

## **SOME SOLUTIONS DEVELOPING THE HIGH QUALITY HUMAN RESOURCES OF THE EDUCATION AND TRAINING IN DONG NAI PROVINCE**

**Nguyen Thi Kim Anh**  
**Ly Tu Trong Junior High School**

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**ABSTRACT:** *Education and training play an essential role in the preservation, development and continuation of human civilization. In the era of scientific and technological revolution nowadays, education and training are becoming the main motive force for the developmental acceleration and considered as a determining factor for the success or failure of a nation in international competitions and for the success of each individual in his life ... The purpose of this study is to Systematize theoretical issues related to the development of high quality human resources.; to analyze the current situation of human resources development is the staff of teachers and pupils in Dong Nai province in recent years; to propose some solutions to develop high quality human resources is the contingent of teachers and pupils in Dong Nai province in the coming time. The study results showed that the researcher had survey and research on the quality of human resources in Dong Nai province, highlighting the strengths and weaknesses of the quality of human resources. Data collected from 2013 to 2014 for the teachers and pupils in Dong Nai province. In addition, the researcher had some groups of solutions mainly aim at developing high quality human resources in the field of education and training in Dong Nai province.*

**KEYWORDS:** human resources, education, training, teachers and pupils

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### **INTRODUCTION**

The Dong Nai province located in the southern key economic region (SKER), and connected to 3 regions of southeast, south central and central highlands of Vietnam, 30 km away from Ho Chi Minh City, Dong Nai has many advantages to develop its economy and society. Besides, Dong Nai province is the country's leading province on building and developing industrial parks. Dong Nai's industrial zones increase by their quantities and qualities and can attract foreign investments.

Moreover, Dong Nai province is also one of the few provinces that attract projects with capital of over USD 100 million (Formosa – Taiwan, and Taiwan, and Fujitsu – Japan). Foreign investment capital really becomes an important resource to invest in companies and develop their production, which creates big budget collection, contributing to the local economic

development, particularly pushing up the economic structure shift towards the modernization – industrialization direction.

In addition, education and training strategy in Dong Nai province plays a very important part in human resources development strategy. Manpower with good knowledge is the most important resource of the modern industry. Thus, to improve the quality of human resources is the main conditions for the economic growth and social development. Dong Nai province is developing the strategy for education and training development while the province is step by step integrating into the world. However, while the developed the province achieved high level of development in science and technology and the province moving forward a knowledge economy and an information society, the province is still a backward agricultural country with narrow land, big population and a few natural resources. Therefore, education and training strategy must be the key to narrow such a gap, push up the industrialization and modernization, make the economy grow and improve the people's living standards. Education and training strategy must bring into play the good tradition of Vietnamese education. It must on the one hand enhance the achievements and on the other hand overcome the weaknesses of the 15 years of renovation in consistence with the world trend and prospective in several coming decades.

The objectives and solutions to education and training development strategy in the coming period must thus respond to the needs of highly qualified manpower, improving the quality of the laborers, creating learning desire for young generation and teaching them how to have lifelong learning, helping them gain the creative ability and adaptability to the changes in their careers as well as in social environment. All educational levels have to implement education for full development of personality in terms of characteristics and capability intellect and emotion, health and sense of beauty, improving the love for the province and socialism, building the will to make the province prosper. The above mentioned things, the researcher had chosen topic ***“Some solutions developing the high quality human resources of the education and training in Dong Nai province”*** as a paper. This paper helps managers of Dong Nai province who apply the research results for improving policy on the high quality human resources of the education and training for Dong Nai province.

## LITERATURE REVIEW

**The concept and definition of Human resources:** Human resources of an organization, that is formed on the basis of individuals with different roles and is linked together according to the given target. Qualified staff, various personal characteristics, development potential, capable of forming groups, trade unions to protect their interests, their behavior can change depending on themselves or by the impact of the surrounding environment. Therefore, human resource management difficult and complex than other factors management of business processes. (Nguyen Tien Dung, 2013).

Human resources are all individuals involved in any activities of the organization, enterprise, in order to achieve the success of the organization, which now set. Any organization that is made up of members is human or its workforce.

**The concept of human resource management:** Management of human resources is the recruitment, selection, maintenance, development, utilization, manpower mobilization through that organization. HRM is the art of leadership, the art of command and the use of art, art work done through others. Subjects of human resources management is as employees as individual officers and employees of organizations and issues relevant to them, such as work and the rights and obligations of their organization function.

#### **The role of human resource management**

- Given the fierce competition in the market so the organization is to survive and grow must reform its institutions towards closing down, lightweight, dynamic in which the human element is crucial. Therefore, finding the right people for the right job assignment, the right position is a matter of concern for all types of organizations today.
- Advanced of science and technology with the development of economy have forced administrators adaptability. Therefore, the selection, arrangement, training, transfer of personnel within the organization in order to achieve optimum performance is a matter of primary concern to.
- Research about HRM to help managers learns how to communicate with others, know how to ask questions and know how to listen, how to accurately assess staff.

#### **Objectives of human resource management**

Managing human resources order to strengthen and maintain adequate quality and quantity of labor necessary for the organization to achieve set goals.

Managing human resources to find and develop forms, the best method for employees to be able to contribute to the effort to achieve the goals of the organization while also creating opportunities for development progressive workers themselves.

None of the activities of the organization is effective if the lack of "managing human resources" (Nguyen Thi Hai Van, 2013)

**Development of human resources** is essential for any organization that would like to be dynamic and growth-oriented. Unlike other resources, human resources have rather unlimited potential capabilities. The potential can be used only by creating a climate that can continuously identify, bring to surface, nurture and use the capabilities of people. Human Resource Development (HRD) system aims at creating such a climate. A number of HRD techniques have been developed in recent years to perform the above task based on certain principles. This unit provides an understanding of the concept of HRD system, related mechanisms and the changing boundaries of HRD.

**HRD concept** was first introduced by Leonard Nadler in 1969 in a conference in US. "He defined HRD as those learning experience which are organized, for a specific time, and designed to bring about the possibility of behavioral change". Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. Or, Human Resource Development can be informal as in employee coaching by a manager. Healthy organizations believe in Human Resource Development and cover all of these bases. Definitions of HRD: HRD (Human Resources Development) has been defined by various scholars in various ways. Some of the important definitions of HRD (Human Resources Development) are as follows:

According to Leonard Nadler, "Human resource development is a series of organized activities, conducted within a specialized time and designed to produce behavioral changes." In the words of Prof. T.V. Rao, "HRD is a process by which the employees of an organization are helped in a continuous and planned way to (i) acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles; (ii) develop their journal capabilities as individual and discover and exploit their own inner potential for their own and/or organizational development purposes; (iii) develop an organizational culture in which superior-subordinate relationship, team work and collaboration among sub-units are strong and contribute to the professional wellbeing, motivation and pride of employees." .

According to M.M. Khan, "Human resource development is the across of increasing knowledge, capabilities and positive work attitudes of all people working at all levels in a business undertaking."

**The concept of human resource development:** Human resource development in the organization context is a process by which the employees of an organization are helped, in a continuous and planned way to:

- Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;
- Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development purposes; and

-Develop an organizational culture in which supervisor-subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well being, motivation and pride of employees.

-This definition of HRD is limited to the organizational context. In the context of a state or nation it would differ.

-HRD is a process, not merely a set of mechanisms and techniques. The mechanisms and techniques such as performance appraisal, counseling, training, and organization development interventions are used to initiate, facilitate, and promote this process in a continuous way. Because the process has no limit, the mechanisms may need to be examined periodically to see whether they are promoting or hindering the process. Organizations can facilitate this process of development by planning for it, by allocating organizational resources for the purpose, and by exemplifying an HRD philosophy that values human beings and promotes their development.

## **METHODS OF RESEARCH**

Methods and techniques of the study: Quantitative research methods describe and measure the level of occurrences based on numbers and calculations. Moreover, the questions of “how many?” and “how often?” asked in quantitative studies. Quantitative research is the collection of numerical data and exhibiting the view of relationship between theory and research as deductive, a predilection for natural science approach, and as having an objectivist conception of social reality. Therefore, this specific form of research uses the quantitative data to analysis. The most popular research methods from this category are closed-ended questionnaires, experiments, correlation and regression analysis methods and others.

This paper ris to accomplish the above research objectives, the paper uses the following research methods:

- The researcher had to access to the theories of Marxism-Leninism, Ho Chi Minh's thoughts, Party's views and guidelines, the State's policies on education-training development strategies, human resource development, High quality human resources in Vietnam and Dong Nai Province.

- The researcher had to use the methods of political economy research as a basis to combine theory and practice, correct use, appropriate methods of analysis, synthesis and history, sociological investigation. And summarize the practice.

- The researcher had to positive analytical method, standard analytical method. Statistical methods such as sociological survey, survey, comparison, analysis, synthesis and other methods.

**RESEARCH RESULTS****Table 01: School Size of Dong Nai province from 2013 to 2014**

No	Places	Indergarten		Preschool		Primary school		Junior high school		High school	
		Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
1	Bien Hoa	0	0	39	20	52	2	30	1	10	9
2	Long Khanh	2	0	16	1	21	0	11	0	2	4
3	Tan Phu	4	3	16	2	26	0	18	0	4	2
4	Vinh Cuu	0	0	14	0	16	0	10	0	3	2
5	Dinh Quan	0	0	21	0	31	0	15	0	5	1
6	Trang Bom	21	2	3	0	32	0	18	0	4	4
7	Thong Nhat	14	0	6	0	22	0	13	0	3	0
8	Cam My	0	0	18	2	27	0	14	0	3	0
9	Long Thanh	6	0	14	4	22	1	14	0	4	0
10	Xuan Loc	2	2	16	1	34	0	17	0	3	1
11	Nhon Trach	8	0	7	0	14	0	10	0	3	0
	<b>Total:</b>	<b>57</b>	<b>7</b>	<b>170</b>	<b>30</b>	<b>297</b>	<b>3</b>	<b>170</b>	<b>1</b>	<b>44</b>	<b>22</b>

(Source: Data from education and training department in Dong Nai province)

Table 01 showed that the kindergarten has 57 public schools, 7 private schools. Preschool has 170 public schools, 30 private schools. Primary school has 297 public schools, 3 private schools. Junior high school has 170 public schools, 1 private schools. High school has 44 public schools, 22 private schools.

**Table 02: Number classes of Dong Nai province from 2013 to 2014**

No	Places	Indergarten		Preschool		Primary school		Junior high school		High school	
		Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
1	Bien Hoa	55	25	314	153	1,737	91	949	81	309	179
2	Long Khanh	47	0	128	8	381	0	246	4	57	106
3	Tan Phu	131	16	184	38	549	5	298	8	111	24
4	Vinh Cuu	80	0	152	0	361	0	208	0	81	4
5	Dinh Quan	48	0	247	0	696	0	386	0	135	13
6	Trang Bom	11	0	194	44	728	12	379	11	100	77
7	Thong Nhat	18	17	140	55	443	0	243	0	109	0

<b>8</b>	Cam My	110	5	156	13	422	0	267	0	119	0
<b>9</b>	Long Thanh	33	5	183	38	521	4	290	0	126	0
<b>10</b>	Xuan Loc	62	2	203	16	720	0	401	0	111	33
<b>11</b>	Nhon Trach	18	10	171	45	404	0	207	0	77	0
	<b>Total:</b>	<b>613</b>	<b>80</b>	<b>2.072</b>	<b>410</b>	<b>6.962</b>	<b>112</b>	<b>3.874</b>	<b>104</b>	<b>1.335</b>	<b>436</b>

(Source: Data from education and training department in Dong Nai province)

Table 02 showed that the indergarten class has 613 the classes' public schools, 80 the classes' private schools. Preschool class has 2.072 the classes' public schools, 410 the classes' private schools. Primary school class has 6.962 the classes' public schools, 112 the classes' private schools. Junior high school class has 3.874 the classes' public schools, 104 the classes' private schools. High school class has 1.335 the classes' public schools, 436 the classes' private schools.

**Table 03: Number pupils of Dong Nai province from 2013 to 2014**

No	Places	Indergarten		Preschool		Primary school		Junior high school		High school	
		Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
<b>1</b>	Bien Hoa	1.281	646	11.075	5.784	72.533	2.159	42.081	2.990	12.480	7.975
<b>2</b>	Long Khanh	991	0	4.352	377	11.099	0	8.677	82	2.247	5.195
<b>3</b>	Tan Phu	825	128	5.649	1.604	13.823	68	10.781	139	4.396	874
<b>4</b>	Vinh Cuu	572	0	4.297	0	11.444	0	7.388	0	3.172	172
<b>5</b>	Dinh Quan	995	0	7.223	0	17.862	0	13.167	0	5.269	559
<b>6</b>	Trang Bom	278	0	5.884	1.432	23.281	545	14.241	523	3.853	3.689
<b>7</b>	Thong Nhat	424	353	4.194	1.828	13.135	0	9.460	0	4.325	0
<b>8</b>	Cam My	1.177	50	4.331	323	10.705	0	8.968	0	4.700	0
<b>9</b>	Long Thanh	593	145	5.434	1.462	16.939	73	10.815	0	5.101	0
<b>10</b>	Xuan Loc	1.249	34	7.116	637	19.714	0	14.333	0	4.441	1.651
<b>11</b>	Nhon Trach	388	277	5.257	1.175	13.887	0	7.831	0	3.053	0
	<b>Total:</b>	<b>8.773</b>	<b>1.633</b>	<b>64.812</b>	<b>14.622</b>	<b>224.422</b>	<b>2.845</b>	<b>147.742</b>	<b>3.734</b>	<b>53.037</b>	<b>20.115</b>

(Source: Data from education and training department in Dong Nai province)



Table 03 showed that the indergarten pupil has 8.773 the pupils' public schools, 1.633 the pupils' private schools. Preschool pupil has 64.812 the pupils' public schools, 14.622 the pupils' private schools. Primary school pupil has 224.422 the pupils' public schools, 2.845 the pupils' private schools. Junior high school pupil has 147.742 the pupils' public schools, 3.734 the pupils' private schools. High school pupil has 53.037 the pupils' public schools, 20.115 the pupils' private schools.

**Table 04: Number rooms of Dong Nai province from 2013 to 2014**

No	Places	Indergarten		Preschool		Primary school		Junior high school		High school	
		Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
1	Bien Hoa	46	71	237	232	1.039	110	551	115	287	222
2	Long Khanh	46	0	117	8	306	3	165	5	59	90
3	Tan Phu	41	16	180	19	420	5	267	10	90	26
4	Vinh Cuu	31	0	113	0	313	0	172	8	63	16
5	Dinh Quan	49	5	220	0	596	0	283	0	111	20
6	Trang Bom	11	0	158	44	465	12	297	7	96	94
7	Thong Nhat	28	17	101	55	325	0	157	0	81	0
8	Cam My	41	3	124	11	442	0	243	0	80	0
9	Long Thanh	33	3	149	24	360	6	249	0	109	0
10	Xuan Loc	52	1	182	11	647	0	277	0	85	35
11	Nhon Trach	14	7	125	40	296	0	201	0	80	0
	<b>Total:</b>	<b>392</b>	<b>123</b>	<b>1.706</b>	<b>444</b>	<b>5.209</b>	<b>136</b>	<b>2.862</b>	<b>145</b>	<b>1.141</b>	<b>503</b>

(Source: Data from education and training department in Dong Nai province)

Table 04 showed that the indergarten room has 392 the rooms' public schools, 123 the rooms' private schools. Preschool room has 1.706 the rooms' public schools, 444 the rooms' private schools. Primary school room has 5.209 the rooms' public schools, 136 the rooms' private schools. Junior high school room has 2.862 the rooms' public schools, 145 the rooms' private schools. High school room has 1.141 the rooms' public schools, 503 the rooms' private schools.

### Current status of professional qualifications of high quality human resources

- According to the latest survey results, a large proportion of high school teachers are not able to meet the requirements of the current curriculum. Upcoming, the quality of new entrants is still lower because most of the students are studying at teacher training schools and teacher training facilities of multidisciplinary schools (hereinafter referred to as the school). It is only the average high school students, but the content and method of training is too backward, and the annual training for teachers is very formal and ineffective. too. The lack of teachers and the persistence of teachers for decades do not solve the problems of teacher training and employment.



- The conditions for renovating services are not synchronized (teaching equipment is not enough, quality is not meet requirements, classrooms are not available and there is no teacher use for fear of damage, Loss,... or just use for lecture, lesson time,...)
- Conflict between the requirement to apply positive methods with long lesson contents. Teacher is not confident with focus on the focus, partly because students are not really self-learning, partly because of difficult knowledge for students in disadvantaged areas and non-public with low input quality.
- The quality and effectiveness of education and training are still low compared to the country's socio-economic development requirements, especially in higher education and vocational education. Educational programs also lightly practice, apply knowledge; The method of education, inspection, examination and evaluation is backward, lack of substance; Lack of linkage between training and scientific research, production, business and labor market needs; Not enough attention is paid to ethical education, lifestyle and work skills.
- The education system lacked the link between training levels and educational modes, which were not suitable to the requirements of national development and international integration. Training has not been attached to the use and demand of the labor market.
- The management of education and training is weak, causing many other shortcomings, many negative phenomena lasting in education and social causes. Teachers and educational administrators have many shortcomings in quality, quantity and structure; some do not keep up with the demands of education reform and development, lack of enthusiasm, even violations of professional ethics.
- Investment in education and training is not effective. Policies, financial mechanisms for education and training are not appropriate. Technological facilities are lacking and backward, especially in remote and difficult areas.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The study results showed that during the transition period, education and training sector has made some appropriate policies such as finalizing education and training objectives on the aspects of social and personality development, the reform of system structure and operational mechanism so that they are in line with the short-term conditions and the preparation for the future, the diversification of education and training modes and funding sources, the mobilization of the society's involvement into the education and training development, the creation of opportunities for more learners including at different level, the democratization of education and training activities and strengthening the exchanges and cooperation with other countries and international organizations. The results showed that there are weaknesses following: Although having gained certain achievements, our country's education and training sector has still not caught up with the requirements of socio-economic development and shown its weaknesses in a number of aspects:

- The quality of education at all levels is still low. The teaching, learning and assessments and evaluation are mainly for the purpose of driving learners to mechanical memory, paying little attention to training independent and creative thinking abilities and applying knowledge and skills into real life. In order to be successful in the examinations, learners have to take extra lessons inside and outside schools which cost a lot of time, energy and money without bringing realistic benefits.

- The effectiveness of educational activities is low. The rate of graduates at the end of each educational level in comparison with the initial enrolment is low.

- The manpower training structure is not reasonable in terms of qualifications, careers and regions.

- Some negative and undisciplined phenomena in education are not prevented promptly namely: the widespread extra tuition and learning which are not for the learners' benefits but teachers' incomes, increasing in the enrolment size in order to increase the income without taking into consideration of conditions for quality assurance and unstrict implementation of the training rules and regulations.

## **RECOMMENDATIONS**

### **Improving the quality of education and training:**

One of the criteria for human development in the world is the education indicator. A society is judged civilized by modernity because education and knowledge are used in the social development goals it brings. Therefore, one of the criteria for building quality education approaching the world level, in line with the country's practice, training and development of human resources for practical purposes for the cause of economic development, Culture and society of the province.

### **Renovate content and training methods:**

- To renew the contents and methods of education and training, stepping up the socialization of education, stepping up the socialization of vocational training, tapping and making the fullest use of the national target program capital sources. International grants and loans, contributions from learners, production facilities and social organizations to enhance facilities, renovate equipment, improve the qualifications of teachers and managers of vocational training institutions. Vocational schools must have sufficient laboratories, libraries and scientific research conditions to implement the policy of study coupled with the practice and practice associated with production to create high quality products as the source. There is additional funding for training high-level technical workers.

### **Promote socialization in education and training of human resources of high quality:**

- Strong and comprehensive reform of education and training, step by step to meet high quality human resources for social needs. If high quality human resources are decisive for the

development of each country, education and training are one of the determinants of human resource quality, which is the cornerstone of human development. In today's age, education is the most fundamental element of the success of every nation.

**Training human resources in the professional and vocational secondary schools:**

- The structure of trained human resources in the province is experiencing serious imbalances between university education, vocational training and technical workers. The imbalance has led to the situation of "surplus teachers - lack of workers". The general psychology of students and people today are eager to enter college. Therefore, all students after high school graduation apply for college entrance examination and in that race; there are many difficulties, costs and negative phenomena. Apprenticeship is considered the same path for them. Changing this idea is not easy. It takes time.

**To carry out good vocational guidance for high school students:**

In Vietnam until now, there have been so many generations where students choose to go the wrong way. Economists who study economics, who prefer economics to technical education, aviation enthusiasts go to school teachers... They do not have dreams, but the dreams of those young people for some reason. That can not be done. The house has no economic conditions to study, the occupation is not developed at that time, that job is not learned by anyone... and especially because of the wrong orientation of parents that they have to listen to. Parents think that their dream job does not make much money, hard work, hard to find a job...

**Increased investment in development (R & D):**

In addition to educational factors, many researchers believe that there are also family culture factors and the way of recruiting employees of enterprises (families with graduated psychology, enterprises only recruit employees. College level) makes students run into universities to study, causing the status of "lack of teachers" as today.

To discover, foster and use talents in education and training.

Fostering and using talent is an important part of the educational development strategy. The policy of the Party and State is still to consider the people as national equipment, but from policy to concrete in practice is still a long way. Some high-caliber scientists have sought a different position in society, then left the science, left the professionally trained.

However, the following solutions need to be urgently and synchronously implemented:

- Comprehensive change of curriculums including both international and market-oriented content and teaching methods.

- Improve the quality of teachers and teaching equipment and apply the independent educational evaluation and evaluation system. Develop a system of evaluation indicators in line with international standards.

- Empowerment of education and training institutions. Attaching education and training establishments to enterprises.
- Strengthen international cooperation in education and training, encourage joint venture and foreign investment in education and training.

Only when these solutions are implemented seriously will we expect to have a modern education system that is competitive and internationalized in the next decade.

**Recommendation for the next research:** The above-mentioned things, the next research should survey other provinces. This helps the data that is more significant. The study topic is very big area. The next research should survey to compare the research results with other provinces in Vietnam. Besides, the improve education and training management: Redefine the functions, responsibilities/tasks of education and training management bodies in the direction of emphasizing on developing and guiding the implementation of strategies, plans and policies and issuing and implementing educational procedures. Strengthen the functions of inspection and assessment of policy and regulation implementation. Finalize the system of legal documents which concretize education law and consolidate legal environment for education and training activities.

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