

The Role of Higher Education in the Promotion of Human Resources in Ho Chi Minh City, Vietnam Today



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ABSTRACT: Higher education plays a great role in promoting intellectual resources for the cause of industrialization and national development in the context of international integration. Accordingly, the research, identification, evaluation and practical solutions for higher education to better perform the role and task of promoting intellectual resources have scientific and practical significance. The article "The role of higher education in the promotion of human resources in Ho Chi Minh City, Vietnam today" studies the role of Ho Chi Minh City in the development of higher education in order to improve the quality of human resources in the Southern key economic region nowadays.

KEYWORDS: Higher education, human resources, Ho Chi Minh City, Vietnam.

INTRODUCTION

In a millennium where knowledge becomes a new type of economic capital, academies and universities are the traditional knowledge providers. Enhancing the role of higher education to fulfill the role of promoting intellectual resources that can meet the requirements of development and international integration is an important requirement in the process of socio-economic development. In Vietnam, Ho Chi Minh City is the leading locality in gradually abolishing the centrally planned economic mechanism, and gradually establishing a socialist-oriented market economy.

The city has become a major industrial center, playing the role of supporting, promoting and pulling the development of the southern key economic region; the largest center of commerce, service, tourism, banking, finance, currency, post and telecommunications, etc. Especially, during 35 years of renovation, the city has always been a leader in training human resources for socio-economic development for the region and the whole country. So, what is the status of higher education in Ho Chi Minh City? How has the city demonstrated its role in improving the quality of human resources for the southern key economic region and solutions to better promote the role of universities and colleges in the city? The city meets the requirements of training high-quality human resources in today's conditions needs to be researched and clarified.

RESEARCH METHODS

The article is researched on the basis of accessing data such as documents, resolutions, directives, circulars, etc. of the Communist Party of Vietnam, the State on higher education and human resource development; Scientific research works, books, and scientific journals published by prestigious research agencies; Information sources exploited through agencies' websites, press releases, and some foreign journals... are also used to clarify relevant content.

Research methods: The article uses interdisciplinary research methods in social sciences such as analysis, synthesis, comparison, systematization, generalization...

RUSULTS AND DISCUSSION

General theoretical basis

Currently, there are many different views on human resources. According to the United Nations, human resources are all the knowledge, skills, experiences, abilities, and creativity of people that are related to the development of each individual and the country (WB, 2000). According to the International Labor Organization (ILO): A country's human resources are all people of working age who can participate in work. Development economists believe that human resources are a part of the population of a specified age who can participate in labor (Tiep, 2008). Accordingly, human resources are expressed in two aspects: in terms of quantity, it is the total number of people of working age working according to the State's regulations and the working time that can be mobilized from them; in terms of quality, which is the health and professional qualifications, knowledge and skills of workers.

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From the author's conception and exploitation, the organization can understand that human resources are the sum of specific people with physical, mental, mental, and labor potential factors capable of participating in the work participate in the labor process of organizations, localities, in each ethnic group, in an organic unity of social capacity. That capacity forms the structure of the "combination of social relations".

The World Bank (WB) report in 2003 stated: "The average income of the 20 richest countries is 37 times higher than that of the 20 poorest countries. This rate has doubled in the past 40 years. The main reason is the lack of significant economic growth in developing countries due to lack of capital and necessary development resources, especially scientific and technological knowledge" (World Bank Report, 2003). This shows that, with a weak education, it will inevitably lose its competitive advantage. Education - training is a decisive factor in promoting the intellectual potential and creative capacity of people.

We are facing many modern growth theories and models. Each theory has a different conception of the nation's wealth and the way to achieve it. For Vietnam, going into the analysis of investment factors that contribute to the growth of Vietnam's economy, it is still mainly growth in width (GDP growth depends on the size of capital, the number of employees, and the number of employees) activities and the number of national resources) has not grown in depth (GDP growth is mainly due to the impact of national intellectual resources). Therefore, Vietnam needs to make the utmost efforts to transform to a model of in-depth development, that is, to enhance the role of knowledge resources with the requirement: "Transforming the growth model mainly from the development model from wide to reasonable development between width and depth, both expanding the scale and focusing on improving quality, efficiency and sustainability" (Communist Party of Vietnam, 2011, p.191).

Vietnam's development goal by 2030 is to become a modern industrialized country. To achieve this goal, it is necessary to mobilize and effectively use all domestic and foreign resources. Accordingly, one of the key factors is the quality of higher education. Because in any historical condition, the university is always an environment for fostering, creating, and transferring the latest scientific and technological achievements, and is the locomotive in creating a high-quality labor force for service national development service. The 11th Congress of the Communist Party of Vietnam affirmed: "Developing and improving high-quality human resources is one of the decisive factors for the rapid and sustainable development of the country" (Communist Party of Vietnam, 2011, p.41), according to which, the nation's intelligence and nation qualities are a solid basis for determining high-speed and sustainable development.

To successfully carry out the task of training human resources for the cause of national development, it is necessary to build a team of knowledge to meet the requirements and new revolutionary tasks and to train a team of intellectuals in sufficient numbers, strong in quality and reasonable in structure. Resolution No. 29-NQ/TW of the 8th Plenum of the Party Central Committee on fundamental and comprehensive reform of education and training (Resolution No. 29-NQ/TW) clearly defines the goal of higher education as focusing on training qualified human resources high level, fostering talents, developing the quality and capacity of learners for self-study, self-enrichment of knowledge and creativity; Completing the network of higher education institutions, the structure of occupations and training levels in line with the national human resource development planning; in which, there are several schools and training disciplines at regional and international level. Higher education plays a great role in promoting intellectual resources to serve the cause of industrialization and development of the country today.

It can be affirmed that, as a major economic center of the country, Ho Chi Minh City has many new perspectives in recognizing and evaluating the role of education and training. The city has set out appropriate and comprehensive guidelines and policies for the development of education and training for the implementation of the strategic goals of the city and the whole country. Over the past thirty years, along with great contributions to the promotion of industrialization and modernization of the country, education, and training in Ho Chi Minh City have achieved impressive results. Including higher education. It is necessary to assess the current situation and come up with solutions for the city's higher education to continue promoting its leading role in human resource training when the current Industrial Revolution 4.0 is moving at a fast pace and strong.

Status of higher education in Ho Chi Minh City for human resource training

Ho Chi Minh City is one of the economic - cultural-educational centers of the country, always interested by the Party, and has specific development orientations. On November 18, 2002, Politburo issued Resolution No. 20-NQ/TW on orientations and tasks to develop Ho Chi Minh City until 2010. Then, Resolution No. 16-NQ/TW dated 10 August 2012 of the Politburo on orientations and tasks to develop Ho Chi Minh City up to 2020 summarized the implementation of Resolution No. 20-NQ/TW, which affirmed, after ten years, the situation Culture, society, education, and human resource training in Ho Chi Minh City have made positive progress. Since then, the Resolution sets out the direction and tasks for the next ten years for the City to continue investing in innovation, comprehensively improving the quality of education and training, and developing human resources, especially human resources high-quality force; strongly develop science - technology in association with the development of knowledge economy, as a foundation to promote the city's rapid and sustainable development.

Over the past 35 years, along with consolidating and consolidating the educational and training management apparatus and Party organization in the industry, the City has paid attention to the implementation of planning, training, and advanced retraining. qualifications of teachers and educational administrators; focus on investing in developing the network of schools, building many new schools up to national standards; have the policy to take care of teachers and students; gradually implement equity in education

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through increasing investment in building material foundations for education in the districts, exempting tuition fees for poor students, promoting socialization of education; from there, mobilize resources in the society to take care of the development of education - training, meet the learning needs of students, initially make some progress in realizing the goal of illiteracy eradication, universalize education, and raise people's intellectual level; Many collectives, officials, and teachers strive to fulfill their assigned tasks well, contributing a lot of effort and wisdom to the education and training cause of the City.

On September 25, 2006, the Standing Board of the City Party Committee issued Directive No. 03-CT/TU on rectification and improvement of the quality and effectiveness of the City's education and training work, setting out requirements for the District - District Party Committee and Party organizations in the education - training industry, Party Committee of the City People's Council, Party Committee of the City People's Committee, Party Committee of the Fatherland Front Committee and mass organizations People, the Ideology and Culture Committee of the City Party Committee together focus on performing the task of improving the quality of education and training. On November 30, 2007, the Standing Committee of the City Party Committee proposed Action Program No. 27-CTR/TU on the implementation of Directive 11-CT/TW of the Politburo on strengthening the Party's leadership in the promotion In recent years, the city has had many policies and measures to direct branches and levels to take care of developing the cause of education and training, and to encourage all the society promotes the tradition of studiousness, actively participates in learning and talent promotion movements, and implements the policy of educational socialization.

In Ho Chi Minh City, an increasing number of universities, colleges, and professional secondary schools have been opened with all kinds of training courses and professions, meeting the diverse needs of learners. In terms of the number of universities, colleges, and professional secondary schools, the number of teachers or students all tend to increase sharply. The number of graduates from universities and colleges has increased every year and has been meeting the City's quality requirements for human resources. Technical, economic, pedagogical, and medical schools have provided for the city's industrialization and modernization of more and more qualified young bachelors. The number of graduates from the University of Technical Education in 2005 was 3,250, by 2015 it had increased to 3,486 students; the University of Economics in 2005 had 6,848 graduates, which jumped to 11,278 in 2015; the Ho Chi Minh City University of Education increased from 3,594 graduates in 2005 to 4,359 students in 2015; the University of Medicine and Pharmacy had 1,173 graduates in 2005, then by 2015 there were 1,452 graduates (Ho Chi Minh City Statistical Office, 2015).

The above figures show that the scale of education and training development is increasingly expanding, meeting the increasing demand for human resources for the city's industrialization and modernization. On December 4, 2012, reporting on the socio-economic situation in 2012 at the opening session of the 7th session of the People's Council of Ho Chi Minh City, term VIII, Vice Chairman of the City People's Committee Hua Ngoc Thuan said. In 2012, the city achieved a socio-economic growth rate of 9.2%, 1.77 times higher than the whole country. In 2013, strive to achieve a growth rate of 9.5%. As a major center and locomotive of the country's science and technology, the education and training development investment strategy of Ho Chi Minh City has achieved many outstanding achievements, contributing to speeding up progress completed and exceeded many socio-economic targets, creating an increasingly strong influence on the southern provinces and cities and the whole country.

The expansion is not limited to public schools, but also the private sector, and all provinces and cities have universities and colleges. From the above scale, we can confirm that the socialization of education is being promoted more and more, and the resources in the society for investment in education are mobilized more and more. This is very important in training quality local human resources meet the requirements of the industrialization and modernization cause of each city and the whole country. However, such a development contains many uncertainties.

Although investment in higher education and colleges in Ho Chi Minh City has increased, many universities and colleges have been established with many forms of training, and many new professions have been opened, but the level of investment is still low, not very uniform, and the efficiency is still low compared to the local development requirements. On the other hand, the initiative in making specific policies, and setting out strategies to promote human resources in universities and colleges in the region is still not high, investment is still basically spread allocation and focus on output factors and bold administrative management.

In the city and the whole country, major universities have not been ranked in the top 200 universities in Asia, while many universities from neighboring countries such as the Philippines and Indonesia have been present. In particular, Thailand's Chulalongkorn University is also ranked in the list of top 200 universities in the world. Moreover, among 25 - 30% of the total professors and associate professors who are directly teaching at universities and colleges, the focus is still on a few large universities in Hanoi and Ho Chi Minh City. But compared to the number of universities and colleges in the city, that number does not meet the requirements of human resource training. On the other hand, the university program in our country is still heavy on theory. Vietnamese and international investors also say that the lack of skilled workers and managers is the biggest obstacle to production expansion. The poor quality of higher education has another implication: in contrast to their peers in India and China, Vietnamese often cannot compete to squeeze through the narrow slits of programs advanced university programs in the US and Europe. In fact, at present, young people and students in our country in general and the city are still in a state of lagging far behind young people in advanced countries in the region and the world in terms of professional qualifications foreign languages, informatics,...

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Researching and finding solutions to promote the role of higher education in human resource training for socio-economic goals is a task for the City to fulfill its responsibility of being the locomotive, and economic center of the southern key economic region and the whole country.

Solutions to promote the role of higher education in human resource training in Ho Chi Minh City today

For higher education to well perform its role in promoting intellectual resources for the socio-economic development of the city and the region, it is thought that it is necessary to unify the implementation of solutions in both awareness and policy and renovating the content of education and training.

About perception

First of all, it is necessary to be properly aware of the role of higher education in the training of human resources for the socio-economic development of the region. To do this, firstly, universities in the region need to clearly define the task of focusing on training highly qualified human resources, fostering talents, and developing the quality and capacity of self-study and self-enrichment of knowledge and creativity of learners. Then, the universities themselves must prove that the value of their trained people is really "the model of knowledge workers" - bringing that knowledge into practice, serving society, and making contributions are practical in the socio-economic development of the locality and they are the force that the "revolution" needs with a worthy recognition: "the revolution needs the force of the intellectuals" (Minh, 2002, p. 214).

Second, to accelerate the industrialization and modernization of our country today, universities and colleges need to choose an appropriate strategic direction for technology development and at the same time must invest in technology development comprehensive and reasonable manner. Currently, experts have identified 6 strategic directions for technology development: (1) Technology leadership (research and development); (2) Go buy; (3) Follow technology closely through research and development; (4) Keep abreast of technology by buying; (5) Self-research and development; (6) Continuously learning and creating technology. Inclusiveness reflects the quality of education in mathematics, natural sciences, and engineering sciences, scientific research designs, and applied scientific research activities in the school. On the other hand, universities and colleges also need to develop open relationships between universities in the region with each other and with large universities, with universities in countries with strengths in agriculture, fisheries, etc. Higher education is associated with rationally promoting the improvement of technological levels, as well as paying attention to research and development of "intermediate technologies", "clean technologies", and "friendly technologies". environment-friendly", "technology has a human face", etc., which means that it is necessary to think carefully at the philosophical level for higher education to train human resources to develop technology and to promote intellectual resources. The aim is to contribute to local socio-economic development, transfer technology to increase labor productivity while protecting the environment, and reduce the negative impacts of climate change which are increasingly affecting the environment our country today.

Third, through many different channels, thoroughly understand the role of education to people, especially farming households, so that they and the school-age rural youth themselves have needs and aspirations desire to be trained; Each locality also needs to survey and set specific requirements for each school in terms of quality - learning to get a job, first of all, meeting the needs of local development, and in terms of quantity - learning is to be successful, to work, and to contribute intellectually to development.

About policy

Firstly, the city needs to do well in formulating human resource development plans and plans. Education and training are the cause of the entire Party and people and cannot be done in a day or two. The city needs to develop a human resource strategy by field and training level in association with the strategy of socio-economic development, industrialization and modernization of the country, and international integration. To build an accurate human resource development strategy, it is necessary to conduct well forecasting of the labor market and demand in both the short and long term. Based on the overall strategy for human resource development, it is necessary to "Review, perfect the planning and implement the planning on the network of universities, colleges and vocational schools throughout the country accordingly. Therefore, it is necessary to implement the project of Human resource development and talent attraction from 2018 to 2020 and orientation to 2025. On that basis, the province sets forth real iron policies, creating conditions for long-term, medium-term, or short-term human resource training with specific quantities associated with specific fields. Simultaneously, step by step build and strengthen the confidence of the people of the province to participate in the strategy of training human resources for the province.

Secondly, to develop policies on recruitment and treatment of higher education staff. In the context of Industrial Revolution 4.0, the demand for high-quality human resources is great, especially in big cities and industrial cities. Therefore, to compete and attract human resources, the recruitment and treatment of staff are very important in education and training. As a result, the City enhances recruitment and compensation for this team by prioritizing and increasing recruitment. Attracting policies in parallel with human resource training and development, policies to attract talents in all fields, especially science and technology are also essential, as a fulcrum to promote the world strong, build a scientific and technical team sufficient in quantity, and ensure high quality. "Education managers also need to be standardized based on clearly defining professional titles associated with employment positions. This team must have enough capacity and enthusiasm to be able to work well in a highly creative environment, and at the same time have the capacity to take responsibility for their work" (Hien & Hoa, 2021).

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On the other hand, if the City attracts this team to participate in training, it also needs to be transparent about the vacancies, attracting them from the beginning so that they can be arranged to work by their expertise, capacity, and strengths in the units. For example, for excellent and excellent graduates, priority is given to job placement. After 2 years of working, if they wish and are eligible to go to higher level training, they will be considered for sending to school and enjoy the support regimes for going to school according to current regulations. In case due to the needs of the unit, it is possible to send them to school earlier, considering each specific case....

The issue of concretizing standards and sources of teaching staff, in addition to being qualified according to the enrollment regulations of the Ministry of Education and Training, also pays attention to the desire to serve long-term in the city and; Ability to develop leadership resources. The training subjects are first all cadres, civil servants, and public employees working at agencies and units in the City; Students with household registration in the city are studying at universities across the country and international students wishing to work in the city; Determine the training plan for the period 2018-2020; from 2020 to 2025 such as Post-graduate training, specialists, doctors, masters, engineers, bachelors, workers receive short-term professional training, foreign language training, politics, management State administration...

Thirdly, actively international cooperation in higher education. The city should proactively propose and implement international cooperation to improve professional training capacity and transfer modern technology. Take advantage of short-term and long-term intensive training support in developed countries; Prioritize international cooperation for training highly qualified human resources, priority majors, management training, and human resources to meet local requirements. Create conditions for universities in the city to expand international cooperation in human resource training.

The Southern key economic region has been and needs to identify Ho Chi Minh City as a place to provide high-quality human resources for the whole region. Therefore, the city should consider proper investment in higher education as an important task of socio-economic development. Having a public policy of prioritizing investment in doping facilities, attracting and treating talents at universities. Development policies in the provinces need to increase budgetary investment as well as priorities for applied scientific research and even consider the development of a venture capital fund for new research. On the other hand, provinces, universities, colleges, and professional secondary schools in the city need to have close links and actively create contacts, and exchange as well as attracts investment for education.

On innovation of education and training

Firstly, strongly renovate the contents and programs in the spirit of the Resolution of the IX Congress. The reality of socio-economic development shows that only when Vietnam's human resources develop both in terms of intellect and physical strength, in terms of labor skills, in terms of socio-political positivity, and moral character. Pure emotions become the most important source of development. For the educational content to be suitable for the requirements of social reality, the training program must be comprehensive in both literacy, vocational training, and human education, not only including knowledge of science, engineering, technology, etc. expertise, professionalism, but also knowledge about the cultural and human values of Vietnamese people. In the context of education and training, attention should be paid to the education of industrial labor culture, sense of thrift, work spirit, civic responsibility, professional conscience, and national consciousness. Innovating educational methods in the direction of turning the training process into a self-training process, to stimulate and promote initiative and positivity, promote intellectual development, and exploit the creativity of learners. , helping them to form scientific thinking capacity and methods. Now, the effectiveness of education is not only measured by the amount of knowledge imparted, but also by the development of creative abilities, scientific thinking methods, adaptability, and ability to transform knowledge knowledge of workers' skills. This is an important foundation and means to help them achieve high efficiency not only in practical activities but also in the process of continuing to self-educate and regularly update knowledge to adapt to rapid changes of social reality.

As a city with strengths in education and training, this is also an advantage when industrial revolution 4.0 is transforming at a rapid pace. Therefore, the city can seize opportunities, and build and boldly apply for vocational training programs in a modern direction, opening new disciplines to meet the requirements of the city and the region.

Innovating methods and training methods Train human resources to meet the diverse and multi-layered requirements of technology and development levels of fields and professions. The cause of industrialization and modernization that Vietnam is carrying out has both a sequential step and a leap. At the same time, Vietnam uses many different levels of technology, and develops a variety of industries, both labor-intensive and spearhead industries, with comparative advantages and strategic significance for the country with the fast development, can deeply participate in the global production and distribution network. Therefore, to meet the requirements of human resources for the cause of industrialization, modernization, education, and training must be diversified in both qualifications and professions. In particular, focus on implementing programs and projects on training high-quality human resources for key and spearhead industries and fields. To do this, the City needs to diversify the methods of implementing education and training.

In addition to investing in city universities and colleges, there should be many flexible training methods and combinations for different fields. For Example: Strengthening on-the-job training, direct training at the workplace; Extended off-the-job training is a training process in which learners are separated from actual job performance; Organize training classes with dedicated learning

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facilities and equipment, organizing national and international conferences or seminars; Training in the form of programming, with the help of computers...

Closely link universities with enterprises, employers, and training institutions to develop human resources according to the needs of society. The current relationship between schools and businesses in Vietnam is not close or even quite fuzzy and unsustainable. Cooperation between schools and businesses has not been confirmed as a vital need of both sides. In that situation, the City can be considered as a unit that has appropriate mechanisms and policies to establish a link between training institutions and enterprises in terms of resources, content development, and training programs and effective use of education and training products. However, in the current period, that association is not enough. For higher education to perform well in its training role, it is necessary to create conditions and have strong mechanisms and policies to encourage enterprises of all economic sectors to invest funds to build and develop training system at the enterprise. With their mission, universities and colleges play the role of high-quality human resource training bases for national construction and development. Research solutions to build relationships and sustainable cooperation between schools and businesses as an optimal solution, gain a lot of consensuses, and bring many practical and long-term benefits from both sides (schools and enterprises) in the training, development, and use of human resources in the city, today is a direct and long-term solution to the requirements of human resource quality.

In the coming time, with the strong impact of Industry 4.0, the young generation of Vietnam, including Vietnamese students, will continue to study and practice in a favorable environment. The socio-economic, cultural, and social life is improved, and a series of Technology Development Companies, Data Research Institutes, High-Tech Research Institutes, and Applied Science and Technology Research Support Funds have been raised application... was born, forcing universities to move towards a smart school model, promoting creativity, initiative, and quick access to achievements of modern science, engineering, and technology, meet the requirements and high requirements of the cause of innovation and international integration. Schools and businesses when linked together will have many benefits. In current conditions, more than ever, this relationship needs to be done regularly, effectively, and sustainably.

The school is consulted by the recruitment unit on the modification and development of the training program content. Contributing to improving the capacity and level of learners. Participating in scientific research projects and organizing general talks and seminars. Exchange information on science, advanced technology, and human resource needs in the present time as well as in the future. The school improves the quality of training as well as finds rich outputs for learners, thereby enhancing the school's reputation in the face of diverse and volatile labor market requirements. Help the school increase its autonomy in financial resources as well as facilities.

On the business side, when combined with the school, they have a low-cost labor resource because the enterprise can order a short- or long-term quality human resource training unit and the requirements for that human resource to execute their business strategies. Enterprises have more human resources to serve the unit's activities for a certain period and can monitor and select excellent students who meet the requirements and recruitment criteria of the unit through different rounds student practice and practice. In other words, businesses have more rights and opportunities to choose and use quality and qualified labor, thereby solving the dilemma of human resources. Allowed to evaluate training quality (promote strengths and overcome weaknesses) and contribute ideas to the development of training programs of the training unit. Businesses have more opportunities to promote their image and brand. Enterprises receive early information on science and technology. Enterprises can order quality scientific research projects from training units to improve the quality of their products.

For the City, in the coming time, it is necessary to increase the autonomy of training institutions. Training institutions need to be autonomous and proactive in terms of the training scale, enrollment forms, training program development, financial revenue, expenditure, etc. Encourage competition among training institutions to increase motivation development among schools in terms of quality of training products, reputation as well as image and brand of the school. Universities and colleges in the city, especially newly established schools, need to coordinate in designing and building training programs. The most important thing is that training institutions need to improve their training capacity by themselves and build output standards for learners concerning the needs of the market and businesses. From those market demand references, training units develop curriculum frameworks and compile and improve curriculums to suit the requirements of practice and requirements of each period. Knowledge training "must go hand in hand with practice", that is, theory must be associated with the practice, allocate and organize curriculum accordingly, and time for theory and practice should be 50% and 50%. To train students to have a solid level of foreign languages and information technology, to train communication and presentation skills. The school can cooperate in personnel management and participate in the training process by prioritizing the recruitment of lecturers with experience working in enterprises and building classroom standards for lecturers as a basis on professional qualifications, specializations, practical experience in work... Training units need to boldly invite and visit experts, specialists, engineers, and skilled workers... from experienced enterprises. Participating experience, teaching guidance for subjects that require a lot of skills, expertise, and practical experience. This form helps learners have access to practical knowledge in the work environment. In addition, schools also need to send lecturers and managers to enterprises to learn and foster experiences, this is to promote the movement and flow of learners and teachers. Promote cooperation in scientific research and commercialization of research results. This is the highest form of cooperation between schools and businesses, but the reality is still

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very modest. The purpose of this cooperation is to achieve support for the university's research activities, implementing joint projects between teaching researchers and businesses.

To be able to create a breakthrough in human resource training, especially high-quality human resources, the city needs to connect and link businesses with schools in training and using human resources. This is a very effective way to develop human resources for businesses. Enterprises participate in training by contributing ideas on the development, evaluation, and improvement of training programs by providing information and criticizing program content. Enterprises provide financial support as well as facilities through scholarships, consulting, and research contracts. On the other hand, businesses can also provide financial support to the training unit through the establishment of companies, technology parks, practice zones, construction of lecture halls, laboratories, and equipment for teaching and learning study. Enterprises can send specialists, experts, engineers, and skilled workers to directly teach at training institutions. In addition, businesses also need to create maximum conditions in receiving lecturers and managers to study, exchange, learn from experience, and foster practical knowledge to improve qualifications. Enterprises need to actively approach science and industry through training institutions. In this relationship, the person being trained needs to be clearly defined from the very beginning the importance of the profession they are studying to have the right way of receiving and learning. In addition to the content of subjects in class, schools also set requirements for trained people to accumulate some basic and necessary skills such as the art of public communication, the art of persuading listeners, and Handling situations... Regularly organize forums, programs, and seminars on majors between schools and businesses; practical internships in the right industry at businesses to increase friction, gain experience, get early access to businesses to find job opportunities after graduation for trained people to participate and develop a passion for the profession, enthusiasm, clear goals and orientation in the training process.

In the context of a strong Industry 4.0, to capture, manage and create a sustainable relationship between schools and businesses, it is necessary to focus on research to manage this relationship intelligently. It is thought that applied studies to update information, stratify and warn about the status of the relationship of the University with each partner in training is necessary. Capturing and predicting the needs of associated enterprises, especially large ones, managing and forecasting quantity, quality requirements, and human resource fluctuations in a defined period, etc. will help schools come up with a training strategy in the right direction, suitable and satisfying the expectations of resources for businesses, and the brand and attraction of the University are also increased accordingly.

CONCLUSION

In a millennium where knowledge becomes a new type of economic capital, academies and universities are the providers of knowledge. For Vietnam today, the implementation of educational goals, in general, has been a challenge, so it is necessary to increase the importance of higher education to perform well in the role of promoting intellectual resources to meet the needs of society development requirements and international integration are not easy.

Ho Chi Minh City is one of the units with strengths in the economic development of the country, is always interested by the Party, and has specific development orientations. In the context of the Industrial Revolution 4.0 and globalization taking place with increasing scale and speed, the City continues to give directions and tasks to continue investing in innovation, comprehensively improving the quality of education and training, human resource development, especially high-quality human resources; strongly develop science - technology in association with the development of the knowledge economy, as a foundation to promote the city's rapid and sustainable development.

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