

DIGITAL TRANSFORMATION AND ISSUES POSED TO TRAINING, RETRAIN HUMAN RESOURCES OF OFFICERS IN VIETNAM

MSc. Nguyen Hai Sinh

nguyenhaisinh.hvhc@gmail.com

Academy of Politics, Ministry of National Defense, Hanoi, Vietnam

Abstract

Digital transformation is an irreversible trend on a global scale. In Vietnam, digital transformation is becoming an indispensable driving force for development. In order to succeed in digital transformation, training and fostering human resources, especially cadres and civil servants maintains decisive positions and roles. This study focuses on clarifying the theoretical basis, current situation and impacts, challenges of digital transformation with training and fostering human resources of cadres and civil servants in State administrative agencies in Vietnam. By the data collection, analysis and synthesis of information, the research results have showed that digital transformation has posed many problems for training and fostering human resources of cadres and civil servants, such as: objectives; content; forms and methods; the quality of the teaching staff; technical facilities.... On that basis, the author proposes some solutions to promote digital transformation in training and fostering human resources for cadres and civil servants in Vietnam in the next period.

Keywords: *Digital transformation; training and retraining; officials; human resources*

1. Introduction

At the moment, digital transformation is an inevitable trend, an opportunity for all countries to rise up in the fourth industrial revolution. Digital transformation has a far-reaching impact, covering all socio-economic fields and industries, contributing to increasing labor productivity, transforming operation and business models towards innovation and creativity; improve the competitiveness of the country, opening up new development space, creating new values in addition to the inherent values. For Vietnam, this is an invaluable, "unique" opportunity to change the country's ranking and keep up with the development of countries in the region and on the world.

Aware of that, in June 2020, the Prime Minister approved the "National Digital Transformation Program to 2025, with orientation to 2030". In which, it is determined: By 2030, Vietnam will become a digital, stable and prosperous country, pioneering in testing new technologies and models; fundamentally and comprehensively renovating the management and administration activities of the Government, production and business

activities of enterprises, people's ways of living and working, developing a safe, humane, and wide digital environment. (Prime Minister, 2020, p.1). According to Ho Tu Bao (2020), in order to conduct digital transformation, three basic elements are needed, which are people, institutions and technology. In which, human is the most important and decisive factor; in digital transformation, two main problems of human are awareness and human resources. Therefore, at present, training and fostering human resources, especially, human resources of cadres and civil servants have been a more important and urgent problem than ever.

In addition, in order to implement the National Digital Transformation Program, state agencies must be the motive force, which lead the entire digital transformation process of the country. Digital transformation of state agencies is the development of the digital government of central agencies and digital government, smart cities of local agencies at all levels. Among that, state agencies from central to local levels need to accelerate the digital transformation process by training and equipping their staff with digital transformation knowledge, digital skills and digital technology for leaders and a large number of cadres and civil servants. This problem puts increasing demands on the contingent of cadres and civil servants in terms of quality and capacity, especially knowledge and skills of digital transformation. At the same time, it is required that training and fostering of human resources for cadres and civil servants must be also innovated in terms of contents, programs, forms and methods, etc. in order to meet the require of state management in the digital transformation background. For the purpose of analyzing and assessing the current situation, and clarifying the impacts, challenges of digital transformation on training and fostering human resources for cadres and civil servants, the research proposes a number of solutions to promote digital transformation in training and fostering human resources for cadres and civil servants in Vietnam.

2. Theoretical basis of the research problem

2.1. The concept of digital transformation

Digital transformation has many different interpretations, definitions and differences in each field. According to Gartner Information Technology Research and Consulting Company, digital transformation is the application of technology in changing business models of enterprises, thereby creating more opportunities and new values, helping businesses accelerate growth and achieve better sales. According to Microsoft, digital transformation is the restructuring of thinking in the coordination among data, processes and people to create new values. However, it can be understood in a general way: Digital transformation is a total and comprehensive changing process of individuals and organizations in the way of living, working and production methods based on digital technologies (Ministry of Information and Communication, 2020, page 15).

The foundation of digital transformation is the digitization process taking place everywhere, creating digital versions of things in the physical world, which means creating data that carries their information. Things in the physical world can be connected to each other through their digital versions on the Internet (Internet of Things), creating digital space (or cyberspace). This connection is also the connection between physical space and digital space (physical-cyber connection), leading to the possibility of activities in the physical world can be calculated and controlled from digital space. Therefore, in essence, digital transformation is about transferring our activities from the real world to the virtual world in the network environment.

For Vietnam, the goal of national digital transformation is to build and implement effectively digital government, economy and society. Among that, the Digital Government helps the Government not only operate more efficiently, effectively and transparently but also reduce corruption; The digital economy promotes innovation, creates new values, helps increase labor productivity, creates new growth engines and escapes the middle-income trap; the digital society helps people have equal opportunities to access services, training and knowledge, narrow the development gap and reduce inequality.

2.2. The concept of cadres, civil servants and training and fostering human resources for cadres and civil servants

2.2.1. The concept of cadres and civil servants

In Vietnam, in the common sense, cadres are considered as all people working in the apparatus of the Party, government, mass organizations, and armed forces. It was defines in The Law on Cadres and Civil Servants in 2008 that: Cadres are Vietnamese citizens who are elected, approved and appointed to hold positions and titles according to terms in agencies of the Communist Party of Vietnam, the State, socio-political organizations at the central, provincial and district levels (National Assembly, 2008).

It was defined in The amending law of the Law on Cadres and Civil Servants in 2019 that: civil servants are Vietnamese citizens who are recruited and appointed to ranks, positions and titles corresponding to the employment positions in the personnel and received salaries from the State budget in: agencies of the Communist Party of Vietnam, the State, socio-political organizations at the central, provincial and district levels; agencies and units of the People's Army that are not officers, professional soldiers or defense workers; agencies and units of the People's Public Security who are not officers, non-commissioned officers serving under the professional regime, public security workers (National Assembly, 2019).

2.2.2. The concept of training and fostering human resources for cadres and civil servants

In order to form and develop each individual's professional knowledge, skills and techniques, training is the systematically equipping process with basic knowledge according

to a certain program. Generally, the concept of "training" includes the meaning of "retraining", so the phrase "training and fostering" is often used in conjunction with each other. However, fostering has basic characteristics which are different from training. Fostering is mainly the addition and updating of knowledge and information to the knowledge that the individual already had.

Currently, there are many different views on human resources. However, it can be understood that human resource is the total of physical and mental strength existing in the entire social labor force of a country. In which, they have been crystallized the tradition and creative work experience of a country in history and used to produce material and spiritual wealth for the present and future needs of the country. Thus, it can be understood that training and fostering human resources for cadres and civil servants is a process of equipping a contingent of cadres and civil servants with the necessary qualities, knowledge, skills and behaviors in order to perform the assigned duties and responsibilities excellently.

3. Methods

3.1. Study overview

At present, digital transformation is an inevitable development trend of countries around the world. Therefore, in Vietnam, this issue is interested in research by many scientists. In particular, many scientific seminars have been held to discuss digital transformation such as: the workshop "Digital transformation - The inevitable trend of development" of Dak Lak province (March 2021); seminar "Digital Transformation - Transforming Business Model" of Ho Chi Minh Computer Association in collaboration with Ho Chi Minh Investment and Trade Promotion Center (February 2021)... In which , the impacts of digital transformation on socio-economic fields, the position and role of digital transformation; opportunities, difficulties, challenges and proposing of some solutions for promoting digital transformation in Vietnam... have been pointed out in the majority of works.

Regarding the human factor in digital transformation, human resource training has been referred in a large number of the works such as: Phan Quoc Tan (2021); Van Anh (2021); Doan Phong (2021)... In which, all authors have agreed that in order to meet the requirements of digital transformation, human resources must be professionally and ethically trained. They are capable of mastering technology, creative and able to quickly adapt to the change of technology.

In particular, Phan Quoc Tan (2021) pointed out: with the characteristics of digital human resources, it is necessary for employees to change their mindset from just learning once to work for life to learning for life to be able to afford lifelong employment. Specifically: learning to improve education level; improving general knowledge, learning more foreign languages, informatics...; learning to improve professional skills; learning life

skills: teamwork skills, industrial working style; dispute and conflict resolution skills, self-care skills, which are really important...

Besides, in terms of training and fostering cadres and civil servants, there are quite a few studies which has been carried out on this issue under the impact of digital transformation, but they are mainly researched under the influence of the first industrial revolution. Wednesday, such as: Tran Viet Quan (2020); Luong Trong Thanh and Ta Van Hung (2018)... The authors of the works have explained and clarified the impact of the fourth public revolution on training and fostering cadres in aspects such as training and fostering objectives; model of organizing teaching and learning activities in training and retraining; teaching methods and role of lecturers; content, curriculum, etc. However, these are valuable documents that the author can inherit and apply in research.

3.2. Research Methods

- Methods of data collection during the research: the author mainly uses the secondary data collection method. In which, the author searches, collects and synthesizes data from published works related to the research problem, such as textbooks, reference books, topics. , doctoral theses, scientific articles; legal documents of the State; reports and documents of the Ministry of Home Affairs and the Department of Home Affairs of the localities... In addition, the author also consulted opinions of some experts and scientists about the research content.

- Synthesizing and analyzing information method: the collected data is processed by excel software and made into tables. At the same time, they are arranged scientifically and logically in the statistical tables to help to compare, contrast and analyze in order to properly assess the nature of the problem to be researched.

- Descriptive statistical method: the author uses descriptive statistical method to assess the current status of the contingent of cadres and civil servants (ethical quality, education level, professional knowledge, skills and attitudes) and the actual situation of training and fostering human resources of cadres and civil servants about the program content; forms and methods; teaching staff; facilities...This is the practical basis for the author to evaluate the impacts of digital transformation on training and fostering human resources for cadres and civil servants and propose some solutions.

4. Results

4.1. *The current situation of the quality of human resources of cadres and civil servants and activities of training and fostering human resources of cadres and civil servants in Vietnam*

Regarding the quality of human resources of cadres and civil servants:

Over the past years, the human resources of cadres and civil servants have matured and developed in many aspects, increasingly improved quality, gradually meeting the requirements of the period of accelerating country industrialization and modernization. In the Seventh Conference Resolution of the Central Committee of the Vietnam Communist Party, Term XII (May, 2018), it was pointed out that the cadres have an ideological stance, solid political courage, simple lifestyle and morality, exemplary, consciously organized and disciplined; they always cultivate, train, raise level and capacity, strive and complete assigned tasks. Many cadres are dynamic, creative, adaptable to the trend of integration and capable of working in an international environment... (Central Committee of the Communist Party of Vietnam, 2018). Especially, commune-level cadres and civil servants has been estimated up to April 2020, the total number of them has 234,617 people, an average of 21 people/commune, in which, cadres have 113,672 people, civil servants with 120,945 people (Government, 2021); level of ability, capacity, responsibilities, styles and attitudes of commune-level cadres and civil servants have made certain improvements, the quality of official duty performance has basically met the requirements of tasks...

In addition, the quality of human resources for cadres and civil servants, including leaders and managers in a number of sectors, fields, agencies, units and localities, is still limited, uneven, and really unsatisfactory in comparison with meeting the country's digital transformation requirements. In the Seventh Conference Resolution of the Central Committee of the Vietnam Communist Party, Term XII (May 2018), it was also pointed out that many cadres, including unprofessional senior officials, work improperly with their expertise and forte; foreign language level, communication skills and work ability in an international environment are still limited. Many young cadres lack bravery and hesitate to practice... Some leaders and managers, including the strategic level officers, lack role models, have low prestige, unworthy qualification with their duties, bureaucracy, alienation from the people, individualism, entanglement in corruption, wastefulness, negativity, group interests... (Central Committee of the Vietnam Communist Party, 2018). In particular, in the document of the 13th National Congress of Deputies, the Communist Party of Vietnam emphasized: A part of cadres and party members has lost their ideals, lost their will, hesitated difficulties and suffering, and depressed on political thought, morality, lifestyle, "self-evolution", "self-transformation" (Communist Party of Vietnam, 2021, p.92).

Regarding training and retraining activities for cadres and civil servants:

Activities of training and fostering human resources of cadres and civil servants are renewed, clearly assigned and decentralized. The system of training and retraining establishments has been rearranged and reorganized in a lean orientation, contributing to improving the quality and efficiency of operations. The organization and compilation of programs and documents have been paid attention to. In order to meet the requirements of digital transformation, the Prime Minister has approved many projects, such as: Project on

training and retraining cadres, civil servants and public employees in the period 2016 - 2025; The National Program on foreign language learning for officials, civil servants and public employees in the period of 2019 - 2030... In addition, localities have organized many training courses to foster knowledge and skills on conversion. numbers for cadres and civil servants in state agencies.

In the period 2011 - 2015, the total number of trained and fostered cadres and civil servants was nearly 2,900,000 people, in which, training in professional knowledge and specialist skills was 1,870,000 turns of people, reaching a rate of nearly 65% of the total number of cadres and civil servants are trained and fostered. In the period 2016 - 2020 (estimated to March, 2020), the whole country has conducted training and retraining for more than 5.4 million turns of officials and civil servants. In which, about 697,036 people were trained and fostered in political theory; 447,181 people were received training on state management knowledge and about 4.2 million people were received professional training and retraining (2.3 times more than in the 2011-2015 period). According to reports from ministries and local agencies, until March 2020, the total number of civil servants trained and retrained in the period 2016 - 2020 at ministries and branches is 594,654 turns of people, meanwhile, in provinces, cities, the number is more than 1,151,654 turns of people (Government, 2021).

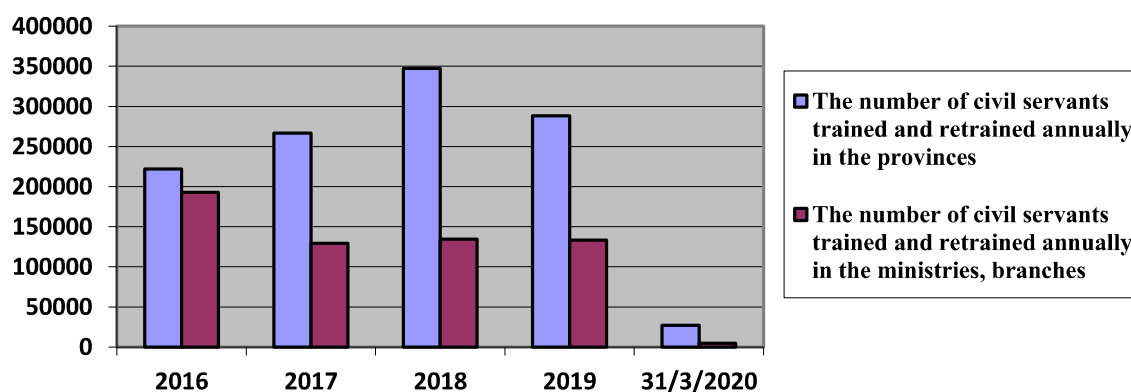


Figure 1: Number of civil servants trained and retrained on the national scale in the period 2016 - 2020

Source: Government (2021), Summary report of the State administrative reform overall program for the period 2011-2020 and orientation for the period 2021-2030, issued on April 19, 2021.

However, activities of training and fostering human resources for cadres and civil servants are still limited, such as: training and retraining programs still have contents that are not only really unattached to the needs of cadres and civil servants but also focused on theoretical issues and discounted on practical skills; the cadres sending for studying is not

based on the needs of the job and the cadres and civil servants themselves, but it is mainly based on fully meeting the standards related to certificates and degrees; there are no mechanisms and policies to encourage cadres and civil servants to study actively in order to improve their professional qualifications and capacity...; facilities and equipment of training institutions are still poor, unsatisfiable the requirements of training and retraining activities in the context of digital transformation; the qualifications and capacity of the teaching staff are still limited, especially in foreign languages and informatics...

4.2. Issues for training and fostering human resources for cadres and civil servants in Vietnam in digital transformation

Digital transformation is becoming an important factor creating change in all industries and fields, in which, placing increasing demands on the quality of human resources, especially human resources of cadres and civil servants in Vietnam. In the current digital transformation period, there are many problems for training and fostering human resources for cadres and civil servants in Vietnam, such as: objectives; content; forms, methods; the quality of the teaching staff; technical facilities....

Specifically:

- For training and retraining purposes:

In the Project on training and fostering cadres, civil servants and public employees during the period 2016 - 2025, the Government has determined the goal: to create a drastic change in the quality and effectiveness of training and retraining, contributing to build a contingent of professional cadres and civil servants with sufficient qualities, qualifications and capabilities, meeting the requirements of serving people, the development of the country and international integration. In response to the requirements of national digital transformation, development of digital government, digital economy and digital society, the goal of training and fostering cadres and civil servants must be oriented to unleash potential and empower creativity for each individual; they must have the ability to think, innovate and skills in analyzing and synthesizing information; they also must have the ability to work independently, make decisions on the basis of data analysis, the ability to work with smart technology, international communication and life skills and the ability to connect and share. Obviously, in the face of the impact of digital transformation, the goal of training and fostering human resources for cadres and civil servants needs innovation in the direction of promoting the creative working ability of each individual.

- For the content and program of the training and retraining program:

Digital transformation has put great pressure on training and retraining activities for schools and organizations; from developing training programs, updating content to training skills for officials and civil servants to meet the requirements of the job. The training program needs to specify the output standards, the requirements of achieving the general quality, professional capacity, especially the knowledge and skills to serve for digital transformation. Previously, the content of training and retraining was often focused on transmitting simple knowledge. However, in the current digital transformation period, cadres and civil servants must not only have basic knowledge but also have the capacity and skills to work in an international environment, a digital transformation environment. Therefore, current training and retraining content includes: knowledge and skills related to cognition: systems thinking, critical thinking, ability to respond to change, ability to work creation...; physical skills: language and communication skills, digital skills and internet connectivity; social skills: communication, behavior, conflict resolution, teamwork, creating and maintaining relationships... That places increasing demands on schools and organizations for the building programs, renovating training and retraining content.

- For forms and methods of training and retraining:

In training and fostering process, digital transformation will support innovation in the direction of reducing presentations, transferring knowledge to developing learners' capacity, increasing self-study ability, creating learning opportunities anytime, anywhere. personalization of learning, contributing to the creation of a learning society and lifelong learning. In particular, many forms and methods of training and fostering have been developed with the explosion of technology platforms. Combining traditional methods (presentation, conversation, practice...) with new methods (analysis, criticism, proposal, problem-solving, situation, action-oriented teaching, exchange of ideas, etc.) group change...) have been carried out. At the same time, applying methods associated with modern technology, such as: E-learning online teaching, educational methods integrating science, technology, engineering and math (STEM education), methods simulation methods, digitizing lectures... have been practised. Especially, digital transformation effectively supports personalization of learning - each learner will be learned a separate curriculum and learning method unlike others; and they have access to a huge knowledge base in the network environment, which makes the interaction between learners and teachers quick and easy.

- For the teaching staff:

Digital transformation in teaching is understood as the application of services, technology and digital to help improve teaching quality and improve learning outcomes. However, in order to do this, it requires both learners and teachers, first of all, teachers have to be trained in the use of modern technical means. Therefore, in the digital transformation

period, lecturers must not only have professional competence, teaching capacity, scientific research capacity, etc., but also have knowledge and skills in digital transformation. These are skills in using information technology, skills in exploiting, experting in foreign languages in communication and teaching, effective using of applications for teaching, etc. In particular, they have to know to use professionally new teaching methods, forms in face-to-face training as well as online training. Besides, in the context of science and technology development, learners can search for knowledge and skills on their own in the Internet. Therefore, if teachers do not regularly improve their professional qualifications, the leading role of teachers will be gradually lost. Obviously, this is also a significant pressure on the teaching staff in the current digital transition period.

- For facilities:

Facilities play an important and indispensable role in the process of training and fostering. In order to meeting the requirements of digital transformation, it requires schools to modernize teaching facilities, especially modern equipment that is integrated with tools for digital transformation, such as: Skype video conferencing, Gotomeeting, Blue jeans; chat application, sharing resources Microsoft Teams; the OneNote application; Stream; reader analytics application Reader Analytics; Wolfram Alpha online service; Power BI tools and Blackboard, WebCT learning management systems... At the same time, they have to use multi-tools, such as computers, projectors, electronic lectures, smart boards, electric textbooks electronics, teaching software...; research and apply AI technology in synthesizing learning information, in assessing learners' capacity and needs...

In addition, digital transformation also affects school management, including digitizing management information, creating interconnected large database systems, deploying online public services, and applying online public services. using 4.0 Technologies (AI, blockchain, data analysis, ..) to manage, operate, forecast, and support decision making quickly and accurately; digital chemistry materials: electronic textbooks, electronic lectures, e-learning lecture warehouses, multiple choice question banks...

4.3. Some solutions to promote digital transformation in training and fostering human resources for cadres and civil servants in Vietnam

Firstly, it should be propagated and raised awareness about the position, role and importance of digital transformation.

This is the most important, inclusive and cross-cutting measure to promote digital transformation in training and fostering human resources for cadres and civil servants. Because, raising awareness about digital transformation is a prerequisite, making an important contribution to promoting the process of digital transformation, developing digital government, digital economy and digital society to keep up with the times. Digital transformation is also a revolution of the whole people, it is only truly successful when each

citizen actively participates and enjoys the benefits that digital transformation brings. Therefore, it is necessary to propagate, disseminate knowledge, and raise awareness about the position, role and importance of digital transformation by various forms and measures, such as: setting up and developing websites on social networking platforms to propagate and raise awareness and skills for digital transformation; building, establishing and maintaining regular columns and pages on the mass media; visual propaganda, using billboards, posters, infographics; coordinating with international and national organizations in the region and around the world for implementing propaganda programs, disseminating knowledge, raising awareness about digital transformation...

Secondly, the content of the training and retraining program is suitable for every subject.

For leaders, it must be focus on contents, such as: digital transformation strategy; develop digital government, digital economy and digital society; organizing the apparatus according to the digital service model and the digital operation model; managing and tracking numbers within the organization; and other relevant contents for the management team and key cadres of state agencies and organizations from commune level upwards.

For full-time staff, it must be focused on training and fostering contents, such as: digital technology in the 4.0 technology revolution; digital technology, such as: AI, Blockchain, Bigdata, Cloud computing...; application and deployment of digital technology platforms and applications; digital technology platform management; planning the implementation of digital transformation, managing digital transformation projects and other related contents for technical staff of specialized information technology units and technical staff in agencies and organizations. state office.

For cadres and civil servants: it must be focused on training and retraining in knowledge and skills of digital transformation, exploitation of digital technologies, digital data, digital platforms, digital services, digital information processing, electronic transactions, skills in using information technology and digital transformation...

Thirdly, promoting the role of self-study and self-improvement of cadres and civil servants.

Meeting the requirements of digital transformation, it requires that cadres and civil servants have to change their thinking, from just learning once to work for life to learning for life to be able to work for life. Therefore, each cadre and civil servant should promote the spirit of self-study and self-improvement; studying at home, at work, studying via the internet, study based on books, newspapers, documents, mass media according to the motto "whatever you need to learn"; raising awareness and responsibility for lifelong learning, improving working capacity, capacity for performing tasks and official duties of the contingent of cadres and civil servants. Besides, the State and organizations facilitate and

support cadres and civil servants to update their knowledge, skills, methods and working experience in order to improve the quality and efficiency of their work; it must be focused on formulating and concretizing title standards and criteria for evaluating results and efficiency in fulfilling responsibilities and tasks and of cadres and civil servants.

Forthly, strengthening international cooperation in training and fostering cadres and civil servants.

International cooperation creates opportunities for officials and civil servants to participate in study abroad programs for improving their professional qualifications; lecturers will be learned with advanced teaching forms and methods from international universities; creating opportunities for scientific research cooperation, improving the quality of training and fostering in the direction of approaching international standards. Therefore, it is necessary to strengthen international cooperation for exchanging experiences in training, digital technology research, digital economy and digital society; encouraging Vietnamese training institutions to build and implement training cooperation programs, lecturers and students exchanging with training and research institutions, researching digital transformation, digital technology, prestigious digital society and economics in the world...

5. Discussion and Conclusions

Digital transformation is the comprehensively changing process of the social development model, the way of living and operation in the digital age. Among that, improving the quality of human resources, especially the human resources of cadres and civil servants have played a decisive role and position. Because this is one of the strong driving forces for rapid and sustainable development; one of the important factors for promoting the socio-economic development of the country. In order to meet the requirements of the digital transformation, the contingent of cadres and civil servants must be individuals of real capacity, thoughtful ability and quickly adaptation; people of knowledge and skills in the digital transformation... To do that, the training and fostering activities for the human resources of cadres and civil servants must be conducted regularly, continuously and renewed in terms of objectives, program contents and forms, methods....

Through the research, the author has some recommendations for management agencies as follows:

Firstly, the Government needs to quickly complete and approve the project: "Raising awareness, skill training and development of the human resources for national digital transformations to 2025, orientation to 2030".

Secondly, the government should complete mechanisms, policies for facilitating, encouraging cadres and civil servants in self-studying for their level improvement.

Thirdly, it should be that the government organize training and fostering activities at home and abroad; have an evaluation mechanism for improving the quality and effectiveness of training and fostering.

Forthly, the government should strengthen public service awareness and ethic education for cadres and civil servants working in state administration agencies.

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