



DEVELOPING HIGH-QUALITY HUMAN RESOURCES IN THE FIELD OF EDUCATION AND TRAINING: POLICIES, LEGAL PROVISIONS AND RECOMMENDATIONS FOR SOME SOLUTIONS

PHUNG THE TUAN¹, VU HONG VAN²

Vinh Long University of Technology Education, Vinh Long province, Vietnam.¹

University of Transport and Communications, Hanoi, Vietnam.²

tuanpt@vlute.edu.vn, <https://orcid.org/0000-0003-4512-3226>¹

vanvh_ph@utc.edu.vn, <https://orcid.org/0000-0003-3867-1865>²

Abstract - The purpose of this article is to clarify the policy and legal provisions in the development of high-quality human resources (H-Q HR) in the field of education. A number of studies have shown that policies and laws play an important role in developing H-Q HR, but it is also a barrier if the policies and laws are not suitable for the actual development of the country. This research focuses on analyzing the real situation of H-Q HR in the field of education and training, pointing out the major successes and limitations in this field; at the same time, systematizing some practical and theoretical issues, analyzing the current situation of laws, and policies and on the development of H-Q HR in the field of education and training. From there, provide basic views and solutions to improve policies and laws on development of H-Q HR in the field of education, and training in Vietnam.

Keywords: Development of human resource, education, training, policies and law, regulations.

Table of Contents


Introduction

1. LITERATURE REVIEW
2. RESEARCH RESULTS AND DISCUSSION
3. CONCLUSION

INTRODUCTION

Industrialization and modernization are the inevitable paths of all countries for socioeconomic development. To carry out industrialization and modernization, it is necessary to mobilize all necessary resources (domestic and foreign), including HR, financial resources, technological resources, natural resources, and advantages and disadvantages (in terms of geographical conditions, political institutions, economic structures, etc.). Among these sources, HR is important, in determining other resources (Communist Party of Vietnam, 2016).

H-Q HR in the field of education is the superior and important force constituting the HR of the education sector, an important factor in the cause of construction and development of the education sector in particular and the construction, and development of the country in general. This is a workforce with high qualifications, experience, skills, and professional ethics, working and dedicating to the education sector. This force includes intellectuals, teachers, leaders, senior managers, officials, and civil servants who advise and make policy at a strategic level for the education sector (Government, 2020). They are people working in the education industry, with rights and obligations as prescribed by law (Cisco and Oxford Economics, 2018). As the subject of management and use, the education sector has legal obligations and obligations and has a policy of training, fostering, building, developing, employing, and appreciating this workforce. At the same time, it is recommended that the state's perfect policies and laws build and develop this team in the present and in the future.



Thus, H-Q HR is an integral part of the nation's HR, playing an important role in the cause of national construction and development (Schwab, 2016; Truong & Anh, 2019). In Vietnam's current cause of industrialization, modernization, and international integration, the development of H-Q HR becomes more and more important and urgent (Mai, 2012; Hoduc, 2022). Researching concepts related to the topic is essential. The concepts of HR, HR development, and HR development policies will be mentioned and clarified; this study also clarifies the current situation of H-Q HR in the field of education and training. Finally, this article wishes to clarify the issue of policies on developing H-Q HR in education and training and explain why the development of H-Q HR must be solved by the policies and laws of the State. From there, propose solutions to improve human resource development policy in the field of education and training in the future.

1. LITERATURE REVIEW

The concept of HR

The resource is a difficult concept to fully and comprehensively define. Because, in fact, there will be different conceptions of resources in each field of social life and in each other profession. However, the concept of resources can be considered in the following aspects:

In a broad sense, HR is understood as the HR of the country or territory, which is a part of the resources capable of mobilizing and managing to participate in the process of social economic development. According to the concept of modern economics ((Yoshihara Kunio, 1999; WB, 2000, 2000; OECD/ERIA, 2018), HR is one of the four basic resources of economic growth. Those resources are physical resources (physical resources), financial resources, etc. A country cannot develop if it has only poor HR in other words the economic growth of a country can only be realized when human resource development is concerned and focused (Frederick Harbison et al., 1964).

HR is the most basic and important factor among many different resources. This is considered a huge resource of society. Without this resource, there would be no other resources. By odd, all other resources are created and used by people. In the process, man creates himself. That means that HRs are creative and constructive resources for development. In this sense, HR is equivalent to labor resources or social HR. That is a part of the population of working age who are able to work. HR is studied in terms of quantity and quality. As follows:

The number of HR is determined based on the population size, age structure, gender, and the regional and territorial distribution of the population. In Vietnam, the number of HR is defined to include the total number of people of working age (Male: from 15 to 60; Female: from 15 to 55) (National Assembly of the Socialist Republic of Vietnam, 2012), because the employee must be at least full 15 years old and enjoy the annual retirement regime when meeting the age requirements (men are full 60 years old, women are full 55 years old) and the period of social insurance payment (20 years or more).

The increase in the total population is the basis for the formation and increase of HR, which means that the increase in population after 15 years will lead to an increase in HR (VNIES, 2018). But the slowdown in population growth did not immediately reduce the rate of human capital growth.

The quality of HR shows a certain state of HR as both a special material object and a subject of all economic activities and social relations. According to Schwab (2016), the quality of HR is the totality of characteristics reflecting the nature and specificity directly related to production activities and human development (Vuhong, 2022). Therefore, the quality of HR includes health status, cultural level, professional qualifications, quality capacity, etc. The quality of HR is directly related to many areas such as ensuring nutrition, health care, education, and training, labor, and employment associated with technical progress, remuneration for the labor, and other relationships another social system

Labor resources are also understood in terms of quantity. Thus, there are some that are counted as HR but are not labor sources, that is people who are unemployed but not actively looking for work, ie those who have no need to find work, those of the specified working age but attending school.

The development of HR

Regarding HR development, there are many different approaches, some typical concepts can be considered as follows:

Food and Agriculture Organization of the United Nations (FAO/WHO, 1992): Human resource development as a process of broadening possibilities for effective participation in rural development including increasing productive capacity.

UNESCO (2000) uses the concept of human resource development under the narrow angle of making the entire skilled population of the population always relevant in the developing relationship of the country. Economists have a conception of human resource development close to UNESCO's concept that it must be associated with product development and should only be limited to human resource development within the scope of developing labor skills and adapting to requirements. job demand.

The International Labor Organization (ILO, 2022) believes that human resource development is not only about skills or training in general but also about developing and using that capacity of people. to develop productive employment, as well as satisfying professional and personal life.

Although there are different expressions, the common point of all definitions is that human resource development is considered the process of improving people's capacity in all aspects to participate effectively in HR. national development process.

Policies and laws on human resource development

In each stage of national construction and development, it is necessary to have HR, especially H-Q HR compatible, to meet the requirements and tasks of that period. This requires the State to have the right attitude, viewpoint, and way of dealing with training, fostering, building, using, and taking advantage of H-Q HR in line with the goals and tasks of the current era. that paragraph.

Policies and laws on developing H-Q HR are not the only things that won't happen, therefore, additional research and completion of the policy on developing H-Q HR is a regular task and a necessity. necessarily objective.

In Vietnam, the system of policies and laws on human resource development includes Guidelines of the Communist Party of Vietnam on human resource development, especially H-Q HR; policies and laws of the State of Vietnam on building and developing H-Q HR, meeting the cause of national construction and development and international integration. For the education sector, it is the circulars and resolutions on building and developing HR of the sector, including developing a contingent of teachers (both in quantity and quality); developing the education management team to meet the international integration process of the industry.

2. RESEARCH RESULTS AND DISCUSSION

The current situation of H-Q HR in the field of education and training

According to statistics (2019), the population of Vietnam is more than 98 million people, of which the labor force participation rate accounts for about 68.7%. This is an extremely favorable advantage for us to exploit and use for the purposes of socio-economic development, serving the cause of national construction and construction. The rate of trained workers accounted for about 64.5% (according to the General Statistics Office's assessment in the first quarter of 2021).

According to a report from the Ministry of Education and Training, by the school year 2021-2022, the total number of teachers in the country is 1,404,120 people.

Which, teachers at preschool and high school levels are 1,226,961 people (public 1,091,730, non-public: 135,231; payroll 1,042,807, contract in public schools 48,923).

Higher education institutions have 89,004 teachers (67,743 public, 21,261 non-public). Teachers' colleges have 3,604 people.

Vocational education institutions have 85,091 teachers (37,235 teachers in colleges, 13,295 teachers in intermediate schools, 23,086 teachers in vocational education centers and there are nearly 10,343 teachers in vocational institutions). other institutions that participate in vocational education activities).

The total number of education managers is 154,200 people, of which 133,200 people are at the preschool and high school level; blocks of departments, departments, and ministries are 15,900 people; The university management staff is 5,100 people.

The total number of accounting and medical staff in schools is 38,081 people.

The career payroll of the Education sector accounts for about 70% of the total career payroll of the whole country.

Thus, it can be seen that the contingent of teachers is the largest force in the total number of civil servants and public employees of all branches and fields, playing an important role in the development of the country. The team of teachers operates in a wide range of industries and fields, under the direct management of many different agencies and units.

The Ministry of Education and Training (2020) evaluates the quality of teachers, administrators, and staff in the education sector as follows:

Advantages: The contingent of teachers, administrators, and staff of the Education sector is basically sufficient in number, meeting the standards and above the standards of training qualifications (as prescribed in the Law on Education 2005), and relatively suitable. structural reasons; most have good moral character and political sense; have a love for the profession; Have a sense of responsibility at work; actively study, foster, and improve professional qualifications and meet the requirements and tasks of schools as well as the requirements of improving people's intellectual standards, training HR, fostering talents, contributing to building and developing the country;

The pedagogical capacity of most teachers has been improved, initially meeting the requirements of innovating teaching content and methods;

Most of the management staff are good teachers who have been transferred to management work, have strong political skills, and good moral qualities, and are basically able to meet the needs of leadership and management. in educational institutions and educational authorities.

Existences and limitations: In addition to the above outstanding results and advantages, the work of building a team of teachers in recent years also has the following shortcomings and limitations:

First, for the teaching staff: The structure of the teaching staff is not uniform, and the situation of both surplus and shortage of local teachers still exists, especially the shortage of teachers in areas with socio-economic geographical areas. particularly difficult associations; not enough teachers of specialized subjects at the high school level;

The quality of teacher training and retraining is not high, a part of teachers and administrators have not met professional standards and educational innovation requirements. There are also teachers who lack motivation, have inadequate awareness, and are afraid of difficulties in educational innovation;

The number of teachers capable of using foreign languages and informatics is still low; the core team of teachers is not strong enough, so it has not really been able to promote its pioneering role in

innovating teaching methods and scientific research in education in localities and educational institutions;

A part of teachers and educational administrators also revealed limitations in capacity and motivation for innovation. Remuneration regimes and policies for teachers have not been able to attract H-Q HR into the industry;

Working conditions and remuneration policies are not commensurate, not motivating the team in the context of increasing work pressure, and not ensuring equality between the public and private sectors.

Second, for the management staff: The management staff of educational institutions as well as education managers at the departmental and departmental levels are mostly teachers to management, so their knowledge and skills in state management and school administration are still limited;

The fact that teachers have not yet received seniority allowances and preferential allowances when they are transferred to educational management positions at educational management agencies at all levels affects their income, thereby affecting their results. result of the management, direction, and administration of educational activities and it is difficult to attract good teachers working in educational management agencies.

Third, for the staff: Many employees currently working in educational institutions have job positions but do not have professional title standards, leading to inadequate appointment and salary ranking;

The staff training programs have not been built properly, so the training and improvement of the professional capacity of the staff is still limited;

Remuneration regimes and policies for the staff have not been paid due attention, not giving the team peace of mind in their work and dedication to the profession.


Current status of policies and laws on the development of H-Q HR in the field of education

Over the past time, Vietnam has implemented the “Strategy for development of Vietnamese HR for the period 2011-2020” issued together with Decision No. 579/QĐ-TTg dated April 19, 2011, of the Prime Minister and “Planning on human resource development in Vietnam for the period 2011 -2020” promulgated together with Decision No. 1216/QĐ-TTg dated July 22, 2011, of the Prime Minister. Ministries and branches as well as provinces and centrally run cities have promulgated and organized the implementation of human resource development strategies and plannings of their respective ministries, branches, provinces, and cities; implementing many policy solutions to attract, recruit, train, foster, and develop H-Q HR, initially achieved remarkable and important results. On that basis, the Ministry of Education and Training; The Ministry of Labor, War Invalids and Social Affairs have issued many legal documents to implement the State's regulations and policies on human resource development for the education sector, specifically:

On June 15, 2018, the Ministry of Labor, Invalids and Social Affairs has just issued Circular 03/2018/TT-BLĐTBXH stipulating the standards for professional titles of public employees in vocational education in order to build and standardize the workforce. teachers of different grades, levels, and disciplines. Specifically:

The Circular includes 3 Chapters, and 15 Articles, stipulating professional title standards for lecturers teaching at the college level, teachers teaching at intermediate and elementary levels in colleges, and intermediate and intermediate schools vocational education centers, focusing on continuing education - vocational education.

Teachers who teach cultural subjects in public vocational education institutions shall apply regulations on professional title standards of teachers promulgated by the Ministry of Education and Training and the Ministry of Home Affairs.



According to the provisions of the Circular, the professional titles of vocational education lecturers include: Senior vocational education lecturer (class I), main vocational education lecturer (class II), education lecturer theoretical profession (class III), lecturer of practical vocational education (class III);


Titles of vocational education teachers include: Class I Vocational Education Teacher, Class II Vocational Education Teacher, class III Theoretical Vocational Education Teacher, class III Practical Vocational Education Teacher, and class IV vocational education teacher.

The Ministry of Education and Training (2016) has submitted to the Prime Minister for approval a Scheme for training and retraining teachers and administrators of educational institutions to meet the requirements of a fundamental and comprehensive renovation of general education. period 2016-2020, with orientation to 2025. To assume the prime responsibility for, and coordinate with ministries and branches in, promulgating legal documents to manage and develop the contingent of education administrators, teachers, and staff. under the Law on Public Employees, contributing to the development and motivation of teachers and educational administrators. The contingent of teachers and education administrators has increased sharply in quantity and quality and is increasingly synchronous in structure in the past 5 years, gradually meeting the educational development requirements of the country. The irrationality in the structure of the teaching staff by grade, education level, specialty, profession, and region in the early years of implementation of the Resolution has been gradually overcome.

After receiving the instructions from the Ministry of Education and Training to implement Resolution No. 29 - NQ/TW, localities actively implemented the project on training and retraining teachers and educational institution managers. education to meet the requirements of a fundamental and comprehensive renovation of general education in the 2016-2020 period, with a vision to 2025 (Government, 2016). The training to improve capacity, and improve professional qualifications for managers, teachers, and employees according to the requirements of professional standards is concerned by localities through the following forms: different. Some localities have implemented solutions to link up with prestigious overseas establishments in staff training; organizing professional activities and fostering teachers through studying lessons.

Regular training for administrators and teachers of preschool and general education has been focused on, many education and training departments have actively cooperated with teacher training institutions in the field of education and training. planning and staff training; The training and fostering of overseas lecturers continue to receive attention and investment through training projects funded by the state budget, Agreement scholarships, and other scholarship programs, of which most of these doctors are lecturers at universities and colleges, making an important contribution to improving the quality of Vietnamese teachers.

The Ministry of Education and Training (2018) has also submitted to the Prime Minister a project to improve the capacity of lecturers and managers of higher education institutions and pedagogical colleges to meet the requirements of fundamental innovation. , comprehensive education and training period 2018-2030; promulgated documents specifying professional standards for teachers and principals in the direction of updating, meeting the requirements of education and training in the new period; building a competency framework for general school teachers in particular subjects; building professional standards of pedagogical lecturers; develop standards and procedures for selecting key pedagogical trainers, teachers and key school administrators; building a mechanism for coordination between management agencies and pedagogical schools and general schools in fostering teachers and educational administrators; study the necessary contents to propose amendments to the contents of teachers in the process of amending the Law on Education and the Law on Higher Education; reviewing, amending and supplementing regular training programs for teachers and education administrators at all levels of preschool, primary, junior high and high school according to standards.



The Ministry of Education and Training (2020) has reviewed the network, scale, and training methods of teacher training institutions; implementation of the Program on Development of Pedagogical Schools to improve the capacity of teachers and administrators of general education institutions (ETEP); survey the needs of using teachers of the localities as a basis for determining the targets of teacher training disciplines, improving the quality of input for the pedagogical industry.

Pedagogical schools innovated training and retraining programs to meet the requirements of reforming general education and built 50 new training programs. Pedagogical schools and faculties are the main units in the training and retraining of teachers and provide quality HR for other professions.

The training to improve the capacity, professional qualifications, and skills of teachers and staff based on professional standards is concerned by localities and implemented through many different forms. Many Departments of Education and Training have actively and actively cooperated with teacher training institutions, and some departments have linked with prestigious institutions abroad to train staff. The training and fostering of overseas lecturers continue to be invested through training projects with the state budget, Agreement scholarships, and other scholarship programs.

The contingent of teachers and educational administrators has increased sharply in quantity, quality, and structural synchronization over the past 5 years, gradually meeting the requirements of the country's educational development. The irrationality in the structure of the teaching staff by education level, expertise, profession, and the region has been gradually overcome.


Some issues to discuss

Although certain achievements have been achieved, policies and laws on human resource development, especially H-Q HR in the field of education, still have many limitations, and shortcomings, and do not meet the requirements, mission. Specifically, we only have a strategy and planning for human resource development in Vietnam in general, but there is no strategy or planning for developing H-Q HR in the field of education and training. Even in the strategy and planning for human resource development in Vietnam for the period 2011-2020, the specific needs for the quantity and quality of H-Q HR of the whole country in general as well as of each ministry have not been identified. branches, provinces, and centrally run cities in particular. Therefore, there is no basis for formulating a unified and synchronous policy of developing H-Q HR to attract, recruit, train, foster, arrange, use, and employ in an effective and appropriate manner. physical.

In the context of accelerating industrialization and modernization of the country, building a rule of law state, a market economy, and opening up for international integration, it is necessary to urgently train, foster, build, and develop HR. H-Q HR to meet the requirements of the tasks set forth. The resolution of the XIth National Party Congress (2011) identifies human resource development, especially H-Q HR, as one of three strategic breakthroughs in the implementation of socio-economic development tasks.

The experience of many developed countries shows that, in order to train high-quality human resources for the development of the country, it is a prerequisite and important to invest in education. Recognizing the importance of education, in many documents of the Party (1998, 2022, 2026 & 2021) it is determined: "Along with science and technology, education and training is considered a leading national policy). This guiding ideology has been concretized in practice, specifically, GDP spent on education every year increases and accounts for a large proportion of the countries total GDP (about 20%) (GSO, 2021) However, the use of state investment in education also poses a number of problems, in which, in particular, the effective use of state investment capital is necessary a clear mechanism for using investment funds for education.

The XIIth National Congress (2016), affirmed that focusing on developing H-Q HR continues to be one of the strategic breakthroughs. The Party emphasized: "It is necessary to synchronously implement mechanisms, policies, and solutions to develop HR, especially H-Q HR, to meet the requirements of socio-economic development". On that basis, develop a contingent of teachers and management staff



in the field of education with sufficient qualifications and expertise to participate deeply and widely in international cooperation in education and training. However, policies and legislation for this area are lacking and not comprehensive.

The XIII Congress (2021), the Communist Party of Vietnam continues to affirm that people are the center of development and steadfastly develop comprehensive Vietnamese people: "Considering people as the center, subject and resource the most important and the goal of the development; Taking cultural values and Vietnamese people as the foundation and important endogenous strength to ensure sustainable development. At the same time affirming: "All policies of the Party and State must aim at improving the people's material, spiritual and happy life"; implement "promoting the human factor, taking the people as the center; promote the role of culture - the spiritual foundation of society, the goal and driving force of development". However, for many years, the salary and bonus policy for teachers is still low and has not kept pace with the country's developing reality; most teachers' lives are still difficult. In 2022 alone, 16,000 teachers quit, with an average of one out of every 100 teachers (Vnexpress, 2022).

With the guidelines and guidelines set forth by the Party and State, it is important and necessary for the education sector to have appropriate plans in the short, medium, and long term to train HR for the sector. In fact, for many years, on the basis of the State's strategy to develop H-Q HR, the education sector has trained H-Q HR for the industry by setting targets down to educational institutions (especially higher education institutions) to train masters and doctorates abroad. Every year, the number of people sent to study abroad increases. However, the results weren't as expected. A part did not complete the study program, a part finished studying and stayed abroad, and a part returned home and transferred to non-state education institutions. The phenomenon of "brain drain" often occurs in public educational institutions. This has set the education sector must have as changes in its training policy.

Proposing a number of solutions to improve policies and laws to develop H-Q HR in the field of education

First, policies and laws on the identity, standards, norms, rights, and obligations of teachers:


The policy's objective is to: Strengthen the leadership of the Party and state management over the development of the teaching staff and ensure the correct political orientation for the work of building the teaching staff. To uphold the first standards of teacher ethics and style, and to translate the requirements of the Party Central Committee and the State on building morality and teacher style into legal regulations. Clarifying the career orientation of teachers and emphasizing that teachers undertake the mission of educating people for the Party, incubating talents, and training talents for the country.

The contents of the policy include: Define the concepts of teachers fully and explicitly, as a basis for determining the scope of regulation and proposing policies on teachers; determining the rights and obligations of teachers; strengthening teachers' autonomy in teaching and education, the right to apply sanctions in education and intellectual property rights to creative and innovative content in education, etc. Strengthen teachers' obligations to protect and support students.

Policy implementation solutions through the legalization of the following contents: Supplement regulations on the concept of teachers; the position and role of the teacher; supplement regulations on the rights and obligations of teachers; supplement regulations on professional standards and teacher title standards.

The Ministry of Education and Training (Education and Training) chose these solutions for the reason: Fully and transparently identifying teachers will help the management of teachers nationwide to be unified, and policies for teachers will be issued fully and timely.

Second, policies and laws on the use, use, and management of teachers:



Objectives of the policy: Overcoming inadequacies in the recruitment, use, and management of teachers over the past time; create a legal basis to recruit into the industry those who are qualified, qualified, and meet the educational development requirements.

Contents of the policy: Determining teacher recruitment criteria; determining the process of recruitment, appointment, and working regime for teachers; determining the conditions and process for job transfer; determining the requirements and procedures for evaluation, classification, and change of professional titles for teachers.

The solution to implementing policy by legalizing the following contents: Supplement regulations on qualifications and standards to become teachers; the application of practice certificates to those who have not received pedagogical training who want to become teachers; supplementing regulations on teacher recruitment process; supplementing regulations on appointment to professional titles, implementing the working regime for teachers; supplement regulations on evaluation and classification of teachers.

The Ministry of Education and Training chose these solutions for the following reasons: To ensure the recruitment, use, and management of teachers in accordance with the characteristics of teachers' professional activities; to ensure the legal basis for the management of teachers operating freely (not on the teacher's payroll), creating conditions for the equal development of education between public and private.

Third, policies and laws on planning, training, and professional development of teachers:

The objectives of the policy are: Building a quality teacher training system, emphasizing the enhancement of training, and building a specific mechanism for training pedagogical students. Identify issues of planning, training, fostering, and professional development of teachers to meet the requirements of educational innovation and international integration in the context of the industrial revolution 4.0; creating conditions for teachers to have academic freedom, continuous professional development, and opportunities for international cooperation in a substantive and effective way.

Accordingly, the Ministry of Education and Training proposes to legislate the following contents: Clearly define the responsibilities of agencies in developing teacher training and retraining planning. Determining teacher training and retraining programs; institutions for training and fostering teachers, promoting the formation of a system of pedagogical practice schools in service of teacher training and professional development. Identifying and clarifying that teachers go abroad for teaching, research, and academic exchange; foreigners teaching in Vietnam; international association and cooperation in teacher training and retraining.

Solutions for policy implementation through the legalization of the following contents: Supplement regulations on responsibilities of ministries, branches, and localities in developing teacher training and retraining planning. Supplement regulations on teacher training and retraining institutions and the system of pedagogical practice schools in service of teacher training and professional development. Supplement regulations on mechanisms for teachers to go abroad for teaching, research, and academic exchange.

The reason why the Ministry of Education and Training has chosen these solutions is to: Ensure the orientation of incentives and motivations for teachers to develop professionally, professionally, freely research, and exchange academically. Create a basis for the development of training institutions, foster teachers, and help improve the quality of the staff.

Fourth, policies and laws on treatment and honoring teachers:

Objectives of the policy: Identify issues in the policy of remuneration, honor and reward teachers, act as a motivation to attract good people to become teachers, and motivate the contingent of teachers who have entered the teaching profession. industry devoted, dedicated to the profession; strengthen the remuneration regime for teachers, establish a classification mechanism to ensure fair

treatment, and those who work a lot will receive high remuneration, develop a salary distribution system and promotion opportunities, increase salary and treatment for people with excellent achievements; implementing requirements to reduce the burden on teachers, ensuring teachers are assured to devote themselves to teaching and educating people.

The content of the policy includes: Determining the basic issues of salary policy, allowances, allowances, retirement regime, medical examination and treatment, and social insurance of teachers. Determine policies to support housing and public housing for teachers. Specifying emulation and reward criteria for teachers.

Policy implementation solutions: Legalize the following contents: Supplement regulations on salaries and allowances for teachers. Supplement regulations on teachers' retirement, medical examination and treatment, and social insurance regimes. Supplement regulations on criteria and titles of emulation, commendation, and honor for teachers.

The Ministry of Education and Training chose these solutions for the following reasons: Ensure adequate regimes and policies for teachers, taking into account industry-specific factors so that teachers can work with peace of mind. Create conditions for teachers working in areas with extremely difficult socio-economic conditions to have the opportunity to fully access policies and have specific supports to attract teachers to work.

Fifth, state management of teachers:

This policy aims to: Overcome inadequacies in the state management system of teachers over the past time; serve as a basis for implementing decentralization and unification from central to local levels in teacher management, creating conditions for teachers to be free in academics and professional development.

The content of the policy includes: Determining a teacher management system from the central to local levels to ensure consistency, efficiency, and compactness. Clearly define the responsibilities of ministries, branches, and localities in managing and developing the contingent of teachers. Identify the role of teachers' associations.

The solution to implementing the policy is through the legalization of the following contents: Supplement regulations on the teacher management system from the central to local levels. To supplement the roles, functions, and duties of teachers' associations.

The Ministry of Education and Training selected these solutions with the following objectives: Clarify the sector management system for teachers; unify the state management from the central to local levels to avoid overlapping in functions and tasks, and at the same time enhance the position, role, and responsibility of teacher management agencies. Strengthening the role of teachers' associations in the work of developing teachers.


3. CONCLUSION

Developing H-Q HR for the education sector can only be successful through reasonable policies of the State. If the State wants to have H-Q HR, it must invest in training, fostering, building, and developing them. this thing.

The issue of policies and laws on the development of H-Q HR has always been the focus of our Party, State, and the whole society. This problem can only be successfully solved by the right, reasonable, and strong policies and laws of the State. Policy on the development of H-Q HR is the relevant political viewpoint, decision, and decision of the State with the goal of solutions and appropriate development roadmap in order to build H-Q HR with opportunities to develop HR. reasonable structure, quantity, and quality having sufficient capacity, professional qualifications, and moral qualities to meet the requirements and tasks of industrialization and modernization of the country, building a socialist rule of law state, a market economy, and international integration.

REFERENCES

- [1] Cisco and Oxford Economics. (2018). *Technology and the future of ASEAN jobs: the impacts of AI on workers in ASEAN's six largest economies*. https://www.cisco.com/c/dam/global/en_sg/assets/csr/pdf/technology-and-the-future-of-asean-jobs.pdf
- [2] Communist Party of Vietnam. (2011). *Document of the XIth NPC*. Hanoi: National Politics Truth.
- [3] Communist Party of Vietnam. (2016). *Document of the XIIth NPC*. Hanoi: National Politics Truth.
- [4] Communist Party of Vietnam. (2021a). *Document of the XIIIth NPC, vol 1*. Hanoi: National Politics Truth.
- [5] Communist Party of Vietnam. (2021b). *Document of the XIIIth NPC, vol 2*. Hanoi: National Politics Truth.
- [6] Frederick Harbison and Charles A. Myers. (1964). *Education, manpower, and economic growth: Strategies of human resource development*. New York: McGraw - Hill.
- [7] FAO/WHO. (1992). *The Role of Nutrition in Social and Economic Development*. Retrieved from <https://www.fao.org/3/y5343e/y5343e04.htm>
- [8] Government. (2020). Decree No. 112/2020/ND-CP on disciplining cadres, civil servants, and public employees.
- [9] General Statistics Office. (2021). *Press release on the employment situation in the fourth quarter of 2021 and Vietnam Human Development Index 2016 - 2020*. Retrieved from <https://www.gso.gov.vn/du-lieu-va-so-lieu%20-thong-ke/2022/01/thong-cao-bao-chi-tinh-hinh-lao-dong-viec-lam-quy-iv-nam-2021-va-chi-so-phat-trien-child-people%20-viet-nam-2016-2020/,%20January%206,%202022>
- [10] Hai, T. N. (2021). *Policy on development of Vietnamese intellectuals - viewed from Resolution 27, term X*. *Journal of Propaganda*. Retrieved from <http://tapchimatran.vn/nghien-cuu/chinh-sach-phat-trien-doi-ngu-tri-thuc-viet-nam-nhin-tu-nghi-quyet-27-khoa-x-42283.html>
- [11] H. V. Van. (2022). *Management of educational activities in schools towards the approach of learners' competency: a case study of a high school*. *Nuances: Estudos Sobre Educação*, 32(00), e021005. <https://doi.org/10.32930/nuances.v32i00.9118>.
- [12] H. V. Van., & Hiep, H. D. (2019). *Innovating teaching and learning methods to improve the quality of human resource training in Vietnam today*. *International Journal of Science and Research* 8 (8), 1853-1861. DOI: 10.21275/ART2020713
- [13] H. V. Van. (2022). *The State's Legal Policy and Management on Civil Servants: The Current Situation and Issues Raised*. *International Journal of Early Childhood Special Education*, 14(3). DOI: 10.9756/INT-JECSE/V14I3.688
- [14] Hang, L. T., & Van, V. H. (2020). *Building Strong Teaching and Learning Strategies through Teaching Innovations and Learners' Creativity: A Study of Vietnam Universities*. *International Journal of Education and Practice*, 8(3), 498-510. <https://doi.org/10.18488/journal.61.2020.83.498.510>
- [15] Hieu, N. (2022). *Building a team of intellectuals in the current era*. *State Organization Magazine*. Retrieved from https://tcnn.vn/news/detail/40902/Xay_dung_doi_ngu_tri_thuc_trong_thoi_dai_hien_nayall.html
- [16] Hoduc, H., Vothanh, H., & Vuhong, V. (2022). *The changes in education policy in the context of educational innovation in Vietnam*. *Revista on Line De Política E Gestão Educacional*, 26(esp.1), e022043. <https://doi.org/10.22633/rpge.v26iesp.1.16772>
- [17] HongVan, V (2020). *Identify Methods of Teaching and Learning to Create Interest, Self-Study, And Creativity of Students*. *Humanities & Social Sciences Reviews*, 8(3), 646-656. <https://doi.org/10.18510/hssr.2020.8369>.
- [18] International Labor Organization. (2022). *The open economy changes the form, distribution and quality of Vietnamese jobs*. Retrieved from https://www.ilo.org/hanoi/Informationresources/Publicinformation/comments-and-analysis/WCMS_736066/lang--en/index.htm,%2011-2-2022
- [19] K. Schwab. (2016). *The Fourth Industrial Revolution: what it means, how to respond* <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/>
- [20] Luongngoc, V., & Vuhong, V. (2022). *Research and teaching of marxism-leninism at the universities: The requirements, difficulties and recommended solutions*. *Nuances: Estudos Sobre Educação*, 33(00), e022011. <https://doi.org/10.32930/nuances.v33i00.9489>
- [21] Mai, V.T.P. (2012). *Renovate the remuneration policy for H-Q HR, creating a driving force to promote the cause of industrialization and modernization in the spirit of the XIth Party Congress*. *Communist Journales* (online).
- [22] Minh, H. C. (2011): *Complete Volume, Volume 5*. Hanoi: National Politics Truth.
- [23] National Assembly of the Socialist Republic of Vietnam. (2008). *Law on cadres and civil servants (Law No. 22/2008/QH12)*. Hanoi.

- 
- [24] National Assembly of the Socialist Republic of Vietnam. (2010). Law on Public Officials (Law No. 58/2010/QH12). Hanoi.
 - [25] National Assembly of the Socialist Republic of Vietnam. (2014). Law on Organization of the National Assembly (Law No. 57/2014/QH13). Hanoi.
 - [26] National Assembly of the Socialist Republic of Vietnam. (2015). Law on Organization of Local Government (Law No. 77/2015/QH13). Hanoi.
 - [27] National Assembly of the Socialist Republic of Vietnam. (2012). Labor Code (Law No. 10/2012/QH13). Hanoi.
 - [28] National Assembly of the Socialist Republic of Vietnam. (2019a). Amending and supplementing a number of articles of the Law on cadres and civil servants and the Law on public employees (Law No. 52/2019/QH14). Hanoi.
 - [29] National Assembly of the Socialist Republic of Vietnam. (2019b). Law on Education (Law No. 43/2019/QH14). Hanoi.
 - [30] National Assembly of the Socialist Republic of Vietnam. (2019c). Labor Code (Law No. 45/2019/QH14). Hanoi.
 - [31] Party Central Committee. (2021). Conclusion No. 21-KL/TW on accelerating the rectification of the Party and political system, strictly handling cadres who have degraded in ideology, morality, and lifestyle, and exhibiting “self-evolution” and “self-transformation”. Hanoi.
 - [32] OECD/ERIA (2018). SME Policy Index: ASEAN 2018: Boosting Competitiveness and Inclusive Growth. OECD Publishing, Paris/Economic Research Institute for ASEAN and East Asia, Jakarta. <https://doi.org/10.1787/9789264305328-en>
 - [33] The National Council directs the compilation of the Vietnam Encyclopedia. (2005). Encyclopedic dictionary. Hanoi: Encyclopedia Dictionary.
 - [34] The Politburo. (2011). Resolution No. 08-NQ/TW, issued on December 1, 2011, on “Strengthening the leadership of the Party, creating a strong change in physical training and sports until 2020”. Hanoi.
 - [35] Theodore W. Schultz (1961). Investment in human capital. USA: The American Economic Review.
 - [36] Trung, N. S., & Van, V. H. (2020). Educating Traditional Cultural Values in Vietnam Universities. *South Asian Research Journal of Humanities and Social Sciences* 2(3), pp. 210-214.
 - [37] Trung, N. S., & Van, V. H. (2020). Vietnamese Cultural Identity in the Process of International Integration. *Journal of Advances in Education and Philosophy* 4(6), pp. 220- 225.
 - [38] Truong P. X. Anh, T. T. (2019). National human resource development strategy in the world and lessons learned for Vietnam. *VNU Journal of Science: Policy and Management Studies*, 35(3), pp. 12-20.
 - [39] V. Vuhong. (2021). Managing traffic safety education activities in primary and y schools: status, necessity, and influencing factors. *Revista on Line De Política E GestãoEducativa*, 25(3), 2535-2551. <https://doi.org/10.22633/rpge.v25i3.15840>
 - [40] Van, V. H. (2022a). The State's Legal Policy and Management on Civil Servants: The Current Situation and Issues Raised. *International Journal of Early Childhood Special Education*, 14(3). DOI: 10.9756/INT-JECSE/V14I3.688
 - [41] Van, V. H. (2022b). Education policy in the context of Vietnam's international integration: Problems raised and proposed solutions. *International Journal of Health Sciences*, 6(S4), 3562-3571. <https://doi.org/10.53730/ijhs.v6nS4.9019>
 - [42] VNIES. (2018). Survey report on demands for IT HR of businesses (within the Government level research on “Forecasting HR needs as a basis for developing the training program until 2025”).
 - [43] Vnexpress. (2022). 16,000 teachers quit in 2022. Retrieved from <https://vnexpress.net/16-000-giao-vien-bo-viec-trong-nam-2022-4517768.html>
 - [44] Vuhong, V. (2022). Management of educational activities in schools towards the approach of learners' competency: a case study of a high school. *Nuances: EstudosSobreEducação*, 32(00), e021005. <https://doi.org/10.32930/nuances.v32i00.9118>
 - [45] WB. (2000). World Development Indicators. - London: Oxford.
 - [46] Yoshihara Kunio. (1999). The Nation and Economic Growth - Korea and Thailand. - Kyoto: Kyoto University. Historical article: Received: 15.08.2022. Revised: 28.12.2022. Accepted: 04. 01.2023