

Sustainable Development of High-Quality Human Resources

Desenvolvimento Sustentável De Recursos Humanos De Alta Qualidade

Desarrollo Sostenible de Recursos Humanos de Alta Calidad

How to cite:

Ho Cong Duc (2024). Sustainable Development of High-Quality Human Resources. Revista Gestão & Tecnologia, Special Edition, vol. 25, no. 2, pp: 287-315

Ho Cong Duc

Thuongmai University, Vietnam

<https://orcid.org/0009-0006-7828-6581>

"The author declare that there is no plagiarism or any conflict of interest of a personal or corporate nature, in relation to the topic, process and result of the research".

Scientific Editor: José Edson Lara
Organization Scientific Committee
Double Blind Review by SEER/OJS
Received on 20/12/2024 Approved on 31/03/2025



This work is licensed under a Creative Commons Attribution – Non-Commercial 3.0 Brazil

Abstract

Developing high-quality human resources is an essential requirement in the process of social development and a key factor in enhancing modern production forces, thereby driving overall societal progress. In Vietnam, despite notable achievements, the development of high-quality human resources still faces significant challenges. The current workforce has yet to fully meet the demands of an increasingly modern labor market and the requirements of deep international integration across many critical industries. A major limitation lies in the lack of a solid foundation for the sustainable development of high-quality human resources. While there is an ambition to align with global development trends, the absence of a fundamental base leads to instability amid rapid technological advancements. Furthermore, economic conditions, cultural factors, and social customs have contributed to the gap between workforce quality and business expectations. This article aims to analyze key concepts related to high-quality human resource development and emphasize the necessity of establishing a comprehensive and sustainable foundation. By clarifying the importance of this foundation, the article provides discussions and conclusions that contribute to strengthening the sustainable development of high-quality human resources, ensuring they meet both domestic and international labor market demands.

Keywords: development, High-quality, Human resources, Foundation, Vietnam.

Resumo

O desenvolvimento de recursos humanos de alta qualidade é um requisito essencial no processo de desenvolvimento social e um fator-chave para aprimorar as forças de produção modernas, impulsionando assim o progresso social geral. No Vietnã, apesar das conquistas notáveis, o desenvolvimento de recursos humanos de alta qualidade ainda enfrenta desafios significativos. A força de trabalho atual ainda não atendeu totalmente às demandas de um mercado de trabalho cada vez mais moderno e aos requisitos de profunda integração internacional em muitos setores críticos. Uma grande limitação está na falta de uma base sólida para o desenvolvimento sustentável de recursos humanos de alta qualidade. Embora haja uma ambição de se alinhar às tendências globais de desenvolvimento, a ausência de uma base fundamental leva à instabilidade em meio a rápidos avanços tecnológicos. Além disso, as condições econômicas, os fatores culturais e os costumes sociais contribuíram para a lacuna entre a qualidade da força de trabalho e as expectativas dos negócios. Este artigo tem como objetivo analisar os principais conceitos relacionados ao desenvolvimento de recursos humanos de alta qualidade e enfatizar a necessidade de estabelecer uma base abrangente e sustentável. Ao esclarecer a importância dessa base, o artigo fornece discussões e conclusões que contribuem para fortalecer o desenvolvimento sustentável de recursos humanos de alta qualidade, garantindo que atendam às demandas do mercado de trabalho nacional e internacional.

Palavras-chave: Desenvolvimento, Alta qualidade, Recursos humanos, Fundação, Vietnã.

Resumen

El desarrollo de recursos humanos de alta calidad es un requisito esencial en el proceso de desarrollo social y un factor clave para mejorar las fuerzas de producción modernas, impulsando así el progreso general de la sociedad. En Vietnam, a pesar de los logros notables, el desarrollo de recursos humanos de alta calidad aún enfrenta desafíos significativos. La fuerza laboral actual aún no satisface plenamente las demandas de un mercado laboral cada vez más moderno ni los requisitos de una integración internacional profunda en muchas industrias clave. Una de las principales limitaciones radica en la falta de una base sólida para el desarrollo sostenible de los recursos humanos de alta calidad. Aunque existe la ambición de alinearse con las tendencias de desarrollo globales, la ausencia de una base fundamental genera inestabilidad en medio de los rápidos avances tecnológicos. Además, las condiciones económicas, los factores culturales y las costumbres sociales han contribuido a la brecha entre la calidad de la fuerza laboral y las expectativas empresariales. Este artículo tiene como objetivo analizar los conceptos clave relacionados con el desarrollo de recursos humanos de alta calidad y resaltar la necesidad de establecer una base integral y sostenible. Al aclarar la importancia de esta base, el artículo ofrece debates y conclusiones que contribuyen a fortalecer el desarrollo sostenible de los recursos humanos de alta calidad, asegurando que cumplan con las demandas del mercado laboral tanto a nivel nacional como internacional.

Palabras clave: Desarrollo, Alta calidad, Recursos humanos, Base, Vietnam.

1. Introduction

Sustainable development is both a challenge and an essential requirement that every nation strives to achieve. In today's world, various resources contribute to promoting sustainable social development. However, the most fundamental and enduring resource, which creates the greatest value and brings the most long-term benefits, is human resources—particularly high-quality human resources. As the primary productive force of society, a highly skilled and knowledgeable workforce is crucial for economic growth and technological advancement. For a society to develop sustainably, it requires workers who possess expertise, experience, creativity, adaptability, good health, and a strong work ethic. Only with these qualities can they effectively utilize labor tools, harness natural resources, and drive innovation to transform nature in ways that serve human needs. Despite the abundance of natural resources or the advancement of modern technology, these elements alone do not create societal value. They must be processed, utilized, and optimized by skilled workers to generate sustainable economic and social benefits. Therefore, investing in the development of high-quality human

resources is a strategic necessity. However, not all nations have implemented systematic and effective strategies to nurture and sustain this vital asset.

For Vietnam, a developing country, the level of human resource development still faces many limitations and lags behind regional and global standards. Economic growth has largely relied on the exploitation of natural resources, leading to resource depletion and environmental degradation. While some workers have received professional training, many still fail to meet the evolving demands of the labor market. Historical factors, including prolonged warfare, have significantly impacted economic development, with agriculture remaining a dominant sector, thus limiting investment in high-quality human resource development. Additionally, the criteria and standards for developing high-quality human resources have not been widely disseminated in society, resulting in a lack of a scientific and strategic foundation. Therefore, researching and establishing a comprehensive framework for the sustainable development of high-quality human resources in Vietnam is an urgent necessity. Doing so will help meet the objective demands of sustainable socio-economic development and enhance the country's competitive position in the global labor market.

2. Literature Review

In developed countries with advanced science and technology, the issue of developing high-quality human resources has always been a focus of research across many aspects and various fields. For instance, the work *"Human Resources in Japanese Industrial Development"* (Soloman & Hisashi, 1980) discusses the position and role of human resources in Japan's economy, especially during the industrialization process, where the role of human resources always occupies a central, core position in this country. Similarly, the work *"Foreign Competition in Japan: Human Resource Strategies"* (Hill, 1993) points out that before World War II, Japan was a poor country with few natural resources. However, Japan soon recognized the role and importance of human resources. Therefore, after World War II, Japan invested in the education system to develop human resources step by step, thereby building high-quality human resources that have elevated Japan to a world-class level.

In addition, the work *"Human Resources in Development along the Asia-Pacific Rim"* (Chris, 1994), also mentions and compares the human resource development process of countries such as Thailand, Indonesia, Malaysia, and the Philippines along with 4 newly industrialized countries (NICs) in the Asia-Pacific region, including Korea, Taiwan, Singapore, and Hong Kong. This work affirms that the quality of human resources plays an important role in economic development, helping NICs surpass other Southeast Asian countries.

In the article *"Restructuring the Malaysian Economy: Development and Human Resources"* (Bryan, 2002), it is argued that Malaysia's economy needs restructuring to become a developed country by 2020. To achieve this goal, the article analyzes the impact of education and training on building human resources to promote industrial development.

The rapid socio-economic development of some countries is a lesson for others. For example, in the article *"National Human Resource Development in Brazil: Lessons From Korea"* (Tania & Sehoon, 2014), several perspectives on human resource development in Brazil are presented based on the practical development of human resources in South Korea. Based on this, some policies are proposed to develop human resources to support their socio-economic development. This article serves as a lesson for other countries that want to develop sustainably; it emphasizes the need to focus on human resource development, a key, core element of society.

The article *"Parents as Tutors First and Principal to Create High-quality Human Resources"* (Agus, 2015) analyzed the factors affecting the quality of high-quality human resources, which emphasizes two fundamental factors: family education and a positive social environment.

The more society develops, the more modern technologies people invent to serve themselves and bring great value to social life. However, no matter how modern science and technology are, they cannot completely replace humans. Through the work: *"Prioritizing humans: HRD's vital role in AI adoption for workplace success"* (Rajashi & Stefanos, 2024), it is affirmed that the development of science, technology, and artificial intelligence (AI) is gradually replacing humans in the workplace. However, it cannot completely replace human resources, as human resources always play a crucial role in organizing, planning, and innovating in work. Therefore, the article asserts that it is necessary to combine human resources and artificial intelligence to achieve the highest work efficiency.

The article, "*Human Resources Quality on Competitiveness Enhancement*" (Alamsyah & Nursini, 2024), analyzes and clarifies the role of high-quality human resources and its impact on the economy in production, distribution, and consumption. It also points out that high-quality human resources play a role in enhancing the production capacity of local products and improving competitiveness in the economy.

In Vietnam, the development of high-quality human resources has been a long-standing concern. However, in recent decades, many articles, essays, and perspectives have been discussed in forums and official documents of the Communist Party of Vietnam. The Communist Party of Vietnam affirms: "To exploit the great potential of the Vietnamese people, it is necessary to continue strongly implementing the viewpoint that education and training, science and technology are top national policies, with the key being the development of high-quality human resources and the rapid application of scientific and technological advances in practical production and life" (Communist Party of Vietnam, vol. 63, 2007, 135).

Based on the viewpoint of the Communist Party of Vietnam, many works and articles have been mentioned from many different perspectives. For example, in the article "*Current situation and solutions for the development of high-quality human resources*" (Vietnam Trade and Industry Review, 2008), after analyzing the connotation of the concept of high-quality human resources, the author clarified the current situation of Vietnam's scientific and technological human resources and compared them with other countries in the region. From this analysis, the author assesses the quality and quantity of this workforce. Based on the identified limitations, the author proposes several measures to improve the quality of the country's scientific and technological human resources in the coming years.

The article "*Education and training of high-quality human resources to meet the requirements of national development in the digital era*" (Thanh & Quynh, 2023) affirmed that education and training are the "key" to improving the quality of human resources for all countries. Therefore, the author emphasizes education and training in the strategy of building and developing Vietnam's human resources in the current digital age.

From the same point of view, the article "*Linking higher education with science, technology, and innovation – The foundation for developing human resources for the country's*

industrialization and modernization" (Thang, 2023), affirmed that education and training play a fundamental role in the development of the country's human resources. Thereby, the author proposes different solutions to improve the quality of education and training to create a foundation for the development of high-quality human resources for the country.

"Some recommendations on the development of high-quality human resources for the Fourth Industrial Revolution in Vietnam" (Tuyen and Dao, 2023), the article analyzed the current situation of human resource quality in Vietnam, thereby setting out 18 necessary macro and micro criteria for building and improving the quality of human resources in the coming time.

During the process of industrialization and modernization of the country, international integration is an objective requirement for development. However, Vietnam's integration process, besides the advantages, also faces certain difficulties. That is reflected in articles such as: *"The need to develop high-quality legal human resources in the trend of US investment in technology in Vietnam"* (Lan, 2023) analyzed the importance of high-quality human resources in the field of science and technology and the legal field. The author argues that the legal aspect of international economics also plays a crucial role as Vietnam integrates and receives investments from foreign companies nationwide to avoid disputes and violations of economic contracts.

International integration is not a new issue in Vietnam, but in the era of scientific and technological boom, Vietnam's international association has been raised to a new level. Therefore, it requires human resources to be trained and improved in quality to meet the demands of the domestic and international labor market. This is the only way to overcome challenges and seize development opportunities. The article *"Developing high-quality human resources to meet Vietnam's international integration"* (Hoa, 2023), analyzed and clarified the opportunities and challenges and at the same time offered several solutions to develop high-quality human resources to better meet Vietnam's international integration process.

Thus, through research and understanding of domestic and foreign articles, it is evident that many authors have discussed human resources, high-quality human resources, the development of high-quality human resources, and the position and role of high-quality human resources in the socio-economic landscape. Many articles discuss improving the quality of

Revista Gestão & Tecnologia (Journal of Management & Technology), v. 25, n.2, Ed.Especial, p.287-315, 2025 293

education and training as a crucial factor in developing high-quality human resources to meet the industrialization and modernization needs of each country and nation. Additionally, some articles address the policies and orientations of various countries that impact the development of high-quality human resources.

Although high-quality human resources have been discussed in many different forms, few articles address building a foundation before professional and vocational training for human resources. The lack of orientation in education and training as well as upbringing from family, school, and society at an early age will affect the quality of the country's future human resources. Therefore, this is the gap that the article will focus on analyzing and clarifying the scientific necessity of building a foundation for developing high-quality human resources. This ensures that human resources play a core role as the main drivers of innovation, the starting point for all changes, and the origin of transforming socioeconomic forms.

3. Methodology

To achieve the objectives of this article, the author uses the method of secondary document analysis, through the available documents to clarify some theoretical issues and at the same time provide an objective practical basis for outlining the necessary standards to build a foundation for high-quality human resource development.

In addition, the article also employs the most general methodology, which is the dialectical materialism and historical materialism approach, to view issues correctly and scientifically. Based on the premise that the productive forces ultimately determine the relations of production, the most crucial factor being the workers.

Furthermore, the article also uses quantitative methods for analysis, synthesis, comparison, and collation to clarify the factors impacting human resource development and the influences on building a foundation for developing high-quality human resources. Moreover, the author also employs qualitative methods for generalization and abstraction to provide scientific conclusions for building a foundation for developing high-quality human resources.

4. Results and Discussion

4.1. Some theories on building a foundation for sustainable development of high-quality human resources

The concept of high-quality human resources

High-quality human resources is a new concept emerging in recent decades and so far there have been still many different views, but basically, this concept is mentioned in two aspects, qualitative and quantitative. In qualitative terms, high-quality human resources are those capable of meeting the basic requirements of the socio-economy and generating high efficiency in business production, possessing creativity that helps society grow and develop. In quantitative terms, high-quality human resources refer to workers who are well-trained, with professional skills above the average level of society, possessing skills and a work attitude for the progress of mankind.

Thus, high-quality human resources are part of social human resources trained through universities, colleges, or vocational schools with professional qualifications, skills, techniques, and a sense of attitude higher than the average of society. These workers are the essence of innovation and creativity in production, scientific research, management, etc.

High-quality human resources are also evaluated through physical strength, intellectual capacity, sense of attitude, skills, techniques, level of creativity in labor, etc.

In terms of physical strength, is expressed through endurance and the ability to withstand work pressure higher than the societal average, which is a necessary condition for human resources to participate in long-term production, learning, and adaptation to changes in the working environment. In terms of intellectual capacity, it is the foremost and most important factor of high-quality human resources, being the source of changes in productive forces. In any society, intellectual capacity always holds the highest priority, being the factor that creates modern production tools and uses them to increase productivity and product quality. Intellectual capacity is gained through education, training, learning human knowledge as well as through production labor and life experiences, etc. In terms of moral qualities, these are among the factors contributing to the quality of human resources, with discipline, adherence to principles and societal ethical standards being the foundation of a high-quality worker's character, etc. Thus, it can be seen that high-quality human resources are composed

Revista Gestão & Tecnologia (Journal of Management & Technology), v. 25, n.2, Ed.Especial, p.287-315, 2025 295

of many factors, but there are three most basic factors that many people are interested in: physical strength, intellectual capacity, and moral qualities. These factors are closely interrelated, all playing important roles, with intellectual capacity being the core, contributing to increasing the value of products in particular and the socio-economy in general.

Developing high-quality human resources. Developing high-quality human resources is a targeted and planned training process to create positive changes in the direction of increasing qualifications, physical strength, sense of attitude, skills, professional skills, etc., contributing to creating increasingly higher productivity, efficiency, and value than the average labor level of society.

Three basic factors have a strong impact on the development of high-quality human resources, namely education, training, and development. Education is a process of imparting necessary knowledge and experience to people to enhance their understanding of current and future production activities. Training is an activity with a program and plan to achieve a certain goal to help learners grasp the principles and laws, grasp the nature of things and phenomena, thereby knowing how to apply them to solve problems related to the knowledge learned with high professionalism and professionalism at the same time, it helps learners have an innovative mindset, explore and discover new knowledge for humanity. Development is the process influenced by education and training to provide knowledge, skills and attitudes to workers, evolving from knowing nothing to knowing something, from knowing little to knowing more and from being incomplete to becoming increasingly complete. This is a long-term process that affects the quality of human resources and the socio-economic development process.

Building a foundation for developing high-quality human resources. High-quality human resources are evaluated on many factors, among which three fundamental and consistent elements are knowledge, physical strength and attitude. These three factors are interrelated and interact with each other, contributing to the overall quality of human resources. However, most writings and studies have only discussed ways to increase the quantity and quality of high-quality human resources at present, without focusing on building a solid foundation for their development. Therefore, building a foundation for developing high-quality human resources is a process of establishing a solid base during the primary education phase in terms of knowledge,

physical strength and positive attitudes before workers receive specialized training and education at the university, college, or vocational level.

Basic factors in building a foundation for developing high-quality human resources

The first are economic, and socio-cultural factors. Socio-economic conditions have a great influence on building a foundation for developing high-quality human resources today. In any country, infrastructure ultimately determines the superstructure, meaning the economic base determines the system of policies, laws, viewpoints and ideologies. Therefore, guidelines and policies on building a foundation for developing human resources must also be based on the socio-economic conditions of each region and each country.

Good economic and social conditions make it easier for state policies aimed at improving the quality of education and human training to be implemented. Conversely, difficult and poor economic conditions negatively impact educational policies. Additionally, when people's lives are challenging, investing in nurturing and educating children becomes difficult, affecting the building of a high-quality human resource foundation in the future.

In addition to economic conditions, socio-cultural policies related to education and the comprehensive development of young children of countries also affect the initial foundation of high-quality human resources. Countries that focus on building a foundation for future human resource development will have corresponding investment policies to gradually improve the quality of education, training and the cultivation of positive attitudes and physical strength for children from a young age until they mature. Conversely, countries that do not prioritize policies for building a training foundation for children will struggle to establish a robust foundation for future high-quality human resources. It is understood that without investing in knowledge, attitude training and basic physical development throughout the primary education process, later training in high-quality human resources will encounter many difficulties and lack stability. Therefore, in the process of training high-quality human resources, there are always certain filtering methods to determine the levels of knowledge, attitudes and health of workers before starting specialized training and professional education.

The socio-cultural foundation significantly influences the cultivation of knowledge, skills and attitudes in learners. When a society's culture is highly developed, with a proper understanding and scientific grasp of everyday phenomena, it positively impacts the learning

environment for children. If the socio-cultural foundation is not prioritized, undervalued, lacks direction, or develops spontaneously, with individuals pursuing benefits and profits while disregarding ethical values, laws and scientific integrity, it negatively affects the development of proper, standard attitudes and consciousness in children. Over time, this leads to bad habits, impacting the quality of future human resources. Therefore, building a culture of honesty, integrity, diligence and creativity in society is crucial for developing a foundation for future human resource development.

The second is the family education factor. Family education is one of the fundamental factors that create the initial foundation for individuals. The family is considered the basic unit of society and each family that provides good education and nurturing contributes to the formation of good citizens. A lack of family education can have a significant negative impact on society. For family education to exist and develop, the family must first engage in material production and simultaneously reproduce human beings. As Engels pointed out: “The determining factor in history, in the last instance, is the production and reproduction of immediate life. But this production itself has a twofold character. On the one hand, the production of the means of existence: food, clothing, shelter and the tools necessary for their production; on the other hand, the production of human beings themselves, the propagation of the species” (Marx & Engels, 1995, p.44). Thus, the family is likened to the initial foundation, the "stem cell" that produces future generations, providing human resources for society.

The family performs various functions that create important prerequisites and foundations for building and developing high-quality human resources. Among these, the nurturing and educational functions are crucial in building a foundation for future high-quality human resources. While nurturing and teaching are not solely the family's responsibility, the family is considered the first environment where children are raised and taught about qualities, attitudes, consciousness, communication, personality and lifestyle. When children are educated in a knowledgeable and skilled family environment, they gradually develop good qualities, forming an important foundation for further training and education to become high-quality human resources for society.

The family's educational environment has a profound, lasting and sustainable impact on children. Therefore, families with a solid educational foundation and proper direction contribute to forming a well-qualified human resource for the country's future. Conversely, an inadequate and unscientific family education environment negatively affects the child's qualities, lifestyle, ethics and manners, thereby impacting the quality of future human resources.

For the family to truly become a nurturing and proper educational environment, parents themselves need to have basic, scientific knowledge about various aspects of life. This helps guide the education of their children, forming a good foundation in terms of consciousness, physical and mental health and academic level. Although family education cannot be complete without being linked to education from schools, society and other educational organizations, the family environment is considered the most crucial factor, one of the initial foundations for children to access other related social educational activities.

The third is the school education factor. School is the second educational environment that helps build a foundation for developing high-quality human resources for the future. Education in schools is conducted through programs and plans designed to develop learners at various levels, aiming at comprehensive human development. The goals include training memory and thinking skills, a deep understanding of principles, laws and the nature of natural and social phenomena and general thinking. Additionally, it involves applying the knowledge learned to solve practical problems and fostering creativity in learners in their studies and work. The school education system significantly influences the development of knowledge, attitudes and physical fitness of learners from a young age. A good, high-quality educational system provides learners with essential, fundamental and scientific knowledge, building a solid foundation. Conversely, a weak educational system, one that is not valued or has outdated educational policies, negatively impacts the training of knowledge, skills and attitudes of learners.

The education system needs continuous investment at all levels, from preschool to high school, considered foundational. Education not only imparts knowledge to learners but also helps them develop the right attitudes and scientific perspectives in dealing with life's issues. Furthermore, education provides learners with future orientations, making them responsive to societal changes and capable of scientifically analyzing past, present and future

issues. A good educational foundation also helps learners resist outdated viewpoints and misconceptions in life, avoid mistakes and failures and minimize setbacks. Therefore, emphasizing school education from the moment children start school is crucial for building a sustainable foundation for high-quality human resource development in the future.

Views of the Communist Party of Vietnam on building a foundation for developing high-quality human resources in Vietnam. After the country gained independence, the Communist Party of Vietnam gradually built a foundation to develop the country's human resources. From a country where over 90% of the population was illiterate, the provisional government of Vietnam issued a decree to establish the Bureau of National Education to "oversee the people's education". After some time, Vietnam eliminated illiteracy, helping people learn to read and write, thus improving the quality of the country's human resources.

The emphasis on building a foundation for high-quality human resource development is reflected in numerous documents and directives of the Party and the State. Particularly after the country's renovation, the Communist Party of Vietnam identified that "it is necessary to exploit all potential of the entire society to participate in education and training development; emphasize the role and responsibility of the family in the education mission and the overall human development of the new society. Strongly encourage self-learning, expand teaching and learning methods to disseminate knowledge to all those in need of education; implement special policies to rapidly develop education and training for cadres in mountainous areas and ethnic minority regions" (Communist Party of Vietnam, 2007, vol 50, p.273). Emphasizing education and training, enhancing self-learning capabilities and promoting family education aim to continuously improve the knowledge level of everyone, gradually forming a solid foundation for the future human resources.

At the Seventh National Congress (1991), the Communist Party of Vietnam once again identified the foundational task of developing the country's future human resources as the family factor. The family is considered the primary link and the initial educational environment in the journey of enhancing the abilities, qualities and levels of the social labor force. The Congress emphasized: "Emphasize the role and responsibility of the family in educating children, caring for and nurturing the younger generation" (Communist Party of Vietnam, 2007,

vol 51, p.186). Thus, the first and most important foundation identified by Vietnam is the family, the initial educational environment that creates the conditions for children to form good qualities and aspire to socially standardized values.

Education needs to be oriented towards the common values of humanity, and towards training national human resources to meet the requirements of the times. Therefore, the Communist Party of Vietnam's consistent policy is "Education and training development must aim to form a human resource that meets the requirements of industrialization and modernization in today's era. This human resource consists of people with virtue, talent, a thirst for knowledge, intelligence, creativity and dedication to the independence and prosperity of the country" (Communist Party of Vietnam, 2007, vol 53, p.430).

The Communist Party of Vietnam has always identified education and training as one of the most important factors to improve the knowledge, skills and qualities of learners – the future human resources of the country. Building the right foundation will contribute to improving the quality of training for high-quality human resources in the future. Therefore, at the 11th National Congress, the Communist Party of Vietnam “identified education and training as the key to improving people's knowledge, developing human resources and fostering talents, making a significant contribution to building the culture and people of Vietnam. The development of education and training, along with science and technology, is the top national policy; investment in education and training is an investment in development” (Communist Party of Vietnam, 2007, vol. 69, p.508). Affirming the role of education and training, along with science and technology, has always been a top priority of national policy. This demonstrates that the guidelines and policies of the Party and the State of Vietnam always emphasize the importance of education and training to continuously develop people, who are the core force of society.

At the 13th National Congress (2021), the Communist Party of Vietnam once again emphasized the comprehensive development of human qualities, character, abilities and innovative spirit to build a sustainable foundation for high-quality human resource development. The Congress stressed: “Focus more on the education of ethics, character, creative abilities and core values, especially the education of patriotism, national pride and self-respect, the tradition and history of the nation and social responsibility awareness for all strata

of the population, especially the younger generation; preserve and promote the good cultural identity of the Vietnamese people; inspire the aspiration for a prosperous and happy country and firmly protect the Socialist Vietnamese Fatherland. Integrate the education of knowledge, ethics, aesthetics and life skills with physical education to enhance the stature of the Vietnamese people” (Communist Party of Vietnam, 2021, p.136-137).

Thus, although the official documents of the Communist Party of Vietnam seldom mention the term "building a foundation for high-quality human resource development," it is clear from reading the documents that the consistent policy of the Party is to prioritize educational development at all levels and family education in shaping human qualities, competence, attitudes, creativity and lifestyle... This is evident through various viewpoints expressed at different National Congresses. The Party and State's policies have deeply integrated into life, significantly contributing to building a solid foundation for training and developing high-quality human resources to meet the demands of international integration and the labor market.

4.2. Current practices of sustainable development of high-quality human resources in Vietnam

Basic achievements gained in the process of building a foundation for developing high-quality human resources in Vietnam today

Socio-economic achievements. In recent years, Vietnam's socio-economic landscape has achieved remarkable accomplishments despite the severe challenges posed by the COVID-19 pandemic, which slowed economic progress. Nonetheless, Vietnam is recognized as one of the fastest-growing economies compared to other countries in the region and the world. Vietnam's GDP per capita has continuously increased over the years, with the average monthly income per capita at current prices in 2023 estimated at USD195.5, an increase of USD11.39 compared to 2022. Specifically, the urban area's income reached USD247.75, up by USD 12.42, while the rural area's income was USD164.37, up by USD12.02 (General Statistics Office of Vietnam, 2023, p.18). In addition, many policies of the Party and State of Vietnam have supported single-parent families, the poor, families under social policies and families with

contributions to the revolution. These policies have continuously increased, providing better conditions for households to nurture and care for their children. As a result, the rate of children attending school has consistently remained high. According to the Ministry of Labor, Invalids and Social Affairs of Vietnam, “as of December 19, 2023, the total value of money and gifts supporting various groups amounted to over USD 4.7 million” (General Statistics Office of Vietnam, 2023, p.18-19).

Thanks to the efforts of the Party and State of Vietnam, as well as the entire people and the help of countries around the world, so far Vietnam's economy has transitioned from being underdeveloped to achieving middle-income status. Currently, Vietnam's economy ranks among the top 30 largest economies in the world by GDP (Gross Domestic Product). As the economy gradually improves, the social living standards of the people increase, educational opportunities for children are increasingly prioritized and the quality of child nurturing and education is better invested. Therefore, economic and social conditions play a crucial and significant role in establishing the initial foundation for developing high-quality human resources for the country.

Regarding family education. In Vietnam today, there is limited specific statistical data on family education for children, which is often generalized in various forms. Generally, Vietnamese families care for their children's education through different traditional experiences or educational methods, with few scientific guidelines on family education. However, most families in Vietnam feel obligated to care for and educate their children from a young age until they grow up, with many families continuing to support their children even after they reach adulthood.

Each family member loves and supports one another, helping each other to develop. In the past, families often lived in multi-generational households, including grandparents, parents and children, which preserved the beauty of traditional family education. Older family members could share life experiences with the younger ones. Grandparents and parents would teach their descendants good virtues, moral standards, civilized behavior, a positive lifestyle and progressive societal values. According to survey data, family attention, sharing and education significantly impact children more than teachers and other elders, specifically,

“grandparents 60.5%; close friends 58.4%; mother 27.6%; father 14.2%; teachers 1.8% and other elders 1.4%” (Khanh, 2021).

Today, Vietnamese families generally have undergone many changes, with the most common being the increase in nuclear families, consisting of parents and children. The migration of nuclear families from rural to urban areas for employment is also on the rise. Some families leave their hometowns to settle in industrial zones, reducing the prevalence of multi-generational households and consequently impacting grandparents' role in raising grandchildren.

On the other hand, many families today choose to have fewer children, leading to better care and education for the children compared to the past. Parents now have more time to provide continuous care, educational direction and nurturing of their children's talents, helping them maximize their creative potential. Thus, the foundation of family education is established early, contributing significantly to the quality of high-quality human resources for the country's future.

Regarding school education: In recent years, the foundation for developing high-quality human resources in Vietnam has seen positive changes. The education system from preschool to high school has been systematically and continuously invested in, with increasing quality and quantity. Specifically, the number of general education classes has continuously increased over the years: “In the 2023-2024 school year, the country had 522.5 thousand general education classes, up 0.9% from the previous school year, including: 280.3 thousand primary school classes, down 1.9%; 168.3 thousand lower secondary school classes, up 4.9%; and 73.9 thousand upper secondary school classes, up 3.4%” (General Statistics Office of Vietnam, 2023, p.891). Not only has the number of classes increased, but classrooms have also been more thoroughly invested in, with many equipped with modern teaching systems, such as projectors and air conditioners, ensuring the best learning conditions within the country's socio-economic constraints.

In addition, the quality and quantity of teachers have improved, with higher professional qualifications and expertise to better meet students' learning needs. Specifically, “in the 2023-2024 school year, the number of general education teachers directly teaching was

813.6 thousand, up 1.4% from the previous school year, including: 381.8 thousand primary school teachers, up 1.6%; 284.8 thousand lower secondary school teachers, up 1.7%; and 147 thousand upper secondary school teachers, up 0.3%” (General Statistics Office of Vietnam, 2023, p.891). The student-to-class ratio is not excessively high, ensuring the quality of education. Specifically, “the average number of students per primary school class is 31.8; lower secondary school class is 38.9; and upper secondary school class is 40.5. The student-to-teacher ratio is also relatively low: the average number of students per teacher in primary school is 23.3; lower secondary school is 23; and upper secondary school is 20.3” (General Statistics Office of Vietnam, 2023, p.891). Thus, with the number of classrooms and teaching staff relative to the student population nationwide, it can be said that Vietnam’s educational policy at the initial levels is seriously invested in, focusing on both quality and quantity to provide the best learning conditions for the entire population.

In recent years, the Vietnamese government and the Ministry of Education and Training have implemented various policies to continuously innovate and improve teaching and learning quality for students at all levels. Gradually, programs have been developed to enhance learners' capabilities, foster creativity and build curricula suitable for all students. Notably, there has been a gradual application of science and technology in teaching, enabling children to access modern, advanced teaching methods from around the world. As a result, the number of children gaining basic knowledge has steadily increased. According to statistics, the literacy rate among children over 15 years old has risen annually, reaching high levels: “In 2015, 94.9% of children were literate; by 2023, this figure had reached an estimated 96.6%” (General Statistics Office of Vietnam, 2023, p.146). This is a very high number for a developing country like Vietnam. Thanks to the Party and State’s correct policies, always prioritizing resources for educational development and considering education a top national policy, Vietnam’s educational quality is currently ranked 59th globally (Nhat Nam, 2023).

Thus, the above are some basic achievements that serve as a foundation and important starting point for the future development of high-quality human resources in the country. Although these foundations do not fully reflect all aspects and angles of human resources, they are the three most important factors significantly affecting the future quality of

human resources. Besides the positive aspects achieved, the process of building a foundation for high-quality human resource development in Vietnam also has certain limitations.

Basic limitations in building a foundation for developing high-quality human resources in Vietnam today

Socio-economic limitations. To build a foundation for the development of high-quality human resources, a socio-economic factor is one of the most important factors, because after all, social coexistence determines social consciousness and infrastructure determines the superstructure. Economic conditions influence the government's investment policies and viewpoints and the consciousness of families regarding nurturing and education.

Vietnam is a country that has just emerged from devastating wars, with the country once divided and 80% of the population engaged in agriculture. Starting from a low point, despite efforts to gradually develop the country, there have been significant challenges in investing in the initial foundation for the national future high-quality human resource development.

Although Vietnam's economy is considered to be developing rapidly, it is still fundamentally a country with a relatively low average income compared to other countries worldwide. “Vietnam's per capita GDP in 2022 was approximately USD 4,100/ year. In contrast, South Korea had an average income of USD 31,761 per year. Malaysia was at USD 11,414/ year and Thailand was at USD 7,500/ year” (Thuy, 2023). With a low economic income, government investment in educational infrastructure is also significantly affected. Low-income levels mean that investment in education is proportionate to the economy.

In 2023, “Vietnam's average per capita income was approximately USD 195/ person/ month, with urban areas at around USD 246/ person/ month and rural areas at around USD 164/ person/ month” (General Statistics Office of Vietnam, 2023, p.17). In the Northern mountainous areas of Vietnam, the income is very low, at only about USD 57/ person/ month. The reality shows that with such low income, families face increasing expenses for food, essential items and other living costs, making it difficult to invest in their children's education and upbringing.

Given the challenging economic and social context, investing heavily in education, health training, recreational areas and other skills education is not easy, even though

government policies prioritize education and regard it as a top national policy alongside science and technology. However, with a limited economy, investment in education, physical training and skills education faces certain limitations. “According to current statistics, the rate of children under 5 years old who are underweight in Vietnam is about 10.8% and stunting is about 19%” (General Statistics Office of Vietnam, 2023, p.966). This high percentage reflects the challenging economic and social conditions, indicating that children's health care is not sufficiently prioritized, affecting the physical condition of the future human resource pool of the country.

Limitations on family education. The family is considered the cell of society and is the first place for nurturing and educating each child from birth. It helps children develop their personality and lifestyle, gradually forming the good qualities needed for society and becoming the future human resources for the country. However, despite the positive impacts from the family, certain limitations in educating and nurturing children affect the creation of a solid foundation for developing high-quality human resources. These limitations can be seen in several basic aspects.

Firstly, due to significant changes in family structures, most nuclear families have replaced traditional multi-generational families. Parents have to work to make a living, which affects the upbringing of their children to some extent. In the past, multi-generational families allowed grandparents to pass down and teach moral standards, and lifestyles and even assist in their grandchildren's studies. However, nowadays, due to the necessity of earning a living, many nuclear families move to industrial zones and urban areas for work, affecting the traditional methods of child-rearing.

Secondly, the economic conditions of families, in general, are still difficult, limiting the investment in children's education. Most students in Vietnam, especially in rural areas, besides attending school, must help with family work, doing small tasks to assist their parents. Consequently, the time invested in self-study at home is minimal and the ability to self-learn is not significant, making it challenging to grasp the basic knowledge taught in school. According to statistics, the average number of years of schooling for Vietnamese people has increased over the years but reached only 9.5 years per person in 2023 (General Statistics Office of Vietnam, 2023, p.973), while the maximum number of years of schooling is determined to be 15 years

and the expected years of schooling is 18 years (General Statistics Office of Vietnam, 2023, p.942). Generally, the average years of schooling for children in Vietnam are still low, significantly impacting foundational knowledge and the quality of future human resources.

Thirdly, the knowledge of parents, in general, still has certain limitations. To nurture and educate their children, parents need knowledge in many areas, including specialized knowledge as a basic foundation, understanding child psychology, grasping social norms, understanding child health training, knowing the law and the basic requirements for high-quality human resources, etc. However, not all parents have comprehensive knowledge to guide their children correctly and scientifically in terms of physical, academic, skill, ethical and lifestyle development. Some parents teach their children based on experience or do not have time to teach their children. In principle, the education level of parents correlates with their ability to nurture and educate their children, but currently, many parents lack basic knowledge in child-rearing, which is a limitation that affects the foundation for developing high-quality human resources in the future.

Fourthly, the number of divorces in Vietnam is high annually. According to statistics, in 2023, the number of divorce cases brought to trial reached 32,060 (General Statistics Office of Vietnam, 2023, p.154). These divorce cases correspond to the number of broken families, especially those with young children who are affected psychologically and in their lifestyle. The emotional care and nurturing from family members after divorce are challenging. Many children are left in the care of grandparents or live with one parent, missing the complete family environment. This situation also affects the foundation for developing future human resources.

Limitations on school education. In Vietnam, despite the Party and State policies and socialized resources prioritizing investment in education as a top national policy, limited economic resources mean that investment in education has not met expectations and lags behind other countries in the region and the world. The overall effectiveness and quality of education are not high; in some places, there is a focus on achievement rather than genuine quality. Serious learning and testing practices are not always strictly implemented, with some instances of superficial compliance. The connectivity and linkage between different levels and types of education are limited and the consistency of high-quality human resource training programs is

not adequately emphasized. The 13th National Congress (2021) of the Communist Party of Vietnam observed that: “The education and training system does not ensure consistency and connectivity between levels and types of education and training. The content and curriculum of education and training are still heavy on theory and light on practice. Training lacks connection with scientific research, production, business and labor market demands” (Communist Party of Vietnam, 2021, p.82). This lack of connection has somewhat affected the continuity of the education system, impacting the quality of high-quality human resource training for the country. High-quality human resources may lack the integration between foundational knowledge and specialized knowledge in professional training.

Moreover, although Vietnam has implemented educational reforms and innovations, many difficulties remain in their implementation. The 13th National Congress recognized that education “has not properly focused on developing learners' qualities and skills. Human education, ethics and lifestyle education are still undervalued” (Communist Party of Vietnam, 2021, p.82-83). Among the basic factors constituting high-quality human resources, the factors of consciousness, attitude, ethics and lifestyle of learners are crucial. These are seen as the initial basis for forming good citizens who have positive working attitudes and strive for personal and societal advancement. However, undervaluing ethics and lifestyle education will lead to learners lacking standards, disregarding laws and national discipline and finding it difficult to become high-quality human resources for society.

In addition, although the number of general education teachers has largely met the program requirements, there are still localized shortages, especially in remote areas. The incentive mechanisms for teachers are not commensurate with the efforts and intellectual contributions they make. The overall quality of teachers is uneven, which somewhat affects the improvement of students' learning quality.

In general, besides the positive aspects, there are still many limitations in building a foundation for high-quality human resource development in Vietnam. Economic and social conditions are still lacking, per capita income is low and the budget for educational investment is limited. Additionally, family and school education are sometimes not adequately prioritized, affecting the initial foundation for the country's future high-quality human resources. To help address these limitations, this article presents several discussions aimed at further enhancing

the process of building a solid foundation for developing high-quality human resources to meet the country's socio-economic development needs.

4.3. Solutions for sustainable development of high-quality human resources in Vietnam in the coming time

Several issues need to be exchanged and discussed to further improve the foundation for the development of high-quality human resources in Vietnam today.

Firstly, continue to thoroughly grasp the Party and State's views on investing in education, perfecting mechanisms and policies to attract investors and social resources, both domestic and foreign, to invest in education from preschool to university and postgraduate levels. Prioritize building physical infrastructure and training professional knowledge for teachers to improve the quality of education and training, especially in remote, border and island areas, according to the spirit of the 13th National Congress (2021) of the Communist Party of Vietnam: “The State continues to increase investment in education and training in conjunction with renewing mechanisms and policies to enhance investment efficiency. Perfect mechanisms and policies to promote the right direction and effective socialization of education and training. Invest appropriately in high-quality and advanced education and training; have special investment policies for difficult areas and ethnic minority areas” (Communist Party of Vietnam, 2021, p.139). Increasing investment in education must be accompanied by monitoring to prevent losses, embezzlement, waste and the exploitation of educational investment for personal or illegal group gain.

In the general education system, the foundation for future human resource development needs to seriously implement the increase in quantity associated with the quality of education and training, avoiding the pursuit of achievements and showiness. Educate integrity, honesty, diligence, and innovation throughout the learning process. At the same time, educate the spirit of patriotism, solidarity, and appreciation of the true and the beautiful; educate attitudes, ethics, manners and lifestyles following social norms, etc. The 13th National Congress of the Communist Party of Vietnam affirmed: “Build a healthy educational environment,

resolutely overcome the pursuit of achievements, prevent and strictly handle negative issues in education and training” (Communist Party of Vietnam, 2021, p.139).

Educational planning needs to aim at the goals required for high-quality human resources, which are competence, attitude and health. These are basic issues that run throughout a person's life. Any country or region requires these three basic factors; without direction in education and training, high-quality human resources will lack a solid foundation, making it difficult to respond to societal changes and the demands of domestic and international labor markets. Therefore, it is necessary to thoroughly grasp the strategic orientation of educational and training development: “Develop and effectively implement strategies for international cooperation and integration in education and training. Strive to make our country a strong nation in education and training in the region, catching up with the world's advanced level, participating in the international human resource training market” (Communist Party of Vietnam, 2021, p.140).

In addition, it is necessary to enhance knowledge of health care for general education students, educate the foundation of self-training physical fitness, knowledge of exercise and knowledge of nutrition to ensure health maintenance; eat and drink scientifically. Currently, many students eat according to their preferences, leading to a portion being overweight, which is detrimental to maintaining health for high-quality human resources in the future.

Secondly, focusing on socio-economic development, in fact, countries with highly developed economies often possess high-quality human resources, a correlation grounded in scientific basis. The foundation here is that material economic conditions ultimately determine ideological consciousness and investment policies for building a foundation for developing human resources. The difference in educational investment between a poor nation and a wealthy nation lies in the varying investment ratios. Therefore, it is crucial to focus on economic development to enable citizens to send their children to school fully and to participate in many beneficial educational activities. Moreover, economic investment in the teaching staff is necessary to attract talented and dedicated individuals to the field of education and training. However, it must also be recognized that there is a reciprocal relationship between the economy and education: well-developed education contributes to economic growth and vice versa. Therefore, regardless of the circumstances, both Vietnam and the world need to prioritize

investment in both the economy and education, with the economy always playing a decisive role in education.

In addition, the Government needs to invest in the healthcare system to ensure the best possible care for children's health. In reality, this also depends on the economy and the Government's budget. However, the Government should implement reasonable policies, encourage investors and promote socialization to prioritize investment in children's healthcare, thereby creating the best physical foundation for the future human resources of the country.

Thirdly, building a family education foundation

Family education plays a particularly important role in shaping personality, lifestyle, ethics, demeanor, as well as establishing initial knowledge foundations, which have long-term impacts on the quality of future high-quality human resources. The family is a warm nest, a place for nurturing, educating and sharing feelings and thoughts with children and grandchildren. Therefore, it is necessary to “promote the role of family, community and society in building a cultural environment and people rich in kindness, tolerance, sincerity, loyalty, respect for ethics, diligence, industriousness, frugality, creativity and modernity. Build prosperous, progressive, happy and civilized families” (Communist Party of Vietnam, 2021, p.263).

For the family to become a home, a place to nurture and educate children well, each family needs to know various areas, such as scientific child health care and basic knowledge to assist with their children's learning, teaching them good morals and values. Therefore, parents themselves need to possess a certain level of understanding and continuously update comprehensive knowledge to improve their parenting capabilities.

In addition, each family needs to promote socio-economic development and enhance their material living standards, striving for self-sufficiency in economic development to provide a material foundation for their children's education. Additionally, the state should have policies to support families in economic development, especially for policy families, ethnic minority families and families in remote, border and island areas. Support local economic development, leverage available potential and guide families in economic knowledge to enrich themselves in

their homeland. A stable economy enables families to afford additional skills training for their children, such as talent classes, foreign language courses, computer science classes, etc.

5. Conclusion

Building a foundation for high-quality human resource development in Vietnam today is of great importance. It is the basis and premise for the country's socio-economic development and for providing high-quality human resources for society. Particularly as Vietnam gradually integrates into the global economy, the demand for high-quality human resources in all sectors is increasing. Therefore, to ensure that human resources meet labor market demands and sustainable development, Vietnam needs to progressively build a solid foundation for its human resources. There are many factors contributing to the development of a high-quality human resource foundation for the country. This article highlights three fundamental factors: socioeconomic conditions, the national education system and family education. These three basic factors contribute to forming the initial foundation and have long-term impacts on the country's human resources. It is challenging to develop high-quality human resources from individuals lacking foundational knowledge, moral qualities, proper demeanor and physical health. Therefore, establishing an initial foundation in knowledge, skills, attitudes and physical health from the beginning is essential. This is an objective requirement that demands time and effort but is necessary for the sustainable development of the nation.

Currently, the development of the socio-economy through the exploitation of natural resources is not the trend for countries worldwide. Instead, it is essential to leverage human intelligence, especially high-quality human resources. Human intellect is an inexhaustible resource that creates significant value for the economy. Understanding the general development trend of the world, Vietnam needs to invest in building and training the foundation for high-quality human resource development from a young age. This will create a solid basis for utilizing future human resources, helping Vietnam gradually escape poverty and backwardness and step by step, keep pace with countries in the region and the world while avoiding the resource curse.

References

- Aggarwal, R., & Singh, H. (2019). *Impact of the SARFAESI Act, 2002 on NPA recovery in Indian banks: A comparative study of public and private sectors*. Journal of Financial Regulation and Compliance, 27(3), 290-306.
- Agus, R.K. (2015). *Parents as tutors first and principal to create high-quality human resources*. Vol 1. No 2. Jurnal Fokus Konseling. <https://ejournal.umpri.ac.id/index.php/fokus/article/view/99>
- Alamsyah, A., Nursini., Sabir & Sultan, S. (2024). *Human Resources Quality on Competitiveness Enhancement*. Volume 7. Issue 1, Page 1-11, International Journal of Instructional Cases. <https://ijicses.com/wp-content/uploads/2024/03/Human-Resources-Quality-on-Competitiveness-Enhancement.pdf>
- Bryan K. R. (2002). *Restructuring the Malaysian Economy: Development and Human Resources*. Journal of Asian Studies. Volume 61. Issue 4, pp. 1438 – 1440. <https://doi.org/10.2307/3096520>
- Chris, M. (1994). *Human Resources in Development along the Asia-Pacific Rim*. Journal of Asian Studies. Volume 53. Issue 4, pp. 1217 - 1218. <https://doi.org/10.2307/2059248>
- Communist Party of Vietnam. (2007). *Complete Party Documents*. Volume 50. National Political Publishing House. Hanoi.
- Communist Party of Vietnam. (2007). *Complete Party Documents*. Volume 51. National Political Publishing House. Hanoi.
- Communist Party of Vietnam. (2007). *Complete Party Documents*. Volume 53. National Political Publishing House. Hanoi.
- Communist Party of Vietnam. (2007). *Complete Party Documents*. Volume 63. National Political Publishing House. Hanoi.
- Communist Party of Vietnam. (2007). *Complete Party Documents*. Volume 69. National Political Publishing House. Hanoi.
- Communist Party of Vietnam. (2021). *Document of the 13th National Congress*. National Political Publishing House, Hanoi.
- General Statistics Office of Vietnam. (2023). *Statistical Yearbook*, Statistical Publishing House.
- Hill, M.A. (1993). *Foreign Competition in Japan: Human Resource Strategies*, The Journal of Asian Studies. Vol. 52. Issue 4, pp. 1004 - 1005. <https://doi.org/10.2307/2059377>
- Hoa, P.T. (2023, March 14). *Developing high-quality human resources to meet Vietnam's international integration*. Journal of State Management. <https://vi.quanlynhanuoc.vn/qlnn/article/view/19>
- Khanh, D.C. (2021). *Attaching importance to the role of family education in modern society*. <https://www.qdnd.vn/van-hoa/doi-song/coi-trong-vai-tro-giao-duc-cua-gia-dinh-trong-xa-hoi-hien-dai-663701>

- Lan, B.T.P. (2023). *The need to develop high-quality legal human resources in the trend of US technology investment in Vietnam*. Journal of Ethnic Studies. Vietnam. <https://doi.org/10.54163/ncdt/240>
- Marx & Engels. (1995). Complete Volume. Volume 21. National Political Publishing House. Hanoi. Vietnam.
- Nam, N. (2023, August 18). *Vietnam's education continues to innovate, increasing by 5 places compared to the previous year*. <https://baochinhphu.vn/giao-duc-viet-nam-tiep-tuc-doi-moi-tang-5-bac-so-voi-nam-truoc-102230818161448394.htm>
- Rajashi, G., Stefanos, N., Donna, M & Dave, M. (2024). *Prioritizing humans: HRD's vital role in AI adoption for workplace success*. *Human Resource Development International*. Volume 27. Issue 3. <https://doi.org/10.1080/13678868.2024.2354627>
- Soloman. B. L., Hisashi. K. (1980). *Human Resources in Japanese Industrial Development*, Princeton University Press. <https://www.jstor.org/stable/j.ctt7ztht6>
- Tania, N. K., Sehoon., Minjung, K & Gary, N. M. (2014). *National Human Resource Development in Brazil: Lessons From Korea*. *Human Resource Development Review*. Volume 13. Issue 4. <https://doi.org/10.1177/1534484314548274>
- Thanh, T.B., Quynh, N.D. (2023). *Education and training of high-quality human resources to meet the requirements of national development in the digital era*. Journal of Theoretical Education. Vietnam. <https://giaoduclyluanhcma.vn/Default.aspx?portalid=33&tabid=19&distid=3454&name=Giao-duc-va-dao-tao-nguon-nhan-luc-chat-luong-cao-dap-ung-yeu-cau-phat-trien-dat-nuoc-trong-ky-nguyen-so>
- Thang, V.Q. (2023). *Linking higher education with science, technology and innovation – The foundation for developing human resources for the country's industrialization and modernization*. Electronic Communist Magazine. https://www.tapchiconsan.org.vn/web/guest/van_hoa_xa_hoi/-/2018/828214/gan-ket-giao-duc-dai-hoc-voi-khoa-hoc%2C-cong-nghe-va-doi-moi-sang-tao---nen-tang-phat-trien-nguon-nhan-luc-cho-cong-nghiep-hoa%2C-hien-dai-hoa-dat-nuoc.aspx
- Thuy, T. (2023). *The worry of being stuck in the middle-income trap*. <https://vietnamnet.vn/loi-lo-mac-ket-trong-bay-thu-nhap-trung-binh-2108925.html>
- Tuyen, T.Q., Dao, L.V., Dinh, N.V., and Huong, N.Q. (2023, July 4). *Some recommendations on the issue of developing high-quality human resources for the Fourth Industrial Revolution in Vietnam*. Vietnam Journal of Education. Vietnam. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/813>
- Vietnam Trade and Industry Review. (2008). *The current situation and solutions to develop high-quality human resources*. <https://tapchicongthuong.vn/thuc-trang-va-giai-phap-phat-trien-nguon-nhan-luc-chat-luong-cao-7411.htm>