human resources and avoid a great waste of investment in training. Therefore, the participation of enterprises in investing,

contributing to supporting vocational training activities and developing human resources will promote the process of industrialization, improve the quality and efficiency of the training system create.

2. Concepts

Vocational training: Vocational training is a sub-module in the structure of the national education system, tasked with training workers in knowledge, skills for practice, and personality at all levels, with sufficient qualifications job search and self-employment capacity, ability to adapt to the rapid change of technology and reality of production and business, closely linked with employment in society, connected with different qualifications other training (Mai Hong Ngoc, 2014).

Human resources: Human resources are the totality of labor potentials of a country or a locality, that is, prepared labor resources (to different degrees) ready to participate in a certain labor job, ie skilled workers, by way of meeting the requirements of the labor restructuring mechanism, the economic structure towards industrialization and modernization (Pham Minh Hac, 2007).

Human resource development: Human resource development is not only the acquisition of skills or training in general but also the development of human capacity and development of that capacity to get job effectiveness, as well as job satisfaction and personal life (Thai Thi Kieu Oanh, 2013).

3. Content and Discussion

3.1. Current Status of Vocational Training in Our Country

3.1.1. About the Vocational Training Network and Capacity

Statistics from the General Department of Vocational Education and Training show that by the end of 2018, Vietnam had 1,948 vocational education institutions, including 397 colleges (309 public schools; 83 private schools; 4 schools with capital) foreign investment, 519 intermediate schools (283 public schools; 235 private schools; 01 foreign-invested schools), 1,032 vocational education centers (697 public centers; 346 private centers; 2 centers with foreign investment capital. Vocational education institutions are concentrated mainly in the Red River Delta (accounting for 30%), followed by the North Central and Central Coast regions (accounting for the proportion of 2 foreign-invested centers). rate of 20.7%) and the Southeast region (accounting for 15%). The Central

Highlands region has the lowest number of vocational education institutions compared to the whole country (5.3%) after 7 years. implementation, the Project on development of high-quality vocational schools to 2020 according to Decision No. 761/QĐ-TTg dated May 23, 2014 of the Prime Minister, so far there are 45 schools in 26 provinces/cities in all 3 regions selected to focus on investment become a high-quality school capable of training occupations recognized by advanced countries in the region and internationally (Nguyen Dinh Luan, 2021).

Vocational education institutions have applied flexible and diversified teaching methods to maximize the positivity, initiative and thinking and creative capacity of learners. The application of information technology to the activities of vocational education institutions has been promoted and brought about positive results. Many vocational education institutions have redirected enrollment, training and management of online training results to create the most favorable conditions for learners. In particular, many groundbreaking new models and ways of doing things have been implemented such as the model of transfer training from intermediate to college for students graduating from lower secondary school, high-quality training model under a foreign transfer program; enrollment associated with recruitment; industry skills council; career ambassador (Tu Giang, 2021).

3.1.2. About Enrollment

In 2019, vocational education enrollment saw many positive changes: the field of vocational education enrolled about 2,338 thousand people, reaching 103.5% of the year plan, equaling 105.8% compared to 2018; in which: about 568 thousand people at college and intermediate level; elementary level and other vocational training programs about 1,770 thousand people. This is the third year in a row since the vocational education system was unified under the management of the Ministry of Labor, War Invalids and Social Affairs, the sector exceeded the enrollment target. Along with the promotion of enrollment, the quality of training at vocational education institutions in Vietnam has also been increasingly improved. The vocational skills of graduates of TVET institutions are improved. Over 85% of students and graduates of secondary schools and colleges have jobs; some schools and professions reach 100% with an income of 7-10 million VND/month... At the world's skill competitions, Vietnam has won many high rankings, specifically, at the Skills Competition. The 45th World Cup (August 2019) took place in the Russian Federation, the Vietnamese delegation for the first time won 1 Silver Medal and was awarded 8 Excellent Vocational Certificates. This is the highest result ever of Vietnam after participating in this event seven times. According to the Global

Competitiveness Report, 2019 (GCI 4.0) of the World Economic Forum (WEF), the quality of vocational training in Vietnam has increased by 13 places, which is the best rated in ASEAN (Ngo Thi Hai Anh, 2021).

3.1.3. About the Quality of Vocational Training

The quality and effectiveness of vocational training have seen positive changes with over 75% of students finding jobs or self-employment right after graduation. Enrollment increases every year. In 2017, the enrollment scale nearly doubled compared to 2015. From 2018, the enrollment scale increased from 10% to 15% on average. Particularly, high-quality training programs always have enrollment results that exceed assigned targets. In 2018, the enrollment result was 176,741 students (an increase of 10% compared to 2017 and 8% of the total enrollment across the country). Most graduates find employment in their profession shortly before and shortly after graduation.

The State has selected 251 occupations in 49 key industries and occupations at all levels from 45 schools to support investment, of which 154 turns in 27 international-level occupations and 60 occupations in 18 industries, occupations at the ASEAN regional level and 37 times in 28 national occupations and occupations (Le Quan, 2020).

3.2. The Role of Enterprises in Vocational Training

In recent years, vocational training and human resource development in our country has been making new changes in a positive direction, contributing to improving the quality of labor resources for the country. In addition to improving the quality of vocational training, the close link between training institutions and enterprises is also of special importance, so that human resource training meets the needs of the student society. With the above fact, currently, businesses and vocational training institutions have had many forms of cooperation with each other in human resource development and training, including the content of exchange and supply of resources between agencies and organizations. business departments and vocational training schools; exchange of information between business establishments and vocational training institutions; business support for apprentices; training contract for employees of enterprises. It can be seen that the cooperation to bring students to practice at enterprises is the most common form of practice at vocational schools today. This cooperation program is rated the highest compared to other content, having the most impact on students' knowledge, skills and professional attitudes.

Currently, training institutions and businesses have cooperated quite diverse such as receiving students, students, vocational teachers to visit to learn about businesses, practice, provide Graduate recruitment information, graduate quality feedback. Some enterprises have provided equipment for vocational training to business establishments; Job placement for graduates...

According to several surveys by different research groups, the majority of enterprises are willing, to varying degrees, to participate in cooperative training activities with vocational training institutions. This is demonstrated through activities such as: inviting business experts to teach; enterprises grant scholarships to students, sponsor vocational training equipment for schools; Training Plan; participate in the development of training programs,... If these activities are done well, they will directly affect students' knowledge and skills, but they only play a complementary role in the whole process. student learning.

The cooperation between businesses and vocational training institutions is very important, if the quality of graduates is well exploited, it will be completed, meeting the requirements of the labor market. The cooperation between enterprises and training institutions brings the following benefits. The first, benefits for enterprises: Cooperation with enterprises create opportunities for vocational training institutions. mobilize resources from enterprises to increase training scale and quality. In the condition that funding from the State budget is still limited and cannot meet the requirements of vocational training development, this form of cooperation is increasingly focused. The second is the benefit for training institutions: Close cooperation with the business founder will help grasp the training capabilities and characteristics of the school, thereby coordinating and participating in training students to meet your requirements. At the same time, as a user of the product of that training cooperation process, enterprises will save on retraining costs when recruiting recruits from the business founder. The third is the benefit for learners: Through the cooperation between businesses and vocational training institutions, learners in addition to acquiring knowledge at business founding, also develop professional skills. through internships at enterprises, practice and familiarize themselves with the equipment, machinery and production technology of the enterprise internship, thereby shortening the probationary period when entering the enterprise (Nguyen Nguyen Hong Minh, 2016).

3.3. Inadequacies in Vocational Training

The vocational training system in our country in recent years has made remarkable achievements, but there are also disadvantages, the most significant of which is that the training is not

associated with production and use of labor. Therefore, at present, factories and export processing zones require tens of thousands of workers and technicians, while there are also tens of thousands of students and graduates who do not have jobs. This paradox will lead to the risk that Vietnam does not have enough technical and labor force to carry out industrialization and modernization of the country, on the other hand, makes the quality and effectiveness of training low, causing waste to the employer country as well as society and learners.

The nature of vocational training is to meet social needs, the objective of vocational training is to provide direct human resources in production, business and services; meet labor market needs. However, so far, basically, vocational training institutions mainly the only train “what they have” according to their programs without paying attention to “what the market needs”, the needs of each industry that businesses need to be needed in the future (Nguyen Ngoc Linh, 2015). In other words, training institutions do not know how much their “products” can be marketed and accepted by society. This has created great inertia for the renewal of curricula, teaching methods and training methods at institutions and vocational schools.

Currently, businesses pay little attention to vocational training activities, in case there is a need for labor, business establishments only organize to recruit qualified workers without organizing training or training to eliminate costs associated with vocational training institutions to provide vocational training for workers. On the other hand, some enterprises do not accept teachers, students and students from vocational training institutions to practice, practice, improve skills, even if there is a prior agreement with the vocational training institutions' vocational training institute. This job has made apprentices after graduation has not met the actual needs of the labor market, causing negative impacts on society.

The number of employees with vocational training, practical skills and the ability to adapt to technological changes of enterprises is still limited. The relationship between businesses and schools is not tight (both in terms of responsibilities and interests), so in fact, schools still mainly train according to their “supply” capacity, not training according to the “demand” of the enterprise (Nguyen Ngoc Linh, 2015). Moreover, the structure of training industries and occupations is still not very suitable with the structure of industries and occupations of the labor market, there has not been a regular addition of new training occupations according to the requirements of the labor market, there is a shortage of skilled workers. High-level technology is provided to businesses in key economic sectors, key economic sectors and for labor export. The quality and content of vocational training programs and curricula are still low, inappropriate, not closely linked with theory to practice, logic and science are not high, not satisfying the needs of learners and not meeting the needs of the

students. requirements of the labor market, not suitable for the rapid change in production technology of enterprises (Dam Huu Dac, 2014).

4. Conclusions and Solutions

Currently, the business sector plays an important role in promoting economic growth and creating jobs, so the cooperation of the business sector in vocational training is extremely necessary. Strengthening the cooperation and participation of the business community in vocational training will create a key success in improving the ability of vocational training to meet labor market needs in our country. From the beginning, learn about the role of enterprises in vocational training and human resource development today in our country. The study recommends the following groups of solutions:

Firstly, planning the development of the vocational training network to 2020, diversifying types of vocational training. At the same time, based on properly assessing the training capacity of the schools, we will select eligible schools, including universities - colleges - vocational secondary schools to participate in training high-quality human resources for enterprises strongly shifting vocational training from the supply-side to the demand-side of the labor market.

Secondly, close coordination between vocational training institutions and enterprises in the training process is carried out, specifically: Enterprises and vocational training institutions jointly develop standards, skills, and program design. and participate in the process of teaching and assessing the learning outcomes of apprentices; Vocational training institutions must actively investigate to obtain information on the needs of enterprises (occupations, qualifications, skill levels...) to organize appropriate training; Enterprises are responsible for providing information to vocational training institutions about labor needs (Dam Huu Dac, 2014).

Third, improve the content, training programs, equipment and facilities for teaching, innovate training methods, improve the capacity of teachers to constantly improve the quality. training staff - technical workers for enterprises. Supplement mechanisms and policies to mobilize enterprises to participate in the vocational training process and develop vocational training institutions at enterprises.

Fourth, determine human resource needs according to training level and occupational structure to gradually meet the needs of the labor market. For localities, industrial parks, and large-scale enterprises, the more specific the requirements for vocational qualifications and occupations need to be trained, the easier it will be for vocational training institutions and vocational schools to

have training programs. submit specific plans and plans to gradually meet the needs of enterprises (Dam Huu Dac, 2014).

Fifth, there are mechanisms, policies, and close coordination mechanisms between the State agency in charge of labor and representatives of professional associations and vocational training institutions in building the needs of enterprises for human resources in the coming years next. At the same time, promote the socialization of vocational training to mobilize all resources, economic sectors and businesses to participate in vocational training.

Sixth, strengthen international cooperation in the field of vocational training, especially with countries in the region to gradually approach regional and international standards on vocational skills.

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