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Solutions for Enhancing Human Resource Training Quality at Higher Education Institutions in the New Era

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Abstract
The enhancement of higher education quality has become an urgent requirement for Vietnam to improve labor productivity and achieve sustainable development in the digital era. Higher education institutions (HEIs) need to implement breakthrough solutions regarding university autonomy and digital transformation. The expansion of international cooperation remains essential for standardizing training programs according to global competency frameworks. HEIs should transition from monodisciplinary to interdisciplinary and transdisciplinary curricula. This shift aims to develop a workforce of "problem solvers" with systems thinking. Substantive autonomy in exploiting intellectual property and commercializing research results will create endogenous motivation for institutions. HEIs must promote the "Dual Education" model through organic connections with enterprises. This model ensures that graduates meet the practical demands of the labor market. These solutions serve as key factors in establishing an innovation ecosystem. Universities will become primary drivers for labor productivity and sustainable development in Vietnam towards 2045.

Keywords: Training, Higher Education, Dual Education, Digital Transformation

1. Research Problem

Higher education has become a key driver of the knowledge economy within the context of the Fourth Industrial Revolution. The digital era is currently reshaping the global socio-economic structure. Vietnam's higher education system has achieved significant milestones in scale and training types. However, a substantial "skill gap" remains between graduate quality and the practical demands of the global labor market. Emerging technologies like AI and Big Data require educational institutions to reform their management mindsets. The free movement of international labor also necessitates changes in training methods. There is an urgent requirement to build a workforce with high adaptability and creative thinking. Future human resources must also achieve technological mastery in the new era. This article explores solutions to enhance human resource training quality at higher education institutions in Vietnam.

2. Research Methodology

To ensure scientific validity, a multi-dimensional approach was adopted in this study. Methods of collecting, analyzing, and synthesizing secondary data were combined, drawing from various educational reports and previous research works. Furthermore, State policy documents regarding higher education were examined to provide objective assessments of current training quality. Analytical and synthetic methods were also utilized to evaluate existing training models. From these evaluations, practical lessons were derived to improve the quality of higher education institutions in Vietnam.

3. Research Results

3.1. Legal Framework and Strategic Orientation for Higher Education Innovation

Higher education institutions (HEIs) must actively integrate the policies of the Party and State into their practical operations in

the new era. The system of legal documents serves as an essential "guideline" and "leverage" for development. Decision No. 131/QD-TTg focuses on building a digital education ecosystem. This policy aims to develop shared digital learning materials for the entire sector. It also supports the implementation of quality online training programs. Resolution No. 10/NQ-CP and Conclusion No. 91-KL/TW emphasize the promotion of substantive university autonomy. These documents aim to attract international resources for educational development. The State focuses on building national and regional universities into prestigious centers. These institutions should achieve high research and training reputations in the region and the world.

The strategic orientation for 2030 and the vision for 2045 establish ambitious goals for Vietnamese education. According to Decision No. 1705/QD-TTg, the education sector strives for an advanced level in Asia by 2030. At least 10 Vietnamese universities aim to enter the world's top 1000 rankings. Resolutions No. 57-NQ/TW and No. 71-NQ/TW define higher education as the foundation for labor productivity breakthroughs. The top priority is training high-quality human resources for spearhead technology sectors. These sectors include Semiconductors and Artificial Intelligence (AI). Other key areas are Hydrogen Energy and the Green Economy. These documents play a vital role in transforming the development mindset of higher education. The sector is shifting from broad expansion to in-depth quality development. This international orientation aims to transform Vietnam into a developed nation by 2045.

3.2. Overview of Training Status at Higher Education Institutions in Vietnam

Vietnam's higher education system has undergone significant transformations in recent years. The system is gradually shifting its mindset from broad expansion to focusing on key quality. Higher education institutions (HEIs) are currently aiming for international standards. HEIs have actively diversified their training fields to adapt to the digital era. Many institutions have started applying information technology in management and teaching. Schools have implemented online training programs and developed digital learning materials. Information technology is also utilized in managing instructional activities. Expanding international cooperation and joint training are becoming mainstream trends. Standardization according to global competency frameworks is also a dominant trend. The implementation of university autonomy has initially created endogenous motivation. Autonomy helps schools become more flexible in mobilizing resources and attracting international cooperation. The connection between schools and enterprises has received more attention. This collaboration helps shorten the gap between theory and practice for learners.

However, training practices still face many challenges and "bottlenecks". The quality of graduate human resources does not yet meet the practical demands of the labor market. This issue is particularly evident in spearhead technology sectors. Training programs in many places remain heavy on theory. Curricula are slow to update with new technological trends such as AI, semiconductors, or the green economy. The traditional training model is still predominantly monodisciplinary. This model lacks flexibility in forming interdisciplinary and transdisciplinary thinking for students. Furthermore, the digital competency of some lecturers remains limited before the explosion of Artificial Intelligence (AI). This limitation leads to delays in innovating teaching methods and personalizing learning paths. The relationship between "Schools and Enterprises" often stops at formal short-term internships. This relationship has not yet reached the level of "organic connection" seen in dual education models. Mechanisms for commercializing research results and exploiting intellectual property still face legal obstacles. Scientific assets have not yet become sustainable financial resources for reinvesting in training quality. Research results and intellectual property in universities often remain “remain in the laboratory stage”. The lack of autonomy in valuation and commercialization leads to a waste of resources. This situation also causes a lack of endogenous motivation for sustainable development.

3.3. Breakthrough Solutions for Enhancing Training Quality in Higher Education Institutions in Vietnam

Higher Education Institutions (HEIs) must implement "breakthrough" solutions in training and management strategies. These measures aim to enhance training quality and fulfill national development aspirations.

Primarily, HEIs need to actively integrate the policies of the Party and State into their practical operations. The Party and State have recently issued many important documents to promote international integration. These policies also aim to enhance the quality of high-quality human resources in Vietnam.

Decision No. 131/QD-TTg focuses on strengthening information technology application and digital transformation in education. The central goal is to build a digital education ecosystem. The State aims to develop shared digital learning materials for the entire higher education sector. HEIs must implement quality online and distance training programs.

Resolution No. 10/NQ-CP issues the Action Program to implement the 10-year Socio-Economic Development Strategy. The resolution emphasizes increasing the rate of trained laborers with degrees and certificates. It also establishes breakthrough mechanisms for university autonomy to attract international resources.

Conclusion No. 91-KL/TW continues the implementation of Resolution No. 29-NQ/TW on fundamental and comprehensive educational reform. The document affirms the promotion of substantive university autonomy. The State focuses on building national and regional universities into prestigious centers. These institutions aim to achieve high reputations in the region and the world.

Decision No. 1705/QD-TTg approves the Education Development Strategy until 2030 with a vision to 2045. Vietnamese education strives to reach an advanced level in Asia by 2030. At least 02 universities aim to enter the top 100 best schools in Asia. At least 10 universities aim for the world's top 1000 rankings.

Resolution No. 57-NQ/TW defines higher education as the foundation for labor productivity breakthroughs. The State focuses on targeted investment to build "world-class universities" in Vietnam. The priority is training high-level human resources for strategic technology sectors. These sectors include Semiconductors, Artificial Intelligence (AI), Hydrogen Energy, and the Digital Economy.

Resolution No. 71-NQ/TW defines education as a strategic breakthrough for national development. The policy focuses on developing multidisciplinary universities. HEIs prioritize high-quality human resource training for spearhead

technology sectors. These fields include semiconductors, AI, and green transformation.

These Resolutions, Decisions, and Conclusions serve as "guidelines" and "legal leverage" for universities. They contribute to transforming the development mindset from broad expansion to in-depth quality. Universities must become innovation centers rather than just places for knowledge transmission. They supply high-level human capital to help Vietnam escape the middle-income trap. HEIs must seriously research and implement these documents in their local activities. These actions will create important breakthroughs in training and scientific research.

Furthermore, HEIs must expand international cooperation to enhance training quality. Promoting international training plays a vital role in increasing the school's integration level. Integration into global competency frameworks has become an urgent requirement in the era of globalization. International cooperation helps schools access advanced training programs. HEIs can standardize their curricula according to international standards. This process creates conditions for academic exchange and cultural interaction for lecturers and students. International cooperation also improves foreign language proficiency and career opportunities.

Universities should focus on developing joint training programs. These programs must use English or bilingual instruction to enhance professional skills for both learners and teachers. Vietnam needs to continue narrowing the knowledge gap with the region and the world. Therefore, universities should promote academic exchange and international research. Schools should invite foreign experts for teaching and organize international conferences. Joint research projects should be closely linked to local realities. This step improves the research capacity and technology transfer of faculty and students. It also affirms the international position and brand of the University. International cooperation opens many learning and employment opportunities for students.

In addition, HEIs need to promote curriculum innovation by shifting from monodisciplinary to interdisciplinary and transdisciplinary approaches. Higher education institutions face an urgent requirement to restructure their training curricula in the context of the knowledge economy. The transition from traditional monodisciplinary models to interdisciplinary and transdisciplinary approaches is an objective necessity. This shift ensures the adaptability of the education system to complex global fluctuations. Modern issues such as climate change, cybersecurity, and Sustainable Development Goals (SDGs) possess multifaceted characteristics. These challenges require a close combination of various knowledge pillars. These pillars range from technology and quantitative economic analysis to legal systems and sociological research. Multidimensional integration helps learners develop a holistic perspective. This approach also prevents "academic isolation" in research and practice. Curriculum innovation toward transdisciplinarity is a key strategy to improve national labor productivity. This strategy strictly follows the spirit of Resolution No. 57-NQ/TW. This represents a strategic shift in educational philosophy. HEIs are moving from training "skilled workers" to developing a workforce of "problem solvers." These individuals possess deep expertise and the ability to connect diverse knowledge sources. They also own critical thinking and creative capacities to face unprecedented modern problems. Therefore, HEIs must prioritize updating new knowledge in curriculum development. Science, technology, innovation, and digital transformation must contribute practically to economic growth goals.

Additionally, HEIs must enhance the quality of staff and lecturers. Improving the quality of lecturers is a vital task under the impact of Artificial Intelligence (AI) and the green economy trend. HEIs need to implement a synchronized system of solutions. These solutions focus on restructuring professional competencies and adaptive skills for lecturers. Standardizing digital competency for lecturers is a prerequisite condition. AI is currently changing the nature of knowledge transmission. Lecturers need formal training to master algorithms and Big Data analysis tools. They must also integrate AI into lesson design to personalize learning paths for students. The role of lecturers is shifting from "knowledge providers" to "navigators and coordinators." This shift requires sharp critical thinking to guide learners in evaluating information within a digital data sea. Simultaneously, integrating green economy philosophy into training and research is an urgent requirement. The teaching staff must update their knowledge on sustainable development and Environmental-Social-Governance (ESG) standards. HEIs should establish international academic exchange programs and interdisciplinary research projects. These activities help lecturers access circular economy models and low-emission technologies. Building a faculty with a "green" vision will guide students toward community and environmental responsibility. Furthermore, HEIs need to establish flexible human resource management mechanisms to encourage innovation. Remuneration policies should be linked to international scientific publications and patents. A lifelong learning ecosystem within the university helps lecturers maintain self-training motivation. This motivation contributes to the goal of improving labor productivity and national prosperity.

Moreover, HEIs must establish autonomous mechanisms for managing and exploiting assets derived from scientific research results. These assets include intellectual property, laboratory equipment, and physical facilities. HEIs need to manage these resources in the most appropriate and effective manner. Granting comprehensive autonomy in managing research and technology development results is a key factor. This autonomy helps remove bottlenecks within the innovation ecosystem. The transition from centralized administrative management to an accountable autonomy model optimizes national resources. This shift also creates endogenous motivation for beneficiary units. The core of autonomy is establishing ownership and usage rights for intellectual property supported by the state budget. HEIs should have the initiative in valuation, capital contribution, and transfer of inventions. They should also be empowered to license utility solutions. A strict post-inspection mechanism based on Key Performance Indicators (KPIs) will promote commercialization. This process brings research results from the laboratory to the market more quickly. Revenues can then be reinvested into subsequent research activities to create a sustainable development cycle. Regarding tangible assets, universities must be proactive in maintenance and upgrades. HEIs should especially implement a "shared facilities" mechanism. This mechanism allows units to operate analysis and measurement services for external partners. It prevents the waste of expensive equipment after project completion. Startups and private

partners can rent technical infrastructure through this autonomous mechanism. However, autonomy must accompany the perfection of the legal framework for public asset management. Institutions need to build transparent internal governance regulations. These regulations must clearly define profit-sharing ratios between the state, the governing body, and the research group. Standardizing accounting procedures for intangible assets and equipment depreciation ensures legal compliance. These measures also protect the interests of all stakeholders.

Finally, HEIs must promote the "Dual Education" model through close links with enterprises. The knowledge economy requires high compatibility between training capacity and labor market demands. Promoting the "Dual Education" model at HEIs has become a strategic requirement. This is an integrated educational method that combines school theory with intensive practice at enterprises. The dual training model establishes a resonance mechanism between stakeholders. Enterprises do not only act as beneficiaries of the output. They also participate directly in the entire training process as primary subjects. This close link allows HEIs to update skill standards and the latest technologies in their curricula. Learners gain early access to production and business environments. This access shortens the gap between theory and practice. Students can develop real-world problem-solving mindsets and essential soft skills. This is particularly important in technical, technological, and management fields. In these areas, knowledge changes rapidly under the impact of the Fourth Industrial Revolution. HEIs should proactively establish long-term strategic cooperation agreements with enterprises. These agreements must go beyond the framework of conventional short-term internships. Universities should invite businesses to participate in developing learning outcomes. Experts from enterprises should also help appraise specialized modules. Institutions need to mobilize managers from the industry to participate in teaching or guiding graduation projects. Establishing Research and Development (R&D) centers at universities with corporate investment is a necessary step. The persistent pursuit of the "Dual Education" model is a fundamental solution for HEIs to become high-quality human resource hubs. Close engagement with enterprises is the key to creating a highly adaptable workforce. This workforce contributes directly to improving national labor productivity and international competitiveness. Ultimately, this model optimizes social resources for socio-economic development goals.

4. Conclusions

Comprehensive innovation in management and training at higher education institutions (HEIs) has become an urgent strategic task. This necessity arises from the powerful fluctuations of the Artificial Intelligence (AI) era and global green economy trends. HEIs must implement a synchronized system of breakthrough solutions to realize the goals of Resolution No. 57-NQ/TW. These institutions must also follow other guiding documents from the Party and the State. The core of this process is a strong transition toward interdisciplinary and transdisciplinary training models. These models must integrate closely with "dual education" to develop a workforce of "problem solvers." These individuals will possess systems thinking and high adaptability. Simultaneously, standardizing digital competency for lecturers remains essential. The decisive implementation of autonomous mechanisms in managing and exploiting intellectual property is also vital. These measures will help remove resource "bottlenecks" and create endogenous motivation for schools.

The smooth combination of innovation and international cooperation will transform universities into multi-functional knowledge centers. These centers will supply high-quality human resources for spearhead technology sectors. This serves as the core foundation for enhancing national labor productivity. These efforts create a solid premise for Vietnam to achieve breakthroughs and sustainable development. Ultimately, these solutions support the national aspiration to become a developed nation by 2045.

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