

THE ROLE OF OPEN EDUCATION IN IMPROVING THE QUALITY OF HUMAN RESOURCES TO MEET THE REQUIREMENTS OF INTERNATIONAL INTEGRATION

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Abstract: *The 4.0 revolution has been creating unprecedented development for the whole world. It is the first-time countries and peoples have faced so many opportunities and challenges as they do today. In the context of international integration, the competitiveness of each country depends on multiple factors, the most important of which is human resources. Recognizing the role of human resources in the requirements of promoting industrialization, modernization, and international integration in the process of leading the country's innovation, the State and the Party have always placed special attention on human development strategies, considering it as both a goal and a driving force in the process of economic and social development. It is necessary to carry out fundamental and comprehensive innovation programs in education and training to improve the quality of human resources, especially high-quality human resources, which is "Diversifying content and learning materials and meeting the requirements of educational levels, education and training programs and the lifelong learning needs of everyone." [1]. The national education system must be realized, focusing on open education, lifelong learning, and building a learning society to achieve this goal.*

Keywords: *Open education, learning opportunities, quality, human resources, international integration.*

I. Introduction

The concept of lifelong learning and education for all emphasizes that every person should have the opportunity to learn and receive a lifelong education. This context has strongly impacted

the need for human resources in every country, including Vietnam. Regarding its advantages, the global scale of deep international integration in education has created favorable opportunities to access new trends, novel knowledge, modern

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education models, and competition; utilizing external resources will create opportunities for education development; the scientific and technological revolution, especially in information and communication technology, creates favorable conditions to fundamentally innovate the content, methods, and forms of educational organization, innovate educational management system, moving towards a digital system of education that meets the needs of each individual; new educational models and approaches all over the world promote integrated competency development based on professional competency needs, teaching opportunities in an academic ecosystem worldwide, which aim to develop the ability to self-study and self-improve continuously and throughout life. However, besides that, it also poses significant challenges, such as the quality of human resources must meet the increasing requirements of the labor market and the rapid change of occupations, especially in the emergence of new professions; educational content, methods, and technology need to adapt corresponding to the need to improve education and training to meet the demand for human resources; and the education system has to be able to respond to the impacts of future crises flexibly. Our Party and State always consider “education as a top national policy” with the task of raising people’s knowledge, training human resources, and fostering talents as a strategy *to implement industrialization, modernization, and integration successfully*. Therefore, determining the requirements for global citizenship qualities is imperative so

that the educational strategy creates high-quality human resources regarding intelligence, moral attributes, and a sense of responsibility for students. In the trend of open education in Vietnam, it is becoming increasingly urgent.

II. Definition

2.1. The definition of open education

There is an opinion that traditional education is a closed system, focusing on the teacher, with rigid regulations on schools, educational programs, teaching, learning, and assessment. Therefore, open education is a system that focuses on learners, with fewer restrictions and more open regulations on schools, programs, content, teaching methods, and learning methods. UNESCO’s International Council on Education, chaired by Jacques Delors, affirmed, “Lifelong learning has emerged as one of the keys to opening the door to the 21st century”. With the idea of lifelong learning and learning as a society, the universality of open education is also raised, making that concept relevant to the educational model, and extended to the education system. The concept of lifelong learning and education for all emphasizes that every person should have the opportunity to learn and receive a lifelong education. UNESCO has explicitly stated the concept of open education: “Education is a basic human right, a universal human value and should be readily implemented throughout the life of each individual” [2]. When discussing open education, it is impossible not to mention the connection between the ideology of open education and the methodology of distance learning

into a very flexible, practical education: Open Education and distance education are two concepts that are almost impossible to separate.

In other words, open education is an education that creates opportunities to develop educational programs and create suitable learning opportunities for everyone in need, regardless of age or academic level, occupation, social status, and gender, in all different times and spaces. Thanks to that, human learning has the conditions to last a lifetime.

2.2. The role of open education to the world and Vietnam

Open education is a new trend that emerged in the second half of the twentieth century as a replacement for the educational trend of classical education with its restrictive, cramped, scholastic nature that is no longer suitable. Open education first appeared in England in 1969, and now, with its outstanding advantages, it has become a modern model of education widely applied in most countries worldwide. Open education allows everyone to participate, overcoming geographical and time barriers, making learning proactive, accessible, and rich in content, which increases integration with society.

Through the educational process, creating opportunities for people to study and improve their intellectual level is an endogenous favorable factor in promoting vocational training activities and creating jobs for people, especially in developing countries. The higher a person's education level, the better their chances of finding a suitable and satisfying career. In addition,

investing in education will increase the productivity of workers themselves, thanks to their being more thoroughly trained in terms of education, expertise, techniques, and skills; thereby, not only does it contribute to solving social problems, but it also improves people's quality of life and community development.

Open education helps narrow the gap between countries and peoples, especially between developing and developed countries. With equality in education, governments now have the resources to participate and seize more opportunities in the globalization trend actively.

Open education improves knowledge in all countries, peoples, and regions. Today, education and training also create a new social value system. In today's economy, knowledge is the product of education and training and is the most asset of the people and society. Education helps awaken and realize everyone's potential abilities and capacities, revives intelligence, and maximizes each person's strengths.

Open education is diverse, flexible, and democratic in terms of types and methods of education and training. It provides proactiveness in educational activities for educational institutions, helping them have new strategic plans and improve the teaching and learning process to achieve higher results.

2.3. The definition of human resources and high-quality human resources

Currently, views on human resources are diverse. According to the United Nations, "Human resources are all the

knowledge, skills, experience, capacity and creativity of people are related to the development of each individual and the country.” The World Bank believes human resources are all human capital, including each individual’s physical strength, mental capacity, and professional skills, ... Thus, human resources are considered a source of capital alongside other physical capital: monetary capital, technology, and natural resources. According to the International Labor Organization, a country’s human resources are represented by all people of their labor age who can participate in work. Human resources are understood in two senses: In a broader sense, human resources are the source of labor for social production, providing human resources for development. Therefore, human resources, including the entire population, can develop normally. In a narrower sense, human resources are the labor capacity of society, a resource for socio-economic development, including working-age population groups capable of participating in labor. Social production, that is, all specific individuals participating in the labor process, is the sum of their physical and mental factors mobilized in the labor process.

In today’s era, humans are considered a “special resource”, a source of economic development. Therefore, human and resource development become issues that occupy a central position in the resource development system. Taking complete care of people is the surest guarantee of every country’s prosperity. Investing in people is a strategic investment, the foundation for sustainable development.

High-quality human resources” is a term that encompasses individuals who

possess specialized qualifications, both professionally and technically, in alignment with specific occupational criteria for categorizing labor based on expertise. This group may include individuals from various educational backgrounds, such as universities, post-universities, colleges, and skilled technical workers.

The relationship between the quality of human resources and high-quality human resources in the relationship between the general and the specific. Talking about the quality of human resources is talking about the overall human resources of a country, in which high-quality human resources are a particularly important component, the most elite and qualified group. Therefore, when the topic of high-quality human resources is discussed, the overall quality of a country’s human resources must be addressed. High-quality human resources are human resources that meet market requirements (requirements of domestic and foreign businesses), that is, have professional, economic, and information technology knowledge; have skills and techniques; find and create jobs; work safely and cooperatively; own a good attitude, working style, and responsibility towards work. Thus, high-quality human resources must be mentally and physically developed regarding working ability, socio-political positivity, morality, and pure emotions. High-quality human resources may be insignificant in quantity but must be substantial.

As we gradually transition to an information economy with globalization and international economic integration, human resources increasingly play a decisive role, especially high-quality

human resources. Recent growth theories show that an economy that wants to increase at a high level must be based on at least three fundamental pillars: applying new technology, developing modern infrastructure, upgrading the economy, and high-quality human resources. In particular, the most important driving force of sustainable economic growth is people, especially high-quality human resources, that is, people who are invested in development, have skills, knowledge, skills, experience, and creative capacity to become “a source of capital - human capital, human capital”. In a context with many fluctuations and competitions, victory will be achieved by countries with high-quality human resources, a favorable legal environment for investment, and a stable political and social environment.

III. The status quo of the human resources in Vietnam

After more than 30 years of innovation and international integration, Vietnam has expanded quantitatively, participating in many different levels of integration, both bilaterally and multilaterally. It is time that new qualitative developments be developed. Effectively take advantage of recent trends in the 4.0 Industrial Revolution, shifting and rearranging supply chains, FTAs networks that we have participated in, strategic partnerships, and comprehensive partnerships to put the country in an optimal position in the new international situation and make the most of resources for national development. These requirements have promoted leapfrog development in many fields, creating opportunities and challenges for every country.

Along with the economy's and society's strong development, Vietnam's human resources have grown rapidly in both quantity and quality. Vietnam's population is in a period of golden structure; in 2021, it will be nearly 98.3 million people, the third most populous country in Southeast Asia and the 15th in the world, with a population growth rate of about 1.14%.

Vietnam's most significant advantage is its abundant labor force and young labor structure. According to the General Statistics Office, in 2022, there will be 50.6 million Vietnamese workers aged 15 and older with jobs, an increase of 1.5 million people compared to 2021, but still lower than 2019, which was 56 million people, 8 thousand people, of which, the number of employed workers in urban areas is 18.6 million people (an increase of 877.3 thousand people compared to the previous year). The number of workers in rural areas is 31.9 million (an increase of 627,000 people compared with last year).

For the whole year of 2022, the number of workers in the industrial and construction sector is 17.0 million people (accounting for 33.6%), an increase of 724.6 thousand people compared to the previous year; the service sector recorded substantial growth and reached 19.7 million people (accounting for 38.9%), an increase of 1.1 million people compared to the previous year. Laborers working in the agriculture, forestry, and fishery sectors reached 13.9 million people (accounting for 27.5%), down 352.7 thousand people compared to the previous year [3]. At the same time, Vietnam's labor productivity has recently improved significantly in

the direction of increasing steadily over the years. It is a country with a high labor productivity growth rate in the ASEAN region. However, improving and promoting labor productivity is one of the core issues for the Vietnamese economy today and is a prerequisite for Vietnam to narrow its level of development with new countries in the region, adapt to global trends, and cope well with external shocks.

According to experts, the integration trend will lead to remarkably high competition in the human resource market, while the readiness level of Vietnamese vocational education is still slow. Competition between Vietnam and other countries in the world in providing high-quality labor is increasing, requiring the quality of vocational education to be significantly improved in approaching regional and world standards to enhance the ability to recognize diplomas and certificates between Vietnam and other countries.

Not only that, but Vietnam will also face the problem of population aging, which will cause the advantage of the young workforce to gradually vanish over time. Another issue is that climate change will heavily affect the economy, sharply declining some industries and their competitive advantage.

In addition, Vietnam's human resources quality needs to improve. The rate of trained workers is still low; the shortage of highly skilled workers still needs to meet the needs of the labor market and integration; the gap between vocational education and the needs of the labor market is increasingly widening.

At the same time, the shift in economic model and structure causes the supply and demand of labor to change, while the training fields in schools have yet to keep up with the labor usage trends of businesses.

Survey shows that the integration ability of Vietnamese students after graduation in the new working environment, the ability to adapt to change, practical skills and awareness, and working style are also significant challenges for Vietnamese workers.

According to a recent study by the Institute of Social Labor Sciences, currently, labor productivity in Vietnam and the level of corporate governance are very low, and currently, 2/3 of workers lack labor and technical skills; 55% of businesses think it is not easy to find high-quality labor. While over 60% of FDI enterprises plan to expand investment in Vietnam, it won't be easy to attract investment if they do not improve the quality of labor resources.

One of the issues facing Vietnam's human resources is the fastest population aging rate in the world. By 2036, Vietnam will enter a period of an aging population, transitioning from an "aging" society to an old community (the number of new young workers entering the market tends to decrease, and the number of retirees increases, which in the future will lead to a shortage of labor resources entering the market in the long term). The labor market is expected to reach nearly 66 million people by 2025, of which 75% will work in the industrial and service sectors. It will be a modern labor market with many new

occupations and human resource market divisions, requiring new labor standards and skills.

Therefore, the issue of limitations of the education system in Vietnam is obvious and requires investment in education as development investment to increase the proportion of the workforce with technical and specialized training is to increase the proportion of workers with high technical and professional qualifications from college, university, or higher. This requirement was clearly stated in Resolution No. 29-NQ/TW dated November 4, 2013, of the Communist Party of Vietnam on fundamental and comprehensive innovation of education and training to meet the requirements of industrialization and modernization in market economic conditions with socialist-oriented schools and world integration.

IV. Open education is the key to improving the quality of human resources

The Party's policy on developing education and training and improving the quality of human resources is: "Develop education and training to raise people's knowledge, train human resources, and foster talents; shift the education system which focused mainly on equipping knowledge to comprehensively developing learners' capacity and qualities; learning and theories go hand in hand with practice. Education and training development must be associated with socio-economic development needs, building, and protecting the country, with scientific and technological advances, and requirements for human resource

development and the labor market." [3]. As a member of the world economy, building and developing increasingly high-quality human resources to meet the international integration process is still an urgent requirement for our country today. To address these requirements requires us to:

Firstly, recognize the importance of building, developing, and improving the country's human resources quality in the current process of innovation and international integration. In the process of creation and entering the global "playing field", compared to many countries in the region and around the world, Vietnam has no significant edges, except for certain advantages in human resources. Therefore, for the process of innovation, industrialization, modernization, and successful integration with the world economy to "soon bring our country out of underdevelopment, Vietnam's open education has to be advanced, according to the requirements of Resolution No. 29 - NQ/TW and aims to approach the developed open education system of countries in the region as well as around the world.

Second, develop open education following the country's development rules and socialist development orientation. So, the institutional innovation and restructuring process needs to be carried out comprehensively, from management and operating mechanisms, financial investment, land, and facilities to inspection and testing mechanisms and monitoring education quality. At the same time, develop an open and equal education system, create learning

opportunities for everyone, and stimulate learners' talents. For the above purpose, building infrastructure for open education is necessary, explicitly building more schools and community learning centers in densely populated and remote areas. Build and develop an information system to support learners in studying and looking up documents.

Third, build a learning society while designing a flexible, interconnected, open education system. For education and training to meet the requirements of socio-economic development and the people's learning needs, the basic and important solution is to implement policies to build a learning society. This solution is specified in the Government's Project on building a learning society for the period 2021-2030 with specific goals (11), for example, by 2030 Vietnam will have 15% of the population from 15 years old or older with a university degree.

Fourth, to develop open education based on the foundation of Vietnam's educational philosophy is to form an open education based on training each learner to become both a social person and an individual, which is to develop lifelong learning capacity for each person. From a systems theory perspective, developing lifelong learning capacity is the core and nucleus of building a learning society in the context of science and technology becoming a productive force. In the scenario of Vietnam, the solution to building a learning society with a focus on lifelong learning is clearly shown in the Government's Project with the goal that by 2030, 60% of citizens will achieve the title of citizen; 50% of districts are recognized as learning communities; 35% of provinces

are identified as teaching regions. This solution needs to be extended to agencies and organizations, especially business organizations, which means that the Government needs to create opportunities and conditions for organizations to become "learning organizations". It is necessary to implement solutions to build a learning society to ensure that employers and employees are motivated to learn and develop lifelong learning capacity to improve the quality of the human resources force.

Modern science and communication technology of the digital age and the Fourth Industrial Revolution create conditions for everyone to enjoy lifelong learning in formal and continuing education institutions. At the same time, thanks to digital technology, such as the Internet of Things, computers, and smartphones, everyone can study anytime, anywhere to improve productivity, labor efficiency, and quality of life.

Fifth, accelerate the implementation of fundamental and comprehensive innovation and improve the quality of human resources, including the quality of training, focusing on digital transformation, modernization of facilities and equipment, and changing education and training methods, especially university education and vocational education. It is an important issue that has been consistently advocated up to now and has been worked on. In the future, this issue still deserves further improvement.

V. Conclusion

Human resources are of universal importance, as people are the center, the subject, the goal, and the driving force of

development. The integration period has placed higher demands on Vietnamese workers, requiring human resources to have many skills other than professional knowledge, such as communication, teamwork, office skills, or computer skills, to improve the quality of human resources, meet the increasing requirements of the labor market and international economic integration. Therefore, it is necessary to effectively implement the human resource development strategy and develop a high-quality workforce with a reasonable scale and structure, directly serving socio-economic development needs, with a qualified, skilled, technical, and competitive workforce international painting.

According to the general system theory approach, Vietnam's educational opportunities have been expanded. However, higher education opportunities are still limited. Hence, they must continue to be extended to ensure social equity in higher education and build a learning society that meets the requirements of innovation and development for a sustainable society and human development. It is necessary to build an open education system to create

access and learning opportunities for all subjects and all ages to participate in the learning process and acquire higher-level knowledge to meet this requirement

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