



Development of high quality human resources to receive opportunities from CP-TPP approach of Vietnamese universities

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Abstract

Comprehensive Partnership and Transpacific Progress (CPTPP) is a free trade agreement between countries on the Pacific coast, aiming to eliminate 90% or more of the tariff barriers for goods and services of partners participating in the agreement. Vietnam expects to benefit from CPTPP, but there are many difficulties waiting ahead. When the agreement is signed, a large number of highly skilled workers from the countries will join the labor market in Vietnam, creating competition with domestic workers, in addition to creating motivation for development of high-level human resource as well as the approach to education of Vietnamese universities. The article addresses the opportunities and challenges of the Vietnamese labor market when implementing labor commitments in CPTPP, there by giving some recommendations on policies for the government and related authorities.

Keywords: CPTPP, human resource development, vietnamese universities

1. Introduction

Comprehensive Partnership and Trans-Pacific Partnership (CPTPP) was formally signed in March 2018 by the remaining 11 member states of the TPP (excluding the United States) as a second-generation free trade agreement with the goal of establishing a self-sufficiency ground common to the Asia-Pacific countries. Current countries are more or less interdependent by inputs and their level of scientific technology is uneven. Therefore, it is necessary to work together to share resources and create strength to build long-term and sustainable relationships (Nguyen Hoang Tien, 2018). CPTPP is not only an opportunity for countries to expand export markets. CPTPP is also an opportunity to import raw materials, machinery and equipment at reasonable prices in order to improve competition in the service market, thereby increasing quality and reducing service costs, especially in the service export industry (Vietnam Chamber of Commerce and Industry, 2018).

According to the General Statistics Office (2012-2017), "Report on population and employment", with an estimated population of 94 million in 2018, of which the labor force aged 15 and over is 54, 61 million people, accounting for 58.1% of general population, Vietnam is still in the golden population period with abundant and stable labor supply. The population aged 15 and over in Vietnam is still increasing (from the second quarter of 2012 to the second quarter of 2017, the population increased by more than 3.4 million), the labor force in this period still increased by more than 1.9 million people and labor force participation rate remained stable. The labor force with high technical and professional qualifications increased in the period from quarter 2/2012 to quarter 2/2017. The rate of workers without technical qualifications decreased 5.1%, the rate of primary workers increased by 1.09%, the rate of intermediate workers increased by 0.21%, the rate of labor of college level increased 0.8% and the highest increase was

the rate of university-level labor (3%). However, the quality of labor force in Vietnam is still limited, in which the rate of trained workers is still low, the shortage of skilled workers and the market demand is not met for the purpose of international economic integration. The gap between vocational education and the demand of the labor market is growing. Considering the problem of unemployment in terms of technical expertise, the unemployment rate among highly qualified workers is increasing.

Along with the process of national renewal in general and renovation of the education system, higher education is always a subject of concern by the Vietnam Communist Party (Party) and the State. The document of the XI Congress of the Party affirmed basic and comprehensive change in Vietnamese education in the direction of standardization, modernization, socialization, democratization and international integration. On November 4, 2013, the Central Committee of the Party issued Resolution No. 29-NQ/TW on "Basic and comprehensive innovation of education and training, meeting the requirements of industrialization and modernization" modernized in the context of socialist-oriented market economy and international integration", including nine comprehensive education innovation solutions.

2. Theoretical framework

Currently, there are many concepts of high quality human resources. In Vietnam the term "high quality human resources" appeared in the document of the Xth Party Congress affirmed the need of rapid development of high quality human resources, especially leading experts in the field. It has been shown that in Vietnam human resource development strategy, there are new points in which a focus is on developing high-quality human resources, to see it as a breakthrough in order to soon get country out of the underdeveloped situation, at the same time create rapid

development, meeting the requirements of the international integration process. Developing high quality human resources is in the cause of national industrialization and modernization and international economic integration. High-quality human resource is a concept referring a person as a specific worker having a skilled level (professional, technical) corresponding to a specific occupation according to specialized criteria and technical labor classification (Nguyen Huu Dung, 2002) ^[4]. High quality human resource is the most quintessential part of human resources. This workforce has a high level of education and technical expertise, good labor skills and is able to adapt quickly to rapid changes of production technology, good quality and ability to apply knowledge and skills in the production process to bring about high productivity, quality and efficiency (Bui Thi Ngoc Lan, 2015). High quality human resources is a division that crystallizes the most quintessential of human resources. As a part of the labor force with high educational and technical qualifications, good labor skills, creative ability, they also possess industrial and ethical professional style. Especially, the ability to quickly adapt, meet the requirements of practice, know how to apply the knowledge, skills and experiences that have been trained and accumulated so far to bring about production results with high productivity, quality and efficiency. High quality human resource is the core force in both the quantity and quality terms of human resources. High quality human resources are skilled workers who directly produce goods and provide services to consumers both at home and abroad. Therefore, they must have a certain intellectual level to acquire and master advanced technology. Moreover, with the scientific knowledge and experience accumulated in the direct production process, workers not only use existing working tools, but also can invent new materials, new labor techniques and new production methods. The top labor force of high quality human resources is the intellectual team. Party have affirmed that knowledge is always the foundation of social progress, intellectuals are the core force of creating and spreading knowledge to expand national bilateral and multilateral cooperation activities, especially with international organizations and foreign enterprises operating in Vietnam. Vietnam should always expand cooperation with scientific and technological organizations in the region and the world, share experiences, exchange information, attract resources, create favorable conditions for domestic intellectuals to exchange with the world in different suitable aspects and conditions.

In the current globalization trend, the knowledge economy with a very important role in determining economic development is making all countries put human strategy as a top target. Along with the development of science and technology revolution, countries are faced with many opportunities and challenges brought about by globalization. Therefore, human resources have become the most valuable, most important and decisive asset for the existence and development of any country. When knowledge has become a major economic resource of competitive advantage (Drucker, 1995) ^[7], many countries regard innovation in education and training systems as a strategic survival strategy for the development. The Party and State always uphold the role of education and training, especially higher education. International integration is the inevitable path of higher education in the era of globalization (Phan Gia Binh,

2015). Indeed, in an increasingly flat world, higher education is becoming increasingly important and indispensable to international integration. The goal is to innovate and integrate on the basis of still retaining the characteristics of Vietnamese education and at the same time approaching the general standards of the world. Resolution No. 29-NQ/TW on fundamental and comprehensive renewal of education and training, meeting the demand of industrialization and modernization in the context of socialist-oriented market economy and international integration has been adopted by the 8 th central conference, emphasizing the importance of higher education reform in the context of globalization. In this article, the author wants to emphasize the special importance of international integration in the process of fundamental and comprehensive innovation of national education. Since joining WTO in general and CPTPP in particular, Vietnamese human resources must ensure the quality and efficiency of global competition and international integration. Therefore, it is necessary to take advanced international experiences, norms and values as the basis and destination for our education. Thus, it is necessary to quickly and comprehensively internationalize the domestic education to create new generations of Vietnamese mastering the skills of living, working and cultural competition on a global scale. Once Vietnam has entered the path of international integration, human resources have become the most valuable, most important and decisive asset for the existence and development of any country. As knowledge has become a major economic resource of competitive advantage, many countries consider innovation in education and training system a vital strategy in the nation's overall development strategy, especially the higher education system. Therefore, the renovation of Vietnamese higher education must also focus on international integration. The content of the article refers to the reality of Vietnamese higher education facing the trend of international integration and solutions to renovate higher education in accordance with international integration standards and orientation.

3. Research methodology

Due to the limited time and unfavorable research conditions, this article mainly uses theoretical research methods such as method of collecting and synthesizing theory, data, classification and systemization of theories. Classification is a method of arranging scientific documents into a strict logical system for each aspect, each unit of knowledge, each scientific problem has the same basic signs having the same development direction that are easily recognized according to the purpose of research and that help discover the development rules of the object, the development of scientific knowledge to predict the new development trends in both science and practice. The method of systematizing theory is a method of arranging diverse information collected from different sources and documents into a system with a tight structure thereby to build a complete new theory helping to understand the research object more fully and deeply.

By collecting information from books, the Internet, scientific articles, and then conducting a filtering process to organize the information so that it is logical and reasonable, we can present information in the article, as well as based on that find best possible and suitable solutions for each of

problems.

4. Research Results

According to the report of Vietnam Chamber of Commerce and Industry (VCCI), the management level of Vietnamese enterprises is the lowest in Southeast Asia. Notably, up to 55% of businesses stated that it is difficult to find a source of high quality labor to meet the demand. According to the survey data of the Institute of Social Labor Science and Social Affairs, two-thirds of Vietnamese enterprises said that the majority of workers lack necessary skills both in professional and other core skills. The lack of core skills beyond technical skills is even more serious than the lack of technical skills. Therefore, improving the quality of human resources is a key factor to promote growth with higher quality, bringing Vietnam's economy to higher level of development in the nearest future. All reforms must be derived from the reform of the training system to improve the quality of human resources. To improve the quality of human resources, the role of education and training is extremely important. And we do not have to wait until joining CP TPP, but for a long time the education and training industry, universities have shaped the development of the country that has a long-term development strategy. What the quality of Vietnamese labor resources is currently lacking, is the lack of high quality human resources such as corporate executives. Therefore, it is necessary to pay attention to the training of this senior human resource. The improvement of education and training systems improving the quality of human resources is an important requirement today. Perhaps all reforms must originate from reforming the training system to improve the quality of human resources. Now is not the time when carefree schools offer training programs based on their thoughts, frameworks or desires. Training must be based on the needs of the labor market, on demand and supply relation, practical and more time effectiveness.

At the seminar "Business administration for joining TPP", held on December 6, 2013 in Hanoi, some experts said that Vietnam will benefit the most in participating in negotiations for accessing CP TPP. According to research results of Peter A. Petri, Michael G. Plummer and Fan Zhai (2011) ^[6], the joining of TPP will help Vietnam's GDP increase by 46 billion USD, or about 13.6%. When CP TPP is signed, Vietnam's GDP will increase by about 26.2 billion USD and will increase to 37.5 billion USD if Japan joins CP TPP. Particularly for the labor market, labor regulations in CP TPP help Vietnam achieve two objectives of economic development and social security improvement, thereby promoting and maintaining the sustainability of the reform of economic policy in Vietnam.

Education has the goal of improving people's intellectual standards, training human resources, fostering talents, forming personality. Education is a determinant of the formation and increase of knowledge components, behavioral attitudes and skills of human resources. This resource will impact on the socio-economy, creating a continuous and sustainable development. The socio-economic development that creates educational development also plays an important role in improving productivity and labor efficiency. When the economy is progressing, the education is improved. If the education does not develop, there is not enough high quality staff to help the economy develop. These two things are closely

related. Since Vietnam's goal is industrialization and modernization, the country has almost transformed itself. Clearly seeing the role, responsibility and mission of the noble education and training system in general, including universities that have been trying to improve the quality of teaching and training human resources. In the near future, when TPP comes into effect, the demand for human resources, especially quality human resources will be even higher.

Globalization and integration are a major development trend in international relations in all aspects, especially in the economic sector, through commitments and agreements. Vietnam has become members of the ASEAN Economic Community (AEC), the Free Trade Agreement (FTA) between the EU and Vietnam, the Comprehensive and Progressive Partnership Agreement across the Pacific (CPTPP). The international commitments will promote the free flow of goods, services, investment, technology and labor, especially skilled workers with the opportunity to move freely in the labor market of the AEC. Mutual recognition agreements (MRAs) between ASEAN countries on standards, qualifications and professional skills are important tools for the freedom to move good quality labor. Rising exports are seen as an important factor to create jobs. Besides, direct investment from abroad into Vietnam also contributes to changing the economic landscape and creating jobs. Specifically, opportunities and challenges for human resources and vocational education are reflected in the following aspects. Great opportunities are in career education development. Integration creates many opportunities in the mutual cooperation between vocational education institutions, opportunities for learning, retraining and exchanging to improve the qualifications of teachers and professional education managers. More foreign investments are predicted in this area. Learners also have more opportunities to study, access to advanced foreign training programs and easier to find jobs after completing the training process that suits the needs of the job market in the region and the world. Diplomas and certificates for the training process of learners are not only as narrow as before but also have conditions to be accepted by many countries around the world. With the advantage of abundant labor force and young labor structure, Vietnam will become the destination for international investment flows, helping to increase pioneering investment projects in technology on large scale, helping to narrow the gap in labor productivity, increase direct investment from abroad, along with improving the level of management and training of human resources, contributing to creating many new job opportunities for employees.

5. Research Results Discussion

This article mainly explores and studies high-level human resource development strategies to take advantage of opportunities from CP TPP and the approach of the universities in Vietnam. The article also points out advantages and difficult to implement these strategies. The CP TPP has opened up a new free trade area for many countries. Issues of goods exchange, technical barriers, environmental policy, labor force and corruption are all mentioned in a timely manner and satisfactorily resolved. Intellectual labor is always considered an important foundation, a core force to develop the country to the new heights. In addition to the positive impacts, the challenge of

joining CP TPP is not small, especially in the context of enterprises and workers lacking information about CP TTP. Because participating in CP TPP, in addition to applying the labor standards of the International Labor Organization (ILO), countries under the CP TPP will have to apply many higher standards, in particular, ensuring acceptable working conditions (including minimum wages, working time, occupational safety and hygiene), ensuring freedom of association, ensuring collective bargaining rights, eliminating child labor, eliminating sexual discrimination that need to be regulated in Vietnam's labor laws. In the current labor market, high-quality and skilled workers are still of employers' concerns.

The following shortcomings and weaknesses contribute to the lagging of higher education in Vietnam and this lag is negatively impacting the country's socio-economic development process.

Firstly, the quality of human resources after university education has not met the requirements of practice. According to the survey results at 60 enterprises in the service sector in Ho Chi Minh City (assessment based on the criteria of theoretical knowledge, practical skills, foreign language proficiency, working style and professional capacity), only 5% of the total number of students participating in the survey was assessed at a good level, 15% at a good level, 30% at a moderate level and 40% at a low level. This result not only reflects the limitations of higher education in Vietnam today but also indirectly indicates a risk of Vietnamese workers going to lag behind other countries in the region, while businesses has been using automatic technology in human resource management. Secondly, limitations on the ability to research and publish research results. Most of the advanced education of countries in the region and the world today are capable of creating a large team of scientists with the qualifications to research and publish research results at home and internationally. Along with the trend of international integration, the number and quality of works published in international scientific publications become an important measure and the objective index that not only reflects the scientific and technological development (scientific performance) but also reflects the level and quality of education in each country. In Vietnam, in recent years, despite the interest of many educational institutions in creating mechanisms to encourage scientists to focus on research and publication of domestic and international research results However, the results are still limited, and even tend to lag far behind many countries in the region and the world.

Thirdly, regarding the competitiveness of national economy in the context of international integration, in fact, the inadequacies and limitations in higher education in Vietnam today not only directly impact on the quality of human resources, but also can deepen the competitiveness of the economy. International conditions in the context of international integration are increasingly high. According to the World Competitiveness Report 2013/2014 of World Economic Forum (WEF) implemented with 148 countries, the effectiveness of the Vietnamese education system is ranked at 67 out of 144. In the category of higher education and training, Vietnam ranked 95th in the rankings, the 7th among ASEAN countries, after Singapore (2nd), Malaysia (46th), Brunei (second 55), Thailand (66th), Indonesia (64th), Philippines (67th).

It is possible that the above-mentioned comparison figures do not fully and substantially reflect the current education in Vietnam, but it is also a bell to remind us to immediately take measures to effectively innovate national education system, including higher education, if not we do not be lagging behind other countries in the region and the world.

Businesses are important components of the economy. The growth of businesses determines the sustainable growth of the economy. Operating in an increasingly integrated environment, Vietnamese enterprises face many challenges. One of the difficulties that many businesses are facing is the lack of qualified workers, ability to meet the development requirements in the context of international and regional economic integration. It can be said that the educational level of both workers and business owners is currently very low. Among more than 25% of skilled workers, only about 6% of workers have college and university qualifications. Business owners with university degrees are only about 2%. Basically, this team was only formed in the 90s, and they lack experience in many aspects, from management skills to knowledge about technology and market. This is a most important obstacle that all businesses encounter and need to overcome for the sake of existence in the context of current integration. There are many ways to solve these difficulties. In this paper, the author focuses on discussing the role of universities in providing labor force to meet the requirements of enterprises in the current conditions of the process of economic integration of Vietnam.

6. Conclusion and Recommendation

When Vietnam joins CP TTP, there will definitely be a flow of foreign workers into the domestic market from foreign labor market. The low quality of Vietnamese labor is the main reason leading to many key positions in businesses to be filled with foreigners. In order to limit this flow, the best way is to improve the quality of labor in place to meet the requirements of investors. This is not a problem of the enterprise or of the workers but requires a strategy at the national level. Globalization promotes the race to develop high quality human resources in all countries and regions around the world, including Vietnam. International integration facilitates and promotes the establishment of a market-oriented labor structure, which requires high-skilled workers, while those positions with no technical expertise will be cut or shifted to labor in lower demand markets. The fact that education and training is a competitive weapon plays an important role in today's flat world. In this context and due to the limitation of the article, I would like to present some solutions to renovate Vietnam's higher education in the direction of international integration as follows:

Firstly, selectively consult the experiences of countries with highly developed education to be applied to national education system. This will help reduce difficulties, save time, being consistent with the right direction and trends of the world. Only then, human resources trained by Vietnamese universities are qualified to cooperate and compete equally on the globe.

Secondly, it is needed to build a complete system of education quality accreditation. The purpose of building a quality accreditation system is to evaluate and rank universities in Vietnam each year, and on that basis, standardize the criteria for selecting and ranking universities. The evaluation criteria can be: the quality of

training, the quality of scientific research projects, student management policy and mechanisms. To ensure fairness and objectivity, this inspection does not distinguish between public schools or private schools and is assigned to an independent organization outside the Ministry of Education and Training. The ranking results will be the basis for international schools to consult about Vietnam's education system, thereby creating opportunities for exchange, cooperation in the field of education and research, human resource training and development.

Third, change the method and form of organizing university teaching. Universities in Vietnam nowadays generally do not have access to the common methods and forms of organizing university teaching in the world. In order to emphasize the skills of handling problems raised in life, rather than focusing on the already knowledgeable work, the application of teaching methods and forms of universities studying in the world is often very flexible, based on the spirit of promoting the role of learners, creating maximum conditions for learners to self-study and self-development.

Fourth, to strengthen international research and publication activities, proceeding to internationalize scientific evaluation standards and professional activities at higher education institutions, in the short term, the State and higher education institutions need to have policies to encourage scientists to study and actively publish research results on international scientific journal. In the long term, it is necessary to set a roadmap (each different higher education institutions needs different routes) to internationalize the criteria for evaluating scientific and professional activities in all higher education institutions. At the same time it should be considered as an important solution to bring Vietnamese higher education more integrated into the international environment. Besides, focusing on promoting the image and reputation for Vietnam's higher education system should be done through the publication of research projects and patents globally.

The thing to do now is to look directly at the weaknesses of the Vietnamese higher education system, take measures to gradually overcome those weaknesses, plan to implement the specialized education strategy along with the modernization of higher education system, building a higher education culture in order to contribute to the cause of national industrialization and modernization and integration into the world. At the same time, universities must also develop themselves, enhance their attractiveness and start the journey to build a Vietnamese university brand, so that Vietnamese higher education can play its role as a machine for training human resources so that the country can exist and compete in the era of globalization.

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