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**THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES  
IN THE MEKONG DELTA IN DEVELOPING STANDARD POLITICAL  
SCHOOLS TODAY**

**PHD THESIS MAJORING IN PARTY BUILDING AND STATE  
GOVERNMENT**

**SUMMARY OF PHD THESIS**

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**The thesis will be defended in front of the Thesis Committee at Academy level, at the Academy of Journalism and Communication**

## **INTRODUCTION**

### **1. The urgency of the topic**

On May 19, 2021, the Secretariat of the Communist Party of Vietnam issued Regulation No. 11-QĐ/TW on the development of standardized provincial political schools. This regulation aims to overcome existing shortcomings and limitations, to standardize and improve the quality of cadre training, scientific research, practical summarization and other activities at political schools. It also serves as the foundation for provincial Party Committees to lead and implement political school development in a systematic, scientific and modern manner across the country.

Thoroughly implementing Regulation No. 11-QĐ/TW, provincial Party Committees in the Mekong Delta have taken leadership roles by directing Party organizations, local governments, advisory agencies and provincial political schools to participate in the standardization process. They have issued plans, resolutions and conclusions aligned with central regulations and local realities. As a result, several provinces have now met the Level 1 standards and some schools have been officially recognized as standardized, creating a breakthrough in training and developing cadres, conducting research and summarizing practical experiences at the local level.

However, during the leadership process, many limitations remain: delays in implementing certain criteria of the standardized political school model; slow issuance of guiding documents; and limited leadership capacity in some Party Committees. In some cases, there is a lack of initiative, innovation and political will; responsibilities are often delegated solely to advisory bodies or schools without adequate oversight or solutions tailored to local realities.

From now until 2030 and beyond, Mekong Delta provinces are expected to further strengthen their leadership in standardizing political schools. This will be in line with Regulation No. 11-QĐ/TW and the orientation provided in Conclusion No. 126-KL/TW (February 14, 2025) and Conclusion No. 127-KL/TW (February 28, 2025) on streamlining the political system, merging administrative units and restructuring provincial governance. In the future, 2–3 provinces may be merged into one and political schools may be consolidated accordingly. This raises new questions: How will standardization criteria be applied in merged schools? If some of the schools have already achieved Level 1 standards, how should the new institutions proceed to meet or maintain those standards under the new structure?

These challenges have had significant impacts on provincial Party leadership and have necessitated timely changes in both content and method of leadership. The goal is to

build standardized political schools that enhance their role in Party building, political system development and the broader socio-economic development of the Mekong Delta region.

To contribute to addressing these urgent issues, the author has selected the dissertation topic: *“The Leadership of Provincial Party Committees in the Mekong Delta in Developing Standard Political Schools Today”*.

## **2. Research purpose and tasks**

### **2.1. Research purpose**

The objective of this dissertation is to clarify both theoretical and practical issues related to the development of standardized provincial political schools and the leadership of Provincial Party Committees in the Mekong Delta in that process. Based on this foundation, the dissertation proposes solutions to strengthen the leadership role of these Party Committees in the coming period.

### **2.2. Research tasks**

- To review and synthesize relevant academic research related to the dissertation topic.
- To analyze and interpret the theoretical and practical aspects of standardized political school development, as well as the leadership roles of Provincial Party Committees in the Mekong Delta in guiding that development.
- To survey and assess the current state of leadership by the Provincial Party Committees in the Mekong Delta regarding the development of standardized political schools from 2021 to the present, identifying strengths, limitations, underlying causes and practical lessons learned.
- To propose orientations and solutions for enhancing the leadership effectiveness of Provincial Party Committees in building standardized political schools through to the year 2030.

## **3. Objective and scope of the thesis**

### **3.1. Study subjects**

The dissertation focuses on the leadership of Provincial Party Committees in the Mekong Delta in developing standardized provincial political schools.

### **3.2. Scope of the study**

- *In terms of content:* The study examines the leadership role of the Provincial Party Committees in the Mekong Delta in the process of developing standardized political schools.
- *In terms of space:* The thesis surveys and assesses the current situation of the lecturer forces at provincial and municipal political schools in the Mekong Delta (covering 13 provinces and cities) in their efforts to safeguard the Party’s ideological foundation and counter wrongful and hostile views.

The research covers 12 provinces in the Mekong Delta region, including Ben Tre,

Long An, Tien Giang, An Giang, Dong Thap, Vinh Long, Tra Vinh, Hau Giang, Soc Trang, Kien Giang, Bac Lieu and Ca Mau. Among these, the dissertation places particular emphasis on field studies in An Giang, Tien Giang, Dong Thap, Soc Trang, Hau Giang, Kien Giang and Ca Mau.

- *In terms of time:* The research examines the period from 2021 to the present and provides recommendations and orientations for the years ahead, particularly toward 2030.

#### **4. Theoretical, practical basis and research methods of the thesis**

##### ***4.1. Theoretical basis***

The theoretical foundation of the dissertation is grounded in Marxism–Leninism, Ho Chi Minh’s Thought and the viewpoints, policies and guidelines of the Communist Party of Vietnam on cadre development - particularly in the areas of cadre training, education, scientific research and Party leadership in personnel affairs. In addition, the dissertation draws upon relevant research projects and academic works related to the development of standardized provincial political schools.

##### ***4.2. Practical basis***

The practical basis of the dissertation stems from the leadership practices of Party Committees - especially Provincial Party Committees in the Mekong Delta - in developing standardized political schools. The research particularly focuses on the guidelines, resolutions, plans and programs issued by these Party Committees, as well as the mid-term and final reports of Party Committees and People’s Committees concerning the implementation of political school development from 2021 to the present.

##### ***4.3. Research methods***

The dissertation employs the Marxist–Leninist methodology and applies a combination of the following specific research methods: The historical–logical method; Analytical and synthetic methods; Sociological surveys and fieldwork; Practical summarization and expert consultation.

#### **5. Scientific contributions of the thesis**

- The dissertation conceptualizes the leadership of Provincial Party Committees in the Mekong Delta in developing standardized political schools as a comprehensive process. This includes the Party Committee and its Standing Board defining objectives, orientations, tasks and solutions; organizing implementation; and conducting inspection and supervision. The ultimate aim is to build political schools that meet standardized criteria and thereby enhance the quality of cadre training, scientific research, practical summarization and other core functions of political schools in line with assigned political responsibilities.

- It identifies and systematizes the leadership contents of the Provincial Party Committees in developing standardized political schools within the Mekong Delta, clarifying the scope and mechanisms of leadership activities adapted to both central regulations and local conditions.

- The dissertation draws practical lessons from the leadership experiences of Provincial Party Committees since 2021 and proposes a system of solutions aimed at enhancing the effectiveness of leadership in developing standardized political schools in the region by 2030.

## **6. Theoretical and practical meaning of the thesis**

- The dissertation contributes to enriching theoretical understanding of the leadership role of Provincial Party Committees in the development of standardized political schools, particularly in the context of Party building and governance renewal.

- The research findings can serve as valuable reference material for Provincial and Municipal Party Committees across the country - especially those in the Mekong Delta - in leading the development of standardized political schools through to 2030.

- The dissertation provides a scientific foundation for the Ho Chi Minh National Academy of Politics to advise the Party Central Committee on adjusting and supplementing regulations related to standardized political schools in accordance with the evolving political and administrative context.

## **7. Structure of the thesis**

Apart from the Introduction, Conclusion, the list of the author's published works related to the thesis topic, the list of references and appendices, the thesis consists of 4 chapters and 10 sections.

### **Chapter 1**

#### **OVERVIEW OF AVAILABLE RESEARCH RELATED TO THE TOPICS**

##### **1.1. INTERNATIONAL STUDIES ON PARTY LEADERSHIP AND POLITICAL SCHOOL DEVELOPMENT**

###### **1.1.1. International Research on the Leadership of Ruling Parties in Societal Spheres**

This group of international studies provides a comprehensive theoretical and empirical foundation for understanding the leadership of ruling parties across various domains of socio-political life. Notable contributions include Kasińska-Metryka and Gajewski's (2020) exploration of the evolving nature of political leadership in the digital age; Luc Rouban's (2018) critical reflection on the challenges facing representative democracy in contemporary France; and Ly Luong Dong's (2020) analysis of reforms in the leadership mechanisms of the Communist Party of China. Complementing these are

the doctoral dissertations of Xom Nuc – Som Vichit (2008) and Sunrthon Xaynhachac (2011), which examine the modernization of Party leadership in the Lao People's Democratic Republic, particularly in state governance and foreign policy. Collectively, these works delve into the formation of strategic leadership capacity, the transformation of leadership styles under digital conditions and the substantive role of ruling parties in critical sectors such as rural development and national security. Their theoretical frameworks and findings offer valuable insights that inform the present dissertation's analysis of the leadership roles, contents and methods of Provincial Party Committees in the Mekong Delta in building standardized political schools.

### **1.1.2. International Research on the Leadership of Ruling Parties in Building and Developing Party School Systems**

A significant body of international research has contributed to the understanding of the leadership of ruling parties in building and developing party school systems, particularly in the context of training elite political cadres. Notable among these are the systematic review by Natsumi Ueda and Adrianna Kezar (2024), which synthesizes pedagogical approaches and learning outcomes in formal leadership programs for college students; and Charlotte P. Lee's (2015) seminal work on the adaptation of the Communist Party of China through elite training in the reform era. Kouyang Sisom Blong's (2016) doctoral dissertation offers an in-depth analysis of the research and teaching staff quality at provincial political-administrative schools in Laos, providing empirical insights into institutional development under one-party systems.

Complementing these are studies on the reform of political theory education within the Lao Party School system, such as Phuvong Unkhamsen's (2009) advocacy for modern teaching methods, Xamuthong Somphanith's (2009) comparative exploration of teacher-centered versus learner-centered pedagogy and Saikham Munmanyvong's (2013) assessment of Marxism-Leninism instruction in contemporary Laos. Collectively, these works propose innovative strategies for curriculum reform, institutional leadership and faculty development - core pillars for the evolution of political education systems.

The present dissertation builds upon these theoretical and empirical contributions to develop a framework for standardized political schools in the Mekong Delta. It adapts international models to local socio-political contexts and formulates evaluation criteria and strategic solutions for improving personnel quality, instructional content and governance capacity in alignment with the Party's vision for modern, standardized political education institutions.

## **1.2. DOMESTIC RESEARCH ON THE LEADERSHIP OF THE COMMUNIST PARTY AND THE DEVELOPMENT OF POLITICAL SCHOOLS**

### **1.2.1. Research on the Party's and Party Committees' Leadership over Organizations and Spheres of Social Life**

A substantial body of domestic research has systematically examined the leadership of the Communist Party of Vietnam and its Party Committees across various spheres of socio-political life. Representative works include Ngo Huy Tiep's (2008) analysis of the Party's leadership renewal toward Vietnam's intellectual community; Nguyen Van Huyen's (2011) theoretical elaboration on the content and methods of Party governance within a ruling-party framework; and the collective study by Tran Khac Viet, Nguyen Van Giang and Pham Tat Thang (2015), which emphasizes the ongoing innovation of the Party's leadership over the State, the Vietnam Fatherland Front and socio-political organizations in the context of political modernization. Additionally, Truong Thi Mai (2021) explores reforms in the Party's leadership over mass mobilization amid the dual challenges of market socialism and global integration.

Further empirical insights are contributed by Nguyen Trung Thanh's (2018) doctoral dissertation, which addresses the evolving content and methods of Party governance in the current political landscape and Bui Van De's (2019) dissertation, which focuses on the strategic leadership roles of Party Committees in the Mekong Delta in response to climate change.

Collectively, these studies provide a solid theoretical and practical foundation for understanding the structure, content and effectiveness of Party leadership mechanisms. Their findings contribute significantly to the present dissertation's analytical framework, serving as a basis for interpreting the leadership strategies of Provincial Party Committees in the Mekong Delta in the development of standardized political schools and informing the formulation of evidence-based solutions tailored to the local political and institutional context.

### **1.2.2. Research on the Construction and Development of Party Schools in Vietnam**

A notable segment of domestic scholarship has focused on the construction and development of political schools in Vietnam, offering valuable insights into their historical evolution, organizational models and leadership dynamics. Key contributions include the institutional histories authored by Nguyen Van Biet and Nguyen Phuoc Dung (2015) on Dong Thap Province and by Pham Cong Kham and Chu Van Huong (2018) on the 70-year legacy of the Political School of Kien Giang Province. Complementary works such as the *Traditional History of the Political School of Soc Trang Province (1947–2015)*, compiled by the Party Committee and People's Committee of Soc Trang, provide additional empirical grounding. In a more analytical vein, Dr. Nguyen Van Thang's two-volume series *Political School Work: Practice and Experience* (Volumes 2 and 3, co-authored with Dr. Cam Thi Lai and Dr. Nguyen Thi Thanh Nhan) elaborates on best



practices and institutional reforms in political school operations. Meanwhile, Prof. Dr. Nguyen Xuan Thang's comprehensive work emphasizes the strategic importance of renewing and enhancing political theory education and cadre training in response to the demands of the contemporary revolutionary mission.

These studies collectively examine the leadership roles, contents and methods of the Party and Party Committees in crucial fields such as rural industrialization, local governance, environmental sustainability, climate adaptation and foreign affairs. Building on these scholarly foundations, the present dissertation seeks to analyze the leadership approaches of Provincial Party Committees toward political schools, evaluate inter-agency coordination mechanisms and draw comparative lessons from successful models across provinces. It further assesses institutional and human resource conditions for meeting standardization criteria, with particular attention to faculty qualifications, curriculum design, infrastructure, educational outcomes and governance practices.

These research directions provide both theoretical grounding and practical orientation for formulating evidence-based solutions aimed at enhancing the quality and effectiveness of Party leadership in the development of standardized political schools.

### **1.2.3. Research on Standard Political Schools and the Leadership of Party Committees in Developing Provincial Political Schools**

A distinct body of research has addressed the development of standard political schools and the leadership role of Party Committees in directing this transformation at the provincial level. Key contributions include the work of Dr. Nguyen Thi Thanh Nhan and Dr. Cam Thi Lai (2023), which examines innovations in scientific research and the practical summarization capacity of provincial political schools to meet standardization demands; and the system of strategic plans, conclusions and resolutions issued by Provincial Party Committees in the Mekong Delta, which serve as important primary sources for institutional analysis. Nguyen Thi Thanh Nhan (2021) frames the standard political school as a breakthrough mechanism in grassroots cadre training, while Nguyen Van Vien (2022) offers a model of governance aligned with the structure and expectations of standardized institutions. Additional works by Cam Thi Lai (2022) and Thai Doan Viet (2023) further elaborate on mechanisms for promoting scientific research and enhancing the quality of faculty in accordance with standardization criteria.

Collectively, these studies highlight the ongoing reform, modernization and institutionalization of political schools in Vietnam. They emphasize the dialectical relationship between Party leadership and the operational performance of political schools across historical and contemporary contexts. These insights provide a critical foundation for this dissertation's efforts to evaluate the conditions for achieving

standardization - particularly in relation to faculty qualifications, curriculum frameworks, infrastructure adequacy, training outcomes and administrative models.

Special emphasis is placed on strengthening the leadership role of steering committees and Party Organization Commissions, improving internal coordination and governance mechanisms and enhancing the faculty's capacity in scientific research and practical summarization. These are seen as essential components in aligning political school development with the Party's broader objectives in political education and ideological work at the local level.

### **1.3. SUMMARY OF RELATED RESEARCH FINDINGS AND RESEARCH FOCUS OF THE DISSERTATION**

#### **1.3.1. Summary of Research Findings from Related Academic Works**

An overview of both international and domestic studies indicates that relevant scholarly contributions can be classified into two principal groups:

*Firstly*, studies on the leadership of the Communist Party in various socio-political domains clarify foundational concepts such as the ruling Party, its leadership over the political system, the State, the Vietnam Fatherland Front and other mass organizations. These works provide in-depth analyses of leadership contents and methods and examine the Party's role in policy-making, implementation and supervision in key sectors including economics, politics, education, defense and national security. Several studies also summarize practical leadership experiences, highlighting successes, limitations and causes, while proposing solutions such as reforming political-ideological education, improving Party member quality, restructuring institutions and strengthening internal supervision and Party integrity.

*Secondly*, studies on political school development - particularly regarding the concept and criteria of standardized political schools - focus on clarifying definitions, evaluation frameworks and implementation roadmaps. These works analyze core components including teaching personnel, training curricula, research capacity, infrastructure, school culture and leadership mechanisms. Many also draw from local standardization initiatives, assessing outcomes and identifying challenges, while introducing modern governance models such as results-based management, networked governance, adaptive leadership and enabling leadership as theoretical foundations for reform.

Building on these two streams of research, the dissertation selectively inherits and further develops relevant insights, thereby contributing both theoretical and practical value to the scientific understanding of Provincial Party Committees' leadership in building standardized political schools in the Mekong Delta.

### **1.3.2. The Research Focus of the Dissertation**

Building upon prior research and addressing existing gaps, this dissertation focuses on the following core issues:

*Firstly*, it clarifies the theoretical and practical foundations of the leadership of Provincial Party Committees in the Mekong Delta in developing standardized political schools. Through contextual analysis of local governance and Party mandates, the study defines key concepts, contents, criteria and specifies leadership roles and methods in the standardization process.

*Secondly*, it applies the established theoretical framework to conduct empirical research on the current leadership practices of Provincial Party Committees since 2021. The dissertation identifies achievements, limitations and causes, draws practical lessons and develops a referential leadership model.

*Thirdly*, it analyzes the enabling and constraining factors affecting leadership effectiveness, including institutional mechanisms, organizational structures, human resources, political culture and emerging contextual factors such as digital transformation and administrative restructuring. On this basis, the study proposes a feasible and comprehensive set of solutions focused on strategic leadership, inter-agency coordination and breakthrough initiatives to support the effective implementation of Regulation No. 11-QĐ/TW in the coming period.

## **Chapter 2**

### **THEORETICAL AND PRACTICAL ISSUES CONCERNING THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN THE MEKONG DELTA IN DEVELOPING STANDARD POLITICAL SCHOOLS**

#### **2.1. OVERVIEW OF THE PROVINCES AND PROVINCIAL PARTY COMMITTEES IN THE MEKONG DELTA**

##### **2.1.1. Overview of the Mekong Delta Provinces**

This section provides a general overview of the provinces in the Mekong Delta with regard to geographic location, natural conditions, economic, cultural and social development, as well as national defense and security. The analysis of these contextual factors serves as a foundation for identifying region-specific characteristics that must be considered when designing the content and criteria for standardized political schools that are aligned with local realities.

##### **2.1.2. Provincial Party Committees in the Mekong Delta**

This section presents the definitions, functions, tasks and authorities of Provincial Party Committees in the Mekong Delta. It pays special attention to identifying the specific characteristics of these Party Committees that influence the formulation of appropriate

leadership contents and methods in developing standardized political schools - ensuring both compliance with central guidelines and alignment with local realities.

## **2.2. POLITICAL SCHOOLS, STANDARD POLITICAL SCHOOLS and THE PROCESS OF STANDARDIZATION IN THE MEKONG DELTA**

### **2.2.1. Provincial Political Schools in the Mekong Delta**

This section clarifies the concept of provincial political schools, their functions, responsibilities, organizational structures and distinguishing features specific to the Mekong Delta in comparison with political schools in other regions. It serves as a foundational basis for formulating suitable content and criteria for building standardized political schools that reflect the socio-political conditions of the region. Additionally, it highlights the proactive role these institutions play in local Party education and cadre development.

### **2.2.2. Standard Political Schools and the Standardization Process in the Mekong Delta**

#### ***2.2.2.1. Concept of a Standard Political School and the Process of Standardization***

##### ***\* Standard Political School:***

A standard political school is an institution that fulfills all criteria as regulated by the Party and is officially recognized by competent authorities. Two levels of standardization exist: Level 1 and Level 2. Each level is based on six groups of criteria, each with specific indicators.

To achieve Level 1, a school must meet 55 indicators across six groups: (1) Legal and institutional framework; (2) Human resources; (3) Training and retraining activities; (4) Scientific research and practical summarization; (5) School culture, discipline and compliance; (6) Infrastructure, technical equipment and finance.

For Level 2, the school must meet 64 indicators with higher requirements across the same six groups.

##### ***\* Standardization in the Mekong Delta:***

The process of standardizing political schools in the Mekong Delta involves coordinated efforts by organizations and individuals to reform institutional systems, improve staff quality, enhance training programs, promote scientific research and Party school culture and invest in infrastructure. The ultimate goal is to improve the quality and effectiveness of cadre training and the broader educational and political mission of the school in accordance with Party regulations.

#### ***2.2.2.2. Contents and Evaluation Criteria for Standardizing Political Schools in the Mekong Delta***

\* The process of developing standardized political schools in the Mekong Delta involves six key content areas:

**Firstly**, developing and refining internal regulations to establish a coherent legal and institutional framework for the organization and functioning of political schools.

*Secondly*, formulating clear objectives, training programs, instructional plans and educational content to enhance the quality of training and retraining for cadres, civil servants and public employees.

*Thirdly*, designing an effective organizational structure and building a team of staff and lecturers who are professionally competent, politically committed and ethically grounded.

*Fourthly*, strengthening the capacity for scientific research and practical summarization among teaching staff, ensuring alignment with theoretical development and the demands of local governance.

*Fifthly*, fostering and institutionalizing a disciplined and exemplary Party school culture that emphasizes political ideology, ethical standards and the leadership role of Party members.

*Sixthly*, investing in and upgrading infrastructure, facilities and equipment to meet the pedagogical and administrative requirements of a modern, standardized political school.

\* Evaluation Criteria for Building Standardized Political Schools in the Mekong Delta. The evaluation of standardized political schools in the Mekong Delta is based on six groups of criteria:

*First group* – Institutional and Regulatory Framework: This group includes 1 indicator for both Level 1 and Level 2 standardization.

*Second group* – Human Resources (Staff and Lecturers): Level 1 requires fulfillment of 29 indicators, while Level 2 requires 35 indicators.

*Third group* – Training and Retraining Activities: This group comprises 5 indicators for both Level 1 and Level 2.

*Fourth group* – Scientific Research and Practical Summarization: There are 9 indicators for Level 1 and 10 indicators for Level 2.

*Fifth group* – Party School Culture, Discipline and Compliance: This group contains 8 indicators for Level 1 and 10 indicators for Level 2.

*Sixth group* – Infrastructure, Technical Equipment and Financial Resources: This group includes 3 indicators for both Level 1 and Level 2.

## **2.3. LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN THE MEKONG DELTA IN DEVELOPING STANDARD POLITICAL SCHOOLS: CONCEPTS, CONTENTS, METHODS AND ROLES**

### **2.3.1. Concept of the Leadership Role of Provincial Party Committees in Developing Standard Political Schools**

The leadership of Provincial Party Committees in the Mekong Delta in developing standard political schools is defined as the comprehensive activities of the Party Committee and its Standing Board in setting objectives, orientations, tasks and solutions; leading the organization of implementation; and conducting inspection and supervision. The ultimate goal is to ensure that political schools meet the criteria of standardization, thereby contributing to the modernization and improvement of training, research and the

overall performance of political education institutions in accordance with assigned political responsibilities.

### **2.3.2. Leadership Contents of Provincial Party Committees in Developing Standard Political Schools**

*Firstly*, leadership is demonstrated through the identification of objectives, orientations, tasks and solutions aimed at constructing and developing standardized political schools. This serves as the strategic foundation for aligning institutional development with Party directives and local socio-political conditions.

*Secondly*, Party Committees take the lead in directing the formulation and implementation of training and retraining programs for cadres, civil servants and public employees, ensuring compliance with central guidelines while being responsive to the specific developmental needs of each locality.

*Thirdly*, they provide leadership in the design and consolidation of the organizational structure and human resources within political schools. This includes ensuring a team of staff and lecturers who are both professionally competent and politically committed.

*Fourthly*, Party Committees lead local governments at the same administrative level in executing the Party's directives, assigned responsibilities and standardized development strategies for political schools, thereby fostering cross-level policy coherence.

*Fifthly*, they coordinate and oversee collaborative efforts among Party advisory bodies, provincial departments and political schools to guarantee unified implementation and effective resource mobilization throughout the standardization process.

*Sixthly*, leadership is exercised through the direction of mid-term reviews and comprehensive summarization of leadership practices and implementation outcomes, which serve as a scientific basis for making timely adjustments and improving future leadership performance.

### **2.3.3. Leadership Methods of Provincial Party Committees in Developing Standard Political Schools**

The leadership methods employed by Provincial Party Committees in the Mekong Delta in building standardized political schools comprise a comprehensive system of forms, approaches, procedures, styles and working norms through which the Party Committees exert influence on their leadership targets. These methods aim to ensure the effective realization of leadership contents related to the standardization of political schools within their respective localities.

*Firstly*, leadership is exercised through the issuance of project proposals, conclusions and implementation plans, which articulate strategic directions and core tasks for developing standardized political schools. These documents serve as foundational instruments to formalize political will and provide a clear roadmap for implementation.

*Secondly*, Party Committees provide leadership through communication, persuasion and mobilization efforts aimed at building consensus, fostering political determination and encouraging active participation from all stakeholders involved in the standardization process.

*Thirdly*, leadership is demonstrated through personnel and organizational work, including staff appointments, capacity development initiatives and structural reform measures designed to ensure that political schools are equipped with competent, politically steadfast and professionally capable personnel.

*Fourthly*, the leadership role is further strengthened through the engagement of Party organizations and individual Party members. These actors are expected to play exemplary roles in implementing policies, upholding ideological integrity and ensuring that Party principles are embedded in the daily operations of political schools.

*Fifthly*, Party Committees exert leadership by conducting inspection and supervision of Party organizations and Party members involved in the standardization process. This ensures compliance with Party regulations, reinforces political discipline and facilitates continuous institutional improvement.

### **Summary of Chapter 2**

The leadership of Provincial Party Committees in the Mekong Delta in developing standardized political schools aims to modernize and align these institutions with national standards. This effort is crucial to fulfilling their role in training cadres, civil servants and public employees at the local level, as well as conducting scientific research and summarizing practical experiences in service of Party building and governance.

This chapter has identified six core leadership contents and five leadership methods exercised by Provincial Party Committees in the standardization process. The effective implementation of these components is essential to the success of standardizing political schools in the region. It also serves as a foundation for assessing leadership outcomes and proposing reforms that meet both central regulatory expectations and local development needs.

## **Chapter 3**

### **THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN THE MEKONG DELTA IN DEVELOPING STANDARD POLITICAL SCHOOLS: CURRENT SITUATION, CAUSES AND LESSONS LEARNED**

#### **3.1. CURRENT SITUATION OF THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN DEVELOPING STANDARD POLITICAL SCHOOLS**

##### **3.1.1. Strengths Advantages, results**

##### ***3.1.1.1. In Terms of Leadership Content***

The Achievements in Leadership of Provincial Party Committees in the Mekong Delta in Building Standardized Political Schools:

**Firstly**, Provincial Party Committees in the Mekong Delta have clearly defined objectives, orientations, tasks and solutions for building standardized political schools, which are typically formalized through the issuance of project proposals, strategic plans and official conclusions aligned with central directives and local realities.

**Secondly**, they have effectively led the formulation and implementation of training programs for cadres, civil servants and public employees, ensuring consistency with national regulations while adapting to the specific developmental needs of each locality.

**Thirdly**, the Party Committees have played a central role in building a capable and qualified contingent of teaching and administrative staff at political schools, thereby ensuring the fulfillment of institutional functions and responsibilities.

**Fourthly**, they have exercised timely and effective leadership over local governments and coordinating agencies to implement the standardization roadmap in a comprehensive and results-oriented manner.

**Fifthly**, coordination among advisory bodies, provincial departments and political schools has been strengthened through clearly structured and efficient inter-agency mechanisms.

**Sixthly**, the Party Committees have actively led the review and evaluation of leadership activities associated with school standardization, producing insightful assessments that serve as a foundation for ongoing refinement and improvement.

#### ***3.1.1.2. In Terms of Leadership Methods***

Leadership Methods Effectively Applied by Provincial Party Committees in the Mekong Delta in Building Standardized Political Schools:

**Firstly**, leadership has been effectively exercised through the issuance of projects, official conclusions and strategic plans. These instruments not only provide direction but also serve as foundational documents for organizing implementation in a consistent and goal-oriented manner.

**Secondly**, methods of communication, persuasion and mobilization have been emphasized and successfully applied. These approaches have fostered consensus and political commitment among stakeholders, contributing to the smooth implementation of standardization tasks.

**Thirdly**, leadership through personnel and organizational work has resulted in more cohesive institutional structures and enhanced human resource capacity, thereby improving the operational efficiency of political schools.

**Fourthly**, the role of Party organizations and Party members in the standardization process has been clearly affirmed. Party members have actively assumed leadership responsibilities and served as exemplary figures in implementing the Party's directives and maintaining school discipline.

**Fifthly**, inspection and supervision have been conducted with a strong sense of political discipline and responsiveness to practical conditions. These activities have



ensured that the process remains aligned with established goals and regulatory frameworks, contributing to transparency, accountability and continuous improvement.

### **3.1.2. Disadvantages, limitations**

#### *\* In Terms of Leadership Content*

**Firstly**, in several provinces, the issuance of proposals, conclusions and implementation plans for building standardized political schools has been delayed. Moreover, the stated objectives and solutions often lack innovation, strategic breakthroughs and contextual adaptation.

**Secondly**, leadership in the design and execution of training and retraining programs for cadres, civil servants and public employees has, in certain instances, been inadequate or inconsistently implemented, leading to fragmentation and limited effectiveness.

**Thirdly**, efforts to build the contingent of teaching and administrative staff have encountered structural and qualitative limitations. Although progress has been made in some areas, the improvements remain uneven across localities and institutions.

**Fourthly**, leadership over local governments, advisory agencies and political schools in implementing standardization-related tasks has, at times, been weak or insufficiently assertive, thereby undermining synchronization and goal attainment.

**Fifthly**, coordination among Party advisory bodies, provincial departments and political schools still reveals operational gaps and inefficiencies, despite the existence of formal collaborative mechanisms.

**Sixthly**, the leadership in conducting reviews and evaluations of standardization implementation has not been carried out regularly or in a timely manner in many provinces, limiting the ability to draw lessons and adjust strategies effectively.

#### *\* In Terms of Leadership Methods*

**Firstly**, the strategic orientations presented in the proposals of several Provincial Party Committees lack predictive capacity and do not incorporate bold or breakthrough reform measures that are essential for achieving comprehensive political school standardization.

**Secondly**, efforts in communication, persuasion and mobilization to implement the Party's agenda for standardization have not been sustained consistently. In several cases, these methods have been applied in a superficial or limited manner, resulting in modest effectiveness.

**Thirdly**, leadership through organizational and personnel work has not always received appropriate attention. Shortcomings remain in the planning and implementation of human resource development strategies, particularly in aligning staffing structures with standardization goals.

*Fourthly*, although Party organizations and individual Party members have participated in the standardization process, their involvement has often been passive and fragmented, lacking full integration into broader Party-building initiatives at the local level.

*Sixthly*, the inspection and supervision functions of the Party Committees over political schools and their staff have not been consistently emphasized. In particular, insufficient focus has been placed on monitoring political awareness, professional ethics and working style - factors that are vital to maintaining the political integrity and educational mission of standardized political schools.

### **3.2. CAUSES AND LESSONS LEARNED**

#### **3.2.1. Causes of the Current Situation**

##### ***3.2.1.1. Causes of advantages and results***

*Firstly*, the Party Central Committee has promulgated appropriate regulations and provided detailed guidance for the implementation of the standardization of political schools. These efforts have been supported by the assistance and coordination of central-level ministries, agencies and Party institutions.

*Secondly*, the provinces in the Mekong Delta have demonstrated accurate awareness and a thorough understanding of the Party's regulations and guidelines. They have effectively applied these directives in implementing the task of building standardized political schools within their localities.

*Thirdly*, the proactive engagement and strong commitment of provincial governments, along with the active participation of Party advisory bodies and specialized departments, have played an important role in organizing and executing the standardization process.

*Lastly*, the provincial political schools themselves have shown initiative in advising provincial leaders and have exhibited a high sense of responsibility, political determination and professional dedication throughout the process of standardization.

##### ***3.2.1.2. Causes of disadvantages and limitations***

*Firstly*, in some localities, certain members of the Provincial Party Committees - particularly key provincial leaders - have not yet developed a sufficiently deep understanding of the significance and strategic importance of leading the development of standardized political schools. This limited awareness has hindered the ability to provide strong and consistent leadership.

*Secondly*, the capacity and performance of Party advisory bodies and local government agencies in implementing the standardization of political schools remain inadequate in relation to practical requirements. Their ability to advise, coordinate and execute tasks has not fully met the expectations set forth by Party resolutions and central regulations.

*Thirdly*, the leadership and management capabilities of officials working in agencies and units directly involved in the development of standardized political schools remain

insufficient. In particular, gaps persist in strategic thinking, inter-agency coordination and the ability to respond flexibly to the challenges of the standardization process.

### **3.2.2. Lessons Learned**

*Firstly*, a correct and comprehensive understanding of the issue - combined with resolute leadership and strategic direction - is fundamental to ensuring the effectiveness of Provincial Party Committees in the standardization of political schools.

*Secondly*, innovation in both the content and methods of leadership is a decisive factor in enhancing the quality, efficiency and overall outcomes of the standardization process.

*Thirdly*, accurate and objective assessment of the current situation, including an honest appraisal of both strengths and limitations, enables the Party Committee to set clear goals and identify appropriate solutions for successful implementation.

*Fourthly*, effective communication, persuasion and mobilization efforts - alongside the active promotion of initiative and creativity among political schools - are critical enablers for translating Party directives into practical and sustainable results.

*Lastly*, serious, regular and consistent leadership in inspection and supervision plays a vital role in reinforcing the leadership capacity of Provincial Party Committees and ensuring the institutional accountability and integrity of political school development efforts.

## **Summary of Chapter 3**

The leadership of Provincial Party Committees in the Mekong Delta in developing standardized political schools has been implemented through clearly defined contents and methods. While notable achievements have been recorded - particularly in policy formulation, inter-agency coordination, staff development and strategic planning - several limitations remain.

These limitations stem from both objective and subjective factors, with subjective causes such as limited awareness, leadership capacity and initiative among key Party leaders playing a critical role. The chapter identifies the root causes behind these challenges and offers practical insights based on local implementation.

Lessons learned from recent years - such as the importance of high-level commitment, leadership innovation, effective supervision and mobilization of political schools - provide an important foundation for proposing more effective and targeted solutions in the subsequent chapter.

## **Chapter 4**

# **DIRECTIONS AND SOLUTIONS TO STRENGTHEN THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN THE MEKONG DELTA IN DEVELOPING STANDARD POLITICAL SCHOOLS**

## **4.1. CONTEXT AND STRATEGIC DIRECTIONS FOR STRENGTHENING LEADERSHIP**

### **4.1.1. Advantages and disadvantages**

#### ***4.1.1.1. Advantages***

*Firstly*, the Communist Party and the State have placed strong emphasis on the development of a unified, modern political school system nationwide. This overarching priority has created favorable institutional and policy conditions for Provincial Party Committees to assert leadership, enhance their political role and define strategic orientations and solutions responsive to emerging realities.

*Secondly*, several provinces in the Mekong Delta have recorded early achievements in developing standardized political schools. These initial successes have not only demonstrated feasibility but also generated motivation and confidence for other localities in the region to accelerate implementation.

*Thirdly*, the Party's ongoing commitment to reforming and streamlining the political-administrative apparatus - aimed at greater efficiency and effectiveness - has created institutional momentum for political schools to restructure, improve organizational quality and strengthen outcomes in cadre training.

*Fourthly*, the continued advancement of the scientific and technological revolution offers new opportunities for leadership transformation and modernization in the governance and pedagogical practices of political schools.

*Fifthly*, the 13th National Party Congress and the Sixth Plenum of the 13th Central Committee have set forth strategic orientations for renewing Party leadership and state governance methods. These orientations have been actively pursued by provinces in the Mekong Delta, particularly in the development and standardization of political schools.

*Sixthly*, practical lessons drawn from recent leadership activities serve as valuable experiential assets, providing a foundation for Provincial Party Committees to refine approaches and further strengthen their leadership in the coming period.

#### ***4.1.1.2. Disadvantages***

*Firstly*, within the current context, a number of Party Committee members still exhibit limited awareness, insufficient political determination, or a lack of commitment regarding the significance and urgency of developing standardized political schools. This hinders the consistency and decisiveness of leadership at the provincial level.

*Secondly*, empirical assessments indicate that many political schools continue to struggle in meeting the criteria required for standardization - particularly in areas such as faculty capacity, staff qualifications and overall institutional readiness. These shortcomings undermine the quality and sustainability of standardization efforts.

*Thirdly*, the pursuit of Level 1 standardization - and the aspiration to advance to Level 2 - remain challenging in light of ongoing structural reforms and rapidly changing local contexts. This creates additional pressure on local leadership to adapt and respond effectively.

*Fourthly*, the availability and allocation of investment resources for political school development - especially in terms of physical infrastructure and operational funding - remain insufficient and uneven across different provinces, thereby affecting implementation progress and quality assurance.

*Sixthly*, a portion of faculty members, administrative personnel and school leaders - who are directly responsible for and benefit from the standardization process - have shown signs of indifference or passive resistance. This has resulted in limited engagement, lack of proactive initiative and a slow pace of institutional innovation.

#### **4.1.2. Strategic Directions for Strengthening Leadership by Provincial Party Committees in Building Standard Political Schools**

*Firstly*, Provincial Party Committees must closely adhere to the regulations and guidance issued by the Party Central Committee concerning the development of standardized political schools. Simultaneously, attention should be paid to the orientations of the Politburo and Secretariat, as well as relevant State policies on administrative restructuring and the re-establishment of two-tier local government models. These serve as foundational frameworks to ensure that political school development remains aligned with contemporary governance realities.

*Secondly*, innovation should be promoted in the specific contents and methods of leadership employed by Provincial Party Committees in the standardization process. This innovation must respond to evolving demands in governance and cadre development, contributing to a more effective, adaptive and results-oriented leadership model.

*Thirdly*, it is imperative that Provincial Party Committees reinforce their leadership over political schools to ensure that these institutions fulfill their assigned functions and tasks - particularly in the areas of cadre training, political theory education and ideological work at the local level.

*Fourthly*, the evaluation and accreditation processes for political schools should be reformed in accordance with the principle of “substance over form, objectivity over procedure.” This approach helps to eliminate formalism and promote authentic institutional quality. At the same time, leadership should prioritize the development of policy mechanisms that support staff capacity-building, especially in terms of postgraduate education and doctoral-level qualifications for lecturers.

*Lastly*, cooperation with the Ho Chi Minh National Academy of Politics should be enhanced and institutionalized. This partnership is essential to ensuring the effective implementation of Regulation No. 11-QĐ/TW in light of the current structural and contextual changes affecting the political school system.

## **4.2. SOLUTIONS TO STRENGTHEN THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN THE MEKONG DELTA IN DEVELOPING STANDARD POLITICAL SCHOOLS**

### **4.2.1. Strengthening Leadership to Raise Awareness and Responsibility among Party Committees, Standing Committees, School Leaders and Staff**

*Firstly*, it is essential to enhance the leadership role of Provincial Party Committees in disseminating and thoroughly internalizing the Party's regulations, the guidelines of the Ho Chi Minh National Academy of Politics and the resolutions and implementation plans issued by the Provincial Party Committees regarding the construction of standardized political schools. This provides a unified ideological and policy foundation for coordinated action.

*Secondly*, communication and advocacy efforts should be promoted to foster broad-based consensus, reinforce political will and strengthen the determination of Party members, civil servants and educators within political schools to actively engage in the standardization process.

*Thirdly*, attention must be paid to raising the level of awareness and political responsibility among key provincial leaders, heads of departments and school administrators. These individuals play a decisive role in directing and organizing the successful implementation of the standardization agenda at the grassroots level.

*Lastly*, communication strategies should be specifically tailored to distinct target groups - such as school leaders, Party members and lecturers - using appropriate methods and formats to ensure deep understanding, meaningful engagement and alignment with the objectives of building standardized political schools.

### **4.2.2. Enhancing Leadership Over the Implementation of Standardization Criteria in the Mekong Delta**

To effectively achieve and maintain Level 1 standards and progress toward Level 2, Provincial Party Committees must intensify their leadership across all six groups of standardization criteria:

*Firstly*, in terms of institutional regulations, ensure the development and enforcement of unified, transparent internal frameworks aligned with Regulation No. 11-QĐ/TW.

*Secondly*, for human resources, focus on restructuring, recruiting and training qualified lecturers and staff to meet competency and professional standards.

*Thirdly*, regarding training activities, guide the design of curricula that integrate political theory with practical, locally relevant content.

*Fourthly*, in scientific research, promote active engagement of faculty in research and practical summarization to support Party building and policy innovation.

*Fifthly*, on school culture and discipline, build a politically exemplary, ethical and professional environment reflective of Party principles.

*Sixthly*, for infrastructure and finance, lead investment in facilities, equipment and financial systems to ensure operational readiness and modernization.

#### **4.2.3. Leadership in Organizational Reform and Standardization of Staff Structures, Including Management and Teaching Personnel**

*Firstly*, restructure and streamline staff in alignment with standardization requirements, ensuring appropriate lecturer-to-student ratios and organizational models that conform to the school's mission and comply with Party and State public service reform policies.

*Secondly*, prioritize capacity-building for lecturers and school managers through postgraduate education, political theory training, pedagogical enhancement and applied research skills.

*Thirdly*, promote lecturer ranking and career advancement via fair, merit-based evaluations that recognize academic excellence, ethical standards and political commitment.

*Fourthly*, improve lecturer evaluation systems to ensure comprehensive, outcome-based assessments focusing on teaching effectiveness, research productivity, ideological alignment and contributions to institutional development.

#### **4.2.4. Leadership in Scientific Research, Practical Summarization, Infrastructure Investment and Modernization of Facilities and Equipment**

*Firstly*, strengthen leadership in scientific research and practical summarization by guiding schools to align research with the Party's directives and the strategic orientation of the Ho Chi Minh National Academy of Politics, ensuring contributions to local Party building, governance innovation and policy reform.

*Secondly*, enhance infrastructure and secure adequate funding by leading the planning and mobilization of resources to upgrade physical facilities in a sustainable and transparent manner, in line with the functional requirements of standardized political schools.

*Thirdly*, modernize equipment and digital systems by providing advanced teaching tools, e-learning platforms and research technologies, thereby improving instructional quality, administrative efficiency and the overall learning environment.

#### **4.2.5. Strengthening the Leadership of Provincial Party Committees in Engaging Central Agencies to Support the Development of Standard Political Schools**

*Firstly*, strengthen coordination with the Ho Chi Minh National Academy of Politics by actively seeking guidance, expertise and unified strategic direction in implementing Regulation No. 11-QĐ/TW. This ensures consistent understanding of goals, significance and long-term objectives in standardizing political schools.

*Secondly*, enhance leadership in mobilizing support from central Party and State agencies - particularly the Central Organization Commission, the Central Propaganda and Education Commission, the Ministry of Home Affairs and the Ministry of Education and Training. These institutions are critical in policy development, institutional reform and resource allocation necessary for the successful and sustainable standardization of political schools at the local level.

#### **4.2.6. Strengthening Leadership in Inspection, Supervision and the Review of Political School Development and Standardization Activities**

*Firstly*, enhance leadership in inspecting and supervising Party members and school personnel, with a focus on political awareness, ethical conduct, organizational discipline and lifestyle. Special emphasis should be placed on evaluating the political commitment, leadership qualities and discipline of school leaders in executing standardization tasks.

*Secondly*, promote internal accountability by reinforcing self-monitoring and self-evaluation mechanisms within Party organizations and among individual Party members. Clearly assign responsibilities - especially to key leaders - in implementing standardization activities.

*Thirdly*, strengthen Party Committee leadership over inspection commissions by consolidating inspection bodies across departments and schools and by ensuring systematic personnel planning, training and recognition to improve capacity and professionalism.

*Lastly*, reform the working methods of inspection bodies by guiding provincial inspection commissions toward scientific, results-oriented approaches. Improve procedural clarity, task delegation and evaluation frameworks to enhance the integrity and effectiveness of inspection activities, while avoiding formalism and superficiality.



### **Summary of Chapter 4**

Based on an assessment of the contextual environment, including both enabling conditions and existing challenges that impact the leadership of Provincial Party Committees in the Mekong Delta in developing standardized political schools and grounded in an analysis of previous limitations and their underlying causes, this chapter outlines a comprehensive set of strategic solutions aimed at strengthening leadership effectiveness through to 2030. To this end, several key areas require focused attention. First, leadership must be reinforced in raising awareness and fostering political responsibility among Party Committees, Standing Committees, school administrators and Party members, ensuring a shared understanding of the strategic importance of standardized political schools and the Party's guiding role in their development. Second, leadership should be intensified across all standardization criteria to ensure that political schools achieve, maintain and advance from Level 1 to Level 2 in accordance with evolving contextual demands. Third, innovation in organizational and personnel leadership is needed, particularly in restructuring internal systems, professionalizing management teams and standardizing the qualifications and political integrity of academic and administrative staff. Fourth, scientific research and practical summarization capacities must be enhanced in tandem with investments in infrastructure, sustainable funding mechanisms and the modernization of instructional and managerial technologies. Fifth, greater efforts are required to mobilize the support of central-level agencies, thereby fostering institutional coordination, policy coherence and resource allocation aligned with the standardization mandate. Finally, inspection and supervision activities should be strengthened and integrated with periodic evaluations of institutional performance to ensure transparency, political discipline and continuous improvement in leadership outcomes.

## CONCLUSIONS

The development of standardized political schools is a major directive of the Party, which has been thoroughly implemented and led by Provincial Party Committees in the Mekong Delta. In recent years, their leadership in this area has demonstrated a proper and effective application of leadership contents and methods.

Alongside the recorded achievements, certain limitations persist in the leadership process, stemming from both objective and subjective causes - most notably, subjective limitations in leadership capacity and the initiative of the Party Committees themselves. The practical experiences, strengths, weaknesses and causes identified in this dissertation provide a scientific basis for proposing solutions to further enhance the effectiveness of leadership in this domain.

To strengthen the leadership of Provincial Party Committees in the Mekong Delta in the coming years, it is essential to implement the proposed orientations and synchronize the following key solutions:

- Lead efforts to raise awareness and reinforce accountability among Party Committees, Standing Committees, Party cells, school leadership and all cadres and Party members involved in building standardized political schools.
- Strengthen leadership in implementing each group of criteria in the standardization process, aiming to meet and maintain Level 1 standards and progress toward Level 2 standards under new contextual conditions.
- Reform organizational and personnel work, streamline the institutional structure and standardize the management and teaching staff of political schools.
- Intensify scientific research and practical summarization; invest in facilities; ensure funding; and modernize teaching, management and research equipment.
- Promote the leadership role of the Provincial Party Committees in engaging central-level agencies for support in developing standardized political schools.
- Enhance inspection and supervision activities associated with the evaluation and review of the political schools' functions and the progress of standardization.

These solutions, when implemented consistently and effectively, will play a decisive role in elevating the quality and impact of political schools in the Mekong Delta and contribute to the Party's broader efforts in cadre development and political system consolidation./.

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