

# Improve the Quality of Training for Current Vietnamese Civil Servants and Employees

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## ABSTRACT

In the context of the Fourth Industrial Revolution (industrial revolution 4.0) being increasingly developed, training and fostering commune-level officials and civil servants in Vietnam is an important strategy, contributing to Build a strong grassroots political system, play a decisive role in thoroughly grasping and organizing the effective implementation of the Party and State's guidelines and policies in the locality. The team of commune-level civil servants is largely politically stable, striving to learn, train and grow from the grassroots; Some have basic training in professional qualifications and political theory. However, in some communes there are still not enough officials with the right standards and titles. The professional level and political theory level of the commune's cadres are still not high and do not meet the requirements. Therefore, building and developing a team of cadres, civil servants and public employees is a central task in the strategy of developing high-quality human resources, with important implications for contributing to success in economic development. - local society and the cause of industrialization and modernization of the country.

**Keywords:** Policy, Training, fostering, commune-level officials.

## I. ASK THE PROBLEM

Policy implementation has an important and indispensable position in the cycle and Policy, is the center connecting steps in the policy cycle into a system, and is the stage of realizing policy into social life. In reality, planning a good policy is extremely difficult and goes through many stages, but no matter how good the policy is, if it is not organized or implemented poorly, the policy will not be effective. effectiveness, efficiency, policy goals are not achieved and the State's

reputation is also affected. Policy implementation is not only to gradually implement policy goals and general goals but also to confirm the correctness of the policy.

The role of public employee training and fostering policy is shown as follows:

Firstly, the policy of training and fostering civil servants not only contributes to building a team of professional civil servants but also has a positive impact on many aspects of socio-economic life. Furthermore, through training and fostering, civil servants improve their work efficiency, ability to be self-aware, and conduct independent work.

Second, the policy of training and fostering civil servants helps agencies and units directly managing public employees to use labor force most effectively and have investment strategies for labor power; help civil servants understand the nature of their work and profession, improve civil servants' adaptability to future jobs; With good training and fostering, agencies and units will maintain and improve the quality of civil servants thanks to a team of professionally qualified staff, helping agencies and units improve stability and flexibility. in activities performing tasks to meet their survival and development needs.

Third, the policy of training and fostering civil servants contributes to the successful implementation of the administrative reform program, helping to better serve the needs of society in the fields of education, health, and culture. chemistry, science and other fields, while strengthening people's confidence in an administration that serves the people.

Fourth, the policy of training and fostering civil servants to serve the cause of industrialization and modernization of the country because Vietnam is striving to realize the goal of becoming an industrialized country by 2030. modern direction, so the team of civil servants must have extensive

knowledge and really good capacity to carry out this mission.

## II. THEORETICAL BASIS

In recent years, the State of Vietnam has issued many policies related to training and fostering for public employees, such as:

The National Assembly's Law on Public Employees clearly stipulates that the rights and obligations of public employees are "to be trained and fostered to improve political, professional and professional qualifications";

Decree 101/2017/ND-CP dated September 1, 2017 of the Government on training and fostering cadres, civil servants and public employees;

Decision 163/QD-TTg dated January 25, 2016 of the Prime Minister approving the Project on training and fostering cadres, civil servants and public employees for the period 1016-2025;

Decision No. 1659/QD-TTg dated November 19, 2019 of the Prime Minister approving the Project "National program on foreign language learning for officials, civil servants and public employees in the period 2019-2030"...

Over the past time, the team of cadres, civil servants and public employees who have been trained and fostered has rapidly increased in quantity and improved in quality, gradually forming a team of cadres, civil servants and public employees standardized in terms of quality. Professional qualifications and skills, contributing to improving effectiveness, operational efficiency, and state management level, meeting the requirements of the innovation period. According to data from the Department of Civil Servants and Employees, Ministry of Home Affairs, as of December 31, 2022, the total number of officials and civil servants of ministries, ministerial-level agencies, and Government agencies have been trained and fostered. is 7,375 people; The total number of trained and fostered administrative officials and civil servants at the provincial and district levels is 24,572 people; The total number of commune-level officials and civil servants and part-time workers at the commune level trained and fostered is 6,673 people; 11,382 officials participated in training and refresher programs. Strengthening international cooperation in the field of training and fostering cadres, civil servants and public employees has created conditions and motivation for domestic training and fostering to develop. Training and research abroad and domestic training with foreign lecturers are paid

attention and promoted. The team of officials, civil servants and public employees proactively and actively participates in studying to improve their professional qualifications and complete their work well.

However, besides the results achieved, the training and fostering of cadres, civil servants and public employees still has some limitations:

Firstly, many organizations have not yet developed training and fostering plans to perfect standards for each job title and position as well as to serve planning work; is still passive in arranging work and time to nominate officials and civil servants to fully participate in training classes. A part of officials, civil servants, and public employees are still afraid of advanced study, have not focused on research to improve their qualifications and professional knowledge, and have a dependent mindset.

Second, the training and fostering of cadres, civil servants and public employees is still scattered and formal; The coordination is not yet flexible, rhythmic and synchronized from start to finish, the content is still heavy on theory, light on practice and is far from reality, chasing after achievements, not focusing on Moral education, awareness and responsibility learning is lifelong. Educational methods, exams, tests, and assessments are not really effective and lack objectivity. Facilities and facilities for research, teaching and learning are still lacking because investment in education is still average and equal.

Third, for training and fostering units, human resources have not met and kept up with the country's industrialization and modernization process. The system of training and fostering facilities still has many inadequacies due to lack of connection between levels of qualifications; Training and retraining programs are still heavy on theory, lack connection, inheritance, overlap in content, lack practicality, and do not go deep into training skills and professional work for officials and workers. position; Education and training methods are still heavily formalized, not keeping up with the trends of the digital age, digital transformation, and digitization; Facilities and equipment for training do not meet the requirements...

Fourth, although the policy of training and fostering cadres, civil servants and public employees has received attention, local budget capacity is still limited, so it is difficult to provide financial support for cadres and civil servants. civil servants and public employees go to school; Remuneration policies for teachers and educational

administrators are not satisfactory to ensure a living standard; The planning and development of teachers and educational administrators has not really received attention; Inspection, testing, supervision and rectification work is not regular and timely. Policies on innovating and developing education, training, and fostering cadres, civil servants, and public employees are still slow to be specified and implementation is not synchronous...

### **III. RESEARCH METHODS**

Firstly, it is necessary to pay attention to improving the necessary knowledge and skills for cadres, civil servants and public employees in charge of training and fostering cadres, civil servants and public employees, and selecting cadres, civil servants and public employees. competent officials with investment, research and responsibility for organizing and implementing policies; At the same time, create conditions for these officials to participate in specialized training in public policy and foster specialized knowledge and management skills, ensuring that officials, civil servants and public employees firmly grasp the policies of the Government. The Party, policies and laws of the State on training and fostering public employees to organize and implement training and fostering policies methodically, scientifically and effectively.

Second, innovating training and retraining programs, content and methods, specifically, training facilities need to invest in building, perfecting and standardizing programs and textbooks in accordance with the training and retraining period. training and different training systems, avoiding duplication of knowledge and wasting time; It is necessary to develop appropriate training and fostering content for target groups of public employees; innovate training and fostering methods to avoid dry theoretical lectures and presentations; Methods of group discussion, group work, and increased dialogue and exchange between students and lecturers need to be combined harmoniously and reasonably in the program content. Improve the quality of the teaching staff to train and foster officials and invest in facilities commensurate with innovation requirements.

Third, organize practical and effective training and fostering. Effectively deploy training and fostering projects for civil servants and public employees; Strengthen international cooperation in training and fostering civil servants and public employees according to training cooperation programs. Review and develop frameworks for training programs for civil servants and public

employees suitable to each subject, expertise and field of work.

Fourth, Classify training and fostering subjects. From the experience of some OECD countries, classifying training and fostering subjects is the first important step in integration training and fostering programs. It is necessary to conduct a survey of the learning needs of civil servants and public employees, to avoid wasting time and money of both individuals and the State as well as to create learning motivation for civil servants and public employees.

Fifth, increase investment funds for training and fostering officials and civil servants. It will be difficult to be effective in training and fostering commune-level officials and civil servants if investment funds are limited. Therefore, it is necessary to increase financial investment and modern equipment to serve the training and fostering of cadres and civil servants to improve the effectiveness of this work, especially investment in lecturers and institutions. Learning facilities, textbooks, regimes, policies for learners...

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