

**DEVELOPING A BUSINESS MODEL IN UNIVERSITIES - TOWARDS
IMPROVEMENT OF THE QUALITY OF APPLICATION-ORIENTED TRAINING****Tran Thanh Khoe¹
Nguyen Thanh Phuong²****ABSTRACT:**

In the context of the 4.0 industrial revolution taking place and developing at high speed in the world and in Vietnam . It requires university education to innovate and keep up with world trends, in which the development of training according to the model of association and cooperation between universities and businesses is a popular trend in the world. has received special attention recently. To develop this model, many challenges are being posed to educational institutions that train high-quality human resources . In particular, businesses are one of the most important stakeholders for educational and training institutions, especially for higher education institutions. The educational institution - enterprise (school - enterprise) model is of special interest to many researchers and educators, in order to attract learners to participate as well as meet the quality of output according to the actual needs of students. society. Accordingly, through qualitative analysis, the authors will focus on clarifying some advantages and disadvantages when building a school model associated with businesses and analyze the benefits of applying management thinking. corporate governance into higher education in Vietnam, pointing out the difficulties and advantages of developing this model.

Keywords:

Higher education, business links, businesses in schools, application orientation

1. Theoretical basis for developing an enterprise model in universities to meet application-oriented training

Cooperation between universities and businesses is an idea initiated by German philosopher Wilhelm Humboldt, ³who believed that universities, in addition to training functions, must also have research functions and cooperate with industries. In 1810, Humboldt founded the University of Berlin with a difference compared to other universities at that time: shifting its focus to research to support training activities, especially developing technology fields to serve the purpose of education. civil and military, contributing to turning Germany into a powerful industrial nation. In the opinion of some scholars, cooperative relationships between schools and businesses are understood as transactions between universities and businesses that bring core benefits to both parties. Accordingly, if we promote this cooperation and exploit its value, it can help higher education institutions overcome financial difficulties, while also helping businesses achieve or maintain advantages. compete in today's dynamic market. At the same time, it contributes to the country's economic growth and meets the requirements of the labor market.⁴

In modern competitive strategy, the term "Cluster" is a collection of businesses and organizations interacting in a specific field in a region. Training links between training institutions and businesses are an objective need stemming from the interests of both sides. Businesses act as information providers so that training institutions understand the needs of the labor market. For its own benefit, training activities of training institutions are always oriented towards social needs, including business needs. Thus, training institutions always have a need to be linked with businesses. On the other hand, if the training facility ensures the supply of workers that meet the needs of the business, then for the business that is the most ideal thing. Cooperating with a training facility is also

¹Faculty of Law, Southern Can Tho University²Faculty of Law, Southern Can Tho University³Dinh Van Toan (2016). *University - business cooperation around the world and some suggestions for Vietnam*. Science Magazine, Hanoi National University: Economics and Business, volume 32, number 4, pages 69-80.⁴Do Thi Thanh Toan (2018). Linking universities and businesses - A way to improve training quality. Education Magazine, No. 432, pp. 34-38

a practical need of the business itself. Therefore, this connection is both inevitable and highly feasible in meeting labor requirements for businesses.⁵

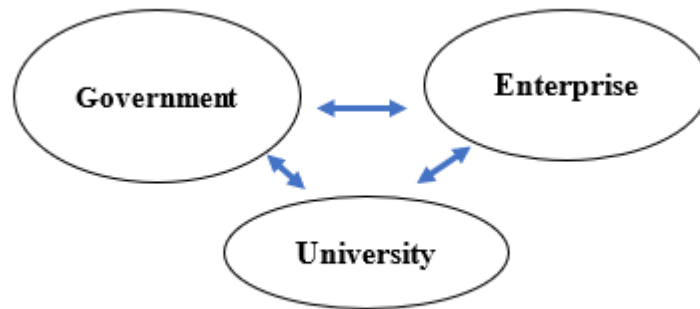


Figure 1. Multi-dimensional links between parties in training and research

Universities are not only limited to education and training activities but also participate in research and technology transfer activities. In the Triple Helix model, universities play a role in enhancing innovation in socio-economic issues with the role of developing knowledge. This is completely different from the National Innovation System (NIS) model theory, which considers companies as important and has a leading role in innovation, and Sabato's Triangle model (1975), which considers the state as having a leading role in innovation. However, universities play their role well when universities are located in the network of links between the government sector and businesses.⁶

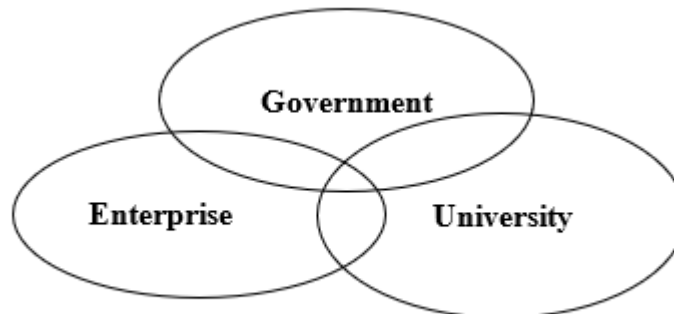


Figure 2. Triple Helix model

In short, university-business cooperation is understood as all direct or indirect interactions between higher education institutions and businesses to bring benefits to related parties such as: cooperation in research and development; exchange of personnel (academics, students and experts); training cooperation (enhancing the role of businesses in developing training programs); commercialization of research activities; organize lifelong learning; business development and administration. Or in other words, this cooperation is the cooperation between the two aspects of academia and production and business. The cooperation between schools and businesses is expressed through many aspects, bringing positive benefits to related parties. Therefore, in addition to the mission of training high-quality human resources, universities must pay attention to commercializing research products and inventions. Therefore, the role of universities is becoming increasingly important in connecting with

⁵ Pham Van Quan. Building a school-enterprise linkage model in training and scientific research at training establishments. Professional education website. Accessed October 11, 2019. <https://gdnn.edu.vn/Giao-duc-nghe-nghiep/xay-dung-mo-hinh-lien-ket-nha-truong-doanh-nghiep-trong-dao-create-and-think-of-science-at-the-co-tools-creation-199.html>

⁶ Nguyen Ngoc Trung, Nguyen Thu Huong, Cao Thi Phuong Thuy (2020). Links between universities and businesses in training human resources in the tourism industry. Industry and trade magazine.

entrepreneurs, organizations and industries to realize this goal. ⁷The university is consulted by businesses on training programs, developing training goals and output standards of the school's training programs for its majors. Enterprises are an indispensable component in ensuring the quality of education at universities.

The university participates in in-depth training for businesses through training cooperation. The university sends experts to train directly at businesses, helping businesses access new information and update scientific and technological advances in the management and production process. Accordingly, universities are an important bridge to help businesses obtain quality labor resources. Through association and cooperation activities, businesses can select and use high-quality human resources that universities train, contributing to enhancing the position of both universities and businesses. Karma.⁸

In Vietnam, on May 19, 2017, the Ministry of Education and Training issued Circular No. 12/2017/TT-BGDĐT on quality accreditation of higher education institutions. The Circular emphasized the role of The role of businesses in quality accreditation of higher education institutions , demonstrating the role of stakeholders in drafting, evaluating and developing output standards as well as training programs. The content throughout the set of accreditation assessment standards always demonstrates the role of relevant parties, in which businesses are the most important party participating in providing comments on the development of expected learning outcomes and training programs. create, structure and content of training programs, evaluate the level of satisfaction with training quality, students' limitations and students' strengths.

For the Party and State , the viewpoints, policies and implementation policies are always closely linked to the trend of globalization, promoting regional and world integration. The ASEAN Community of Nations, of which Vietnam has been a member since 1995 , has determined the goal of moving towards a single market and a common production space, with 5 main elements: (i) free goods; (ii) free service flows; (iii) free investment flows; (iv) free capital flows ; (v) free flows of labor. In fact, labor demand not only requires meeting domestic economic development, but is also linked to economic development in the ASEAN region and the world. The connection between businesses and higher education and training institutions requires not only taking place within the boundaries of a country, but also reaching countries in the ASEAN region and globally. However, the reality is that many universities are not really linked with businesses, leading to the lack of opportunities to practice and hone skills at businesses. Therefore, some universities have an open mechanism to proactively create businesses that exist under the university, so that students can actively practice right at the training facility, instead of having to find an internship. Through relationships, or under the introduction of training institutions, sometimes the functional field of the business is not suitable for the training major of the university. However, through the process of applying the construction model in universities, many legal difficulties still exist, leading to not fully utilizing and promoting this model at universities.

2. Introducing the university business model at Southern Can Tho University

In recent years, universities have begun to realize the importance of University-Enterprise linkage activities. A number of university business models are being formed. Accordingly, Natural Science Company Limited of the University of Natural Sciences under VNU was established in 2004 with 4 business areas: Scientific and technical services and on-demand training in the field of natural sciences. course; Consulting, implementing applications and transferring technology in the field of natural sciences; Sales of products and topics that have had application results; Trading in materials and equipment for scientific research and technology transfer. Bach Khoa Science and Technology Company, Bach Khoa University and Van Khoa Company or Van Khoa Tourism Company under the University of Social Sciences and Humanities under Ho Chi Minh National University were established in 2018 and operate under the law on enterprises with financial autonomy in the field. science and training.

Among the higher education institutions that promote this activity, Nam Can Tho University must be mentioned. Up to now, the school has been established for more than 10 years, but Southern Can Tho University has continuously developed through the solidarity and continuous efforts of the collective leaders, officers, lecturers and staff of the whole country. school. To improve training quality, Southern Can Tho University aims to build an applied training program that meets the needs of businesses; Build a team of cadres, lecturers, and staff who are professionally good and strong in political and ethical ideology; Build modern, spacious facilities to meet

⁷Dinh Van Toan (2016). University-business cooperation around the world and some suggestions for Vietnam. Science Magazine, Hanoi National University: Economics and Business, volume 32, number 4, pages 69-80.

⁸Tran Trung Chuyen- Nguyen Tri Khiem, *Enterprise model in universities - aiming to improve training quality* , Conference proceedings: Enterprise model in universities, Southern Can Tho University, dated 28/ August 2020.

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the learning and entertainment needs of learners; Promote scientific research activities for lecturers and students in the school.

In addition, in order to improve the quality of training and affirm the position of the school, Nam Can Tho University advocates promoting cooperation activities between the University and partner businesses. Typically, cooperation with large, reputable businesses and corporations such as: TaTa International Group, ISUZU Group, VinGroup, Can Tho Central General Hospital, 121 Military Hospital, Hau Duoc Hau Giang, HDBank, Misa, FPT, VietTravel, Can Tho City Employment Service Center,... train professional skills and soft skills throughout and continuously for students from the first year until graduation. graduate, so that students are truly familiar with the working environment of the business/unit, and can work as an official employee after graduation.⁹

school - business " model is a new model that creates a breakthrough for the school which very few schools currently apply. This is a model that originates from solving the problem of finding internships for students and at the same time creating favorable conditions for students to study and practice to improve their skills and practical skills right from the start. still sitting on the school chair. At Southern Can Tho University, this model was initially implemented through the establishment of Nam Mien Nam Group Joint Stock Company, a in Leading companies in the field of design and construction Reliable, quality with experienced staff. The company operates in many fields such as: construction - real estate, education and training, art performance organizations - tourism - hotels and restaurants. The company is an internship for students in engineering, economics, social sciences and humanities, and the environment such as real estate, construction engineering, architecture, tourism and travel service management. practice,... and is also the place to receive the school's students to work after graduation.

In addition, the birth of a single-member limited liability company (LLC) Nam Can Tho General Hospital was established on January 3, 1, 2018, investing in the construction of Nam Can General Hospital. Tho with a total investment capital of more than 800 billion VND. On June 30, 2020, South Can Tho University held the topping-out ceremony of South Can Tho General Hospital , a hospital with face Construction area of nearly 25,000 m² · with 300 beds, including 1 basement and 10 floors , expected to be completed in May 2021, with 10 functional rooms and 13 main departments with modern equipment according to international standard, given to be used for internships for students in the health sector fields such as: medicine, hospital management, medical imaging technology, review technology medical experiments and pharmacology . In addition, it is also a medical examination and treatment place for people in Can Tho city and the Mekong Delta region .

On February 20 , 2019 , South Can Tho University held a groundbreaking ceremony to build the Nam Can Tho DNC Auto Showroom with an investment capital of more than 150 billion VND. In 2019 , this auto showroom was put into use. is an internship place for students of the school's engineering and technology majors such as: automotive technology engineering, mechanical engineering, etc. In addition, this is also a place to provide services, buy and sell. cars, displaying products invented by the school , promises to be a highlight for the school's engineering and technology sector. Continuing, on June 9, 2020, Southern Can Tho University held the inauguration of a multi-functional practice area and the Institute of Pharmaceutical Research and Development, to serve more than 12,000 students studying study at school. The multi-functional practice area has 7 floors, more than 10,000 m² · total investment of 200 billion VND, with advanced equipment, online meeting room system according to international standards and 2 400-seat conference halls. The project serves the needs of practice and internship for students to perfect their skills and improve their skills after graduation, while also supporting the school's scientific research work . Meanwhile, the Institute for Research and Development of Medicinal Materials will serve learning, training and scientific research activities specializing in health. This is also a place for scientific research and production of medicinal products to support people's disease prevention and treatment. The Institute is invested in modern machinery and equipment from advanced countries with a budget of more than 50 billion VND. Previously, this institute launched 3 products to support gout treatment, liver protection and antibacterial hand sanitizer, which were recognized by the Food Safety Department (Ministry of Health). In the plan, the institute will continue to research and launch products to support the treatment of diabetes, cardiovascular disease and energy-boosting products from medicinal herbs.

In addition, the school also associates with units such as: VinGroup, HDBank, VietinBank, DHG Pharma, Viettel, Mobifone, Tay Do Cement, Le Khanh Law Office, Nguyen Hoai Thanh Notary Office,... is an environment for students to practice and get acquainted with real work, helping students grasp basic knowledge and job skills after graduation. This is considered one of the highlights of the training unit as it has promoted the development of internship facilities at the school for students studying at the school. However , this model actually

⁹ Kenneth R. Lutchen, 2018. Why Companies and Universities Should Forge Long-Term Collaborations. Harvard Business Review. January 24, 2018.

still has some legal issues that need to be resolved, which will help the model have a legal framework to promote further development in the future.¹⁰

3. Current status of the law and some recommendations to improve the law to promote the business model in universities

The university business model is a bridge between research and practice, between training and professional practice after graduation. But currently this activity is still not commensurate with the potential and role this model brings, one of the reasons is that the legal regulations are still unclear, there are overlaps, making it difficult to implement. declare implementation as:

Firstly, the business model in universities is not specifically regulated by law. Specifically, the Law on Higher Education stipulates two methods of establishing higher education institutions as follows: investors establish economic organizations according to the provisions of the Investment Law and the Enterprise Law to organize business. establish a private higher education institution. According to this model, investors establish a business and then establish a university under the business. Accordingly, investors establish businesses independently of the establishment of private higher education institutions. In this case, the responsibilities and powers of investors and school councils are in accordance with the regulations on joint stock companies or selected social funds (Clause 3, Article 16a of the Law on Higher Education 2019). According to this model, investors first establish a university and then establish a business under the university. Meanwhile, these models have not yet been regulated in detail in the Enterprise Law, so implementation will be difficult. From the above issue, it is thought that the Education Law and the Higher Education Law need to have specific regulations to create a legal corridor for the birth of businesses established by universities .

Because there are no clear regulations, regulations on incentive policies for the development of this model have not been recognized by the Law on Education and the Law on Higher Education. Specifically, according to Clause 4, Article 12 of the Law on Higher Education 2019, it is stipulated: " Implement socialization of higher education, encourage the development of private higher education institutions; Prioritize private higher education institutions operating not for profit; have preferential policies for organizations, businesses and individuals investing in education and training, science and technology activities at higher education institutions; There is a policy of tax exemption and reduction for donated assets, support for higher education, scholarships and participation in student credit programs . Through this, we realize that the Education Law and the Higher Education Law do not specifically stipulate policies to encourage the development of businesses. established by the university, but only stipulates preferential policies for organizations, businesses and individuals investing in education and training, science and technology activities at higher education institutions. learn. Implementation practice shows that businesses established by universities can operate in many industries such as; construction, trading of goods and services..., even though businesses do not operate in the field of science and technology, thorough reasoning plays an important role in linking training with practice, scientific research with science and technology transfer, creating jobs for students after graduation and even while studying at school. Therefore, Education Law and Law Higher education needs to have specific regulations on general preferential policies for businesses in universities , which should not only be applied in fields related to science and technology.

Second, tax laws currently do not have preferential policies on tax exemptions and reductions for university-affiliated businesses. Accordingly, These businesses still operate according to the provisions of the Enterprise Law 2020 and tax documents for normal businesses. Although, Point b, Clause 3, Article 58 of the Law on Science and Technology 2013, amended and supplemented in 2018, stipulates that science and technology enterprises also enjoy incentives: Enjoy preferential income tax policies Enterprises, exempt registration fees when registering land use rights and home ownership rights according to the provisions of law . Meanwhile, the Corporate Income Tax Law does not regulate tax-free income or preferential tax rates for university-affiliated enterprises. The above situation will create difficulties for universities in general and private schools in particular if there is a need to establish a business under the school. In addition, Article 57 of the Law on Science and Technology also has a mechanism to encourage businesses to apply the results of scientific research and technological development: Enterprises apply the results of scientific research and technological development. To innovate, improve technology level, improve productivity, quality, competitiveness of products and goods funded and lent by the State fund in the field of science and technology at preferential interest rates. Incentives, loan interest rate support, and loan guarantees. However, as mentioned, not all businesses established by universities are businesses operating

¹⁰Nguyen Ngoc Le, *School-enterprise model at Southern Can Tho University* , Conference proceedings: Enterprise model in universities, Southern Can Tho University, August 28, 2020.

in the field of science and technology. Therefore, if the law only provides for corporate income tax incentives and registration tax exemptions when registering land use rights for businesses operating in science and technology, it is not really complete. From there, the authors believe that the law needs to have clear regulations on tax incentive policies for businesses established from universities, in order to promote the development of this model.¹¹

Third, because the Education Law and the Law on Higher Education have not yet specifically stipulated preferential policies for businesses established from universities, this leads to land regulations also not being regulated. Determine preferential policies on finance and land for these enterprises. Specifically, Clause 2, Article 12 of the Law on Higher Education only stipulates land priorities and incentives for the development of higher education, but does not specifically adjust policies for university-run businesses. Enterprises established from private universities, they must still use land in the form of lease from the State based on Article 56 of the 2013 Land Law or receive transfer or capital contribution in the form of land use rights from users, renting land from land users such as businesses invested and established by other organizations and individuals. The 2013 Land Law, as well as the Draft Land Law (amended), still do not have a policy on exemption or reduction of land use fees when changing land use purposes, as well as policies on exemption or reduction of land rent for land users. businesses established from universities [Articles 11, 12 & 9, Articles 19, 20] . Therefore, the authors believe that lawmakers need to have specific regulations to exempt or reduce land use fees and land rents for businesses established from universities, especially for universities. private school.

Fourth, the issue of using public assets of enterprises in public universities has not been mentioned in the Law on Higher Education, the Law on Education as well as the Law on Management and Use of Public Assets. Accordingly, Clause 6, Article 5 of the Law on Management and Use of Public Assets stipulates that public service units are allowed to use public assets for business purposes. Specifically, Clause 1, Article 56 of this Law stipulates that public assets used by public service units for business purposes in 02 cases: (1) assets are assigned, invested in construction, purchased to carry out tasks assigned by the State but not yet used at full capacity; (2) assets are invested in, constructed or purchased according to projects approved by competent agencies and persons to serve business activities without investment from the state budget. Plan to use public assets for business purposes approved by the Management Council or the head of a public service unit (except in cases where the property is a public service facility or assets of great value according to the law). Government regulations are approved by the Minister, Head or Chairman of the Provincial People's Committee). Therefore, it can be seen that public assets at public service units are used for business purposes because the unit itself develops a usage plan. For higher education institutions, Clause 1, Article 67 of the Law on Higher Education 2019 stipulates : Assets of public higher education institutions are managed and used according to the principles of management and use of public assets. Higher education institutions are allowed to use public assets for business in accordance with the provisions of law for the purpose of developing higher education, according to the principle of preservation and development, in accordance with the educational environment . Establishing a business in a university is both for business purposes and to carry out a number of activities such as technology transfer, practical training as well as meeting the needs of using human resources from the university. Therefore, it can be seen that establishing a business in a public university aims to realize business purposes associated with the purpose of developing education and university. Therefore, this legal entity poses a need to use public assets provided by the public university to carry out business activities to develop higher education. However, in cases where public universities establish affiliated enterprises, there is still a lack of regulations on transferring public assets for these enterprises to have the right to use. From there, the authors recommend adding regulations on how public universities transfer public assets to enterprises they establish for business purposes to meet the conditions for higher education development. This is to improve the operational efficiency of both public universities and businesses established by this institution to promote the quality of training and education as well as increase revenue for the school .¹²

Fifth, regarding the issue of authorized representatives of public universities participating in enterprises they establish, there has not been detailed regulations. Currently, public universities are absolutely not prohibited from establishing businesses according to the provisions of the Enterprise Law 2020. According to Clause 1, Article 15

¹¹Than Thi Kim Nga - Nguyen Chi Dung, Improving the law to promote the development of business models in universities, Conference proceedings: Business models in universities, Southern Can Tho University, dated August 28, 2024.

¹²Tran Le Dang Phuong - Nguyen Thanh Phuong - Le Vi Khang, *Legal barriers to business models in universities - some recommendations to improve legal regulations*, Proceedings of the national conference: "Investment resources for higher education in the context of autonomy", Association of Universities and Colleges in Vietnam Nam, May 12, 2023

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of the Enterprise Law 2020, an authorized representative acts on behalf of the owner. , members and shareholders of the company exercise the rights and obligations of owners, members and shareholders at the Board of members and the General Meeting of Shareholders in accordance with the provisions of the Enterprise Law. Meanwhile, Clause 2, Article 14 of the Enterprise Law 2020 only regulates authorized representatives of owners, members, and shareholders of companies who are organizations. and only for LLCs with two or more members and joint stock companies. Thus, it can be seen that in the case of a public university being a public service unit, when establishing a business within the university, there is still no legal basis to appoint an authorized representative to participate. into business management and operations. In addition, enterprise managers according to Point b, Clause 2, Article 17 of the Enterprise Law do not include officers, civil servants, and public employees. This causes limitations for public universities when sending authorized representatives to businesses they establish. Because, in public universities, Vietnamese citizens who are recruited to work under a work contract and receive a salary from the public university's salary fund are considered public employees according to Article 2 of the 2010 Law on Public Employees. From there, it can be seen that there are legal barriers in sending authorized representatives from public universities to the enterprise they establish to participate in management, administration and implementation of the rights and obligations of the university. owners, members, shareholders at the Members' Council and General Meeting of Shareholders. Therefore, in the near future, to remove this barrier, it is necessary to supplement regulations on business managers and authorized representatives in case of establishing businesses in public universities. Accordingly, it is necessary to build an open mechanism so that public university officials have the right to participate in management and be authorized representatives of the school in enterprises established by the school. However, this person is not also a management officer according to Clause 1, Article 3 of the 2010 Law on Public Employees.¹³

Sixth, it is necessary to distinguish between business models in public schools and private schools. Currently, in reality there are no direct, specific regulations for businesses in schools. Businesses in public schools are generally subject to management and enforcement under the Enterprise Law, while businesses in private schools are generally subject to management and enforcement under the Enterprise Law. are outside the regulation of the Enterprise Law, except in cases where there are problems outside the agreement that the two parties cannot implement, they can further agree to apply the Enterprise Law to resolve. The reason these enterprises are not governed by the Enterprise Law is because the capital contribution is mainly from individuals. However, many private schools have assets, capital, financial capacity, investment organizations, etc., combining methodical training and research with advanced school and business management methods.¹⁴

From a specific perspective, the law also needs to regulate or orient schools and businesses to make specific, specific agreements or regulations to promptly resolve differences and actual conflicts that may occur. on the following basic aspects:

Firstly, it is necessary to consider the formation of that business in relation to the school, the important thing here is the relationship with the School Council, the Board of Directors and the capital mobilized to contribute to the actual business. Of course, the business relationship with the School Board (public school) has certain differences from the relationship with the Board of Directors (private school) in terms of capital, investment, use of capital, and profit distribution. business profits as well as relationships with units in the school, human resources in teaching, and practical investment research. It should be known that the revenue source of universities in an autonomous environment is mainly from training, sales of applied science products, or transfer research contracts or support from outside partners. If an enterprise uses capital from the school's above source to do business, it is completely different from the business capital of the equitized enterprise model. Clearly clarifying the sources of mobilized capital is a requirement to clearly state the profits paid to groups of workers who create capital for the production of goods.¹⁵

¹³Tran Le Dang Phuong - Nguyen Thanh Phuong - Le Vi Khang, *Legal barriers to business models in universities - some recommendations to improve legal regulations* , Proceedings of the national conference: "Investment resources for higher education in the context of autonomy", Association of Universities and Colleges in Vietnam Nam, May 12, 2023

¹⁴ Vo Tong Xuan (2020), "On the cooperative relationship between schools and businesses", <http://truyenthongkhoahoc.vn/Hop-tac-Doanh-nghiep-Vien-Truong-trong-moi-truong-chinh-book-cong-1026/Hop-tac-Enterprise-Vien-Truong-in-new-school-main-book-cong> [accessed March 21, 2023].

¹⁵Nguyen Huu Dung (2018) "Model of connection between universities and businesses in university training in our country", Communist Magazine October 10, 2018, [http://www.tapchicongsan.org.vn /Home/Van-hoa-xa](http://www.tapchicongsan.org.vn/Home/Van-hoa-xa)

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Second, it is also necessary to add that, specifically in terms of capital, legal regulations are incomplete and not close to reality for the model of private schools with enterprises. It is known that current legal regulations governing private school operations do not record strictly legal initial investment capital but are only shown in the capital contribution minutes. Those capital contribution minutes of the members are not directly related to the plans, ideas and wishes to be used in investment of the enterprise. However, if a pre-established enterprise is independent in terms of legal status and reality and then establishes a private training school for itself, all activities of that enterprise must comply with the provisions of the Enterprise Law. . Affiliate activities are based on agreements, profits are based on contributions and the level of participation in actual activities, and the responsibility regime of each party is completely independent. In short, for private schools, capital contribution means the proportion of profit earned and corresponding responsibility, so it should not stop at just a capital contribution agreement. Laws regulating this field need to introduce stricter and higher regulations to ensure legality such as investment registration papers and business registration papers.¹⁶

4. CONCLUSION

Applying the corporate university model is extremely necessary in the current social context. Therefore, it is necessary to mobilize maximum participation of businesses in identifying needs, building and evaluating training programs and setting output standards, and supporting in arranging internships and recruitment. graduated student; Actively deploy the signing of contracts, training agreements, and use of human resources; Organize topical talks between businesses and students according to specific majors. At the same time, expand the forms and contents of links between schools and businesses in training, using human resources and researching and transferring technology.

However, to solve the problem of training high-quality human resources to meet the needs of businesses and society today, it cannot be changed immediately, because it needs to be synchronized in many different aspects, such as: vocational training units, apprentices, employees, employers and support from the State, international organizations and the vision of businesses in human resource training strategies High Quality. Creating a sustainable combination between schools and businesses, addressing the core interests of both sides will help human resource training become more effective. Legally, the State needs to have mechanisms to remove inadequacies and obstacles in the process of training institutions implementing the construction of a school model associated with businesses, this will promote improvement students' practical ability to study in the current period.

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