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HUA THANH MAI

**THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN
THE RED RIVER DELTA REGION IN CURRENT EDUCATION
AND TRAINING WORK**

**SUMMARY OF DOCTORAL THESIS
BUILDING UP THE PARTY AND STATE GOVERNMENT**

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INTRODUCTION

1. Rationale for the title

In compliance with Resolution No. 29-NQ/TW dated November 4, 2013 of the 8th Conference of the 11th Central Executive Committee on fundamental and comprehensive innovation of education and training work, satisfying requirements of industrialization and modernization in the conditions of a socialist-oriented market economy and international integration, education and training work in the provinces belonging to the Red River Delta region have developed quite comprehensively in both scale and quality. However, education and training work in the provinces in the Red River Delta region still has met some limitations.

Originated from current situation of the education and training work with some shortcomings and a deep awareness of the position, role and importance of this field in training high-quality human resources for the industrialization and modernization of the country, the author decided to choose the title “*Leadership of provincial Party Committees in the Red River Delta region in current education and training work*” as a doctoral thesis in major of Building up the Party and State Government.

2. Purpose and tasks of the thesis

2.1. Purposes of the thesis

On the basis of studying to clarify theoretical and practical issues on the leadership of provincial Party Committees in the Red River Delta region in current education and training work, the thesis makes recommendations on main directions and solutions to strengthen the leadership of provincial Party Committees in the Red River Delta region in education and training work in the coming time.

2.2. Research tasks of the thesis

Overview of research projects related to the thesis title

Discussion and explanation to clarify theoretical and practical issues on the leadership of provincial Party Committees in the Red River Delta region in education and training work.

Survey and proper assessment on current situation regarding the leadership of provincial Party Committees in the Red River Delta region in education and training work from 2015 to present, pointing out the advantages, disadvantages, causes and some experiences.

Recommendation on directions and solutions to strengthen the leadership of Provincial Party Committees in the Red River Delta region in education and training work in the coming time.

3. Research object and scope of the thesis

3.1. Research object

The leadership of Provincial Party Committees in the Red River Delta region in education and training work.

3.2. Research scope of the thesis

- *In terms of space*: The thesis surveys and studies current situation regarding the leadership of provincial Party Committees in the Red River Delta region in education and training work, including: Vinh Phuc Provincial Party Committee, Bac Ninh Provincial Party Committee, Hai Duong Provincial Party Committee, Hung Yen Provincial Party Committee, Quang Ninh Provincial Party Committee, Thai Binh Provincial Party Committee, Nam Dinh Provincial Party Committee, Ha Nam Provincial Party Committee, Ninh Binh Provincial Party Committee.

- *In terms of time*: The thesis surveys the leadership of provincial Party Committees in the Red River Delta region in education and training work from 2015 to present. The directions and solutions proposed in the thesis are valid until 2035.

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

4.1. Theoretical basis

Marxism-Leninism, Ho Chi Minh's Ideology and the views of the Communist Party of Vietnam on Education and training work are theoretical basis of the thesis.

4.2. Practical basis

The practical basis of the thesis is the current situation regarding the leadership of provincial Party Committees in the Red River Delta region in education and training work from 2015 to present.

4.3. Research methods

The thesis is researched on the basis of Marxism-Leninism methodology and applies a combination of research methods such as: Systematization method; analysis and synthesis; induction and deduction; statistics, comparison; sociological investigation; practical summary.

5. Novel scientific contributions of the thesis

Introduce concepts, clarify the content and methods of the leadership of provincial Party Committees in the Red River Delta region in education and training work.

Draw some experiences regarding the leadership of provincial Party Committees in the Red River Delta region in education and training work.

Recommend some new and feasible solutions to strengthen the leadership of provincial Party Committees in the Red River Delta region in education and training work in the coming time.

6. Theoretical and practical significance of the thesis

The thesis makes contribution to summarize practices, supplement and develop theories on the leadership of provincial Party Committees in the Red River Delta region in current education and training work.

Findings of the thesis can be a reference for Party committees and organizations in the provinces of the Red River Delta to refer and propose guidelines and measures leading and directing education and training work, meeting requirements of fundamental and comprehensive innovation in education and training work.

The thesis can be used as a reference for research and teaching of Building up the Party and State Government at universities, political schools, and the system of schools under the Ho Chi Minh National Academy of Politics.

7. Structure of the thesis

In addition to the introduction, conclusion, list of the author's published projects related to the thesis title, list of references and appendices, the thesis consists of 4 chapters and 9 sections.

Chapter 1

OVERVIEW OF RESEARCH SITUATION RELATED TO THE THESIS TITLE

1.1. INTERNATIONAL SCIENTIFIC PROJECTS

1.1.1. Research projects on education and training, education and training work

Tich Xao Quyen, Truong Ai Tu (2015), *Science, Technology and Education of China*.
J. Krishnamurti (2017), *Education and the Meaning of Life*.

Fukuzawa Yukichi (2017), *Encouragement of Learning*.
 John Dewey (2018), *Democracy and Education*.
 Thomas Gordon, Noel Burch (2019), *T.E.T Effective Teacher Education*.
 Tony Wagner (2020), *Educational Lessons from America*.
 Robert Talbert (2021), *Flipped Learning: A Guide for Higher Education Institutions*.
 Pasi Sahlberg (2021), *Finnish Lessons 2.0*.
 Fareed Rafiq Zakaria (2021), *In Defense of a Liberal Education*.
 Anne Cheng (2022), *History of Chinese Thought*.
 Tan Huong Duong (2022), *Modernizing the Chinese Model*.
 Todd Whitaker (2022), *What Great Teachers Do Differently*.
 Neil Postman (2023), *The End of Education*.

1.1.2. Research project on the leadership of party committees at all levels in education and training, education and training work

Trieu Ly Van (2010), *Theory and practice of officer education work of the Communist Party of China*.

Nguyen Tien Dat (2019), *Comparing education in Vietnam and Asian countries*.

Mai Ngoc Anh (2020), *State management for higher education: Some experiences of China and recommendations for Vietnam*.

The Organization Department of the Central Committee of the Chinese Communist Party (2022), *Strict and Comprehensive Party Governance - Achievements and Experiences in the Organizational and Building Work of the Communist Party of China since the 18th National Congress*.

Nguyen Quoc Vuong (2022), *What can Vietnamese education learn from Japan: Education and history education in a comparative perspective between Vietnam and Japan*.

Nguyen Quoc Vuong (2022), *What can Vietnamese education learn from Japan: Education and history education in a comparative perspective between Vietnam and Japan*.

Manabu Sato (2022), *Training Teachers to Become Professional*.

Christopher Winch - John Gingell (2022), *Philosophy and Educational Policy*.

Khanh Ha (abridged translation) (2023), *Higher education reform in China: Policy, implementation and results*.

Kathryn Zukof (2024), *Managing Processes and People for Successful Change*.

Joyce Kaser, Susan Mundry, Katherine E. Stiles, Susan Loucks – Horsley (2024), *The Leadership Journey*.

Souvanxay Dengouangthong (2024), *Socialist Patriotic Education for Youth in Provinces of the Central Region in the Lao People's Democratic Republic Today*.

1.2. DOMESTIC SCIENTIFIC PROJECTS

1.2.1. Research projects on education and training, education and training work

Le Thi Phuong Hong (2015), *Developing community learning centres in the Red River Delta in the early phase of building a learning society in Vietnam*.

Bui Tat Thang (2015), *Issues on education, training and human resource development for Central Highlands' sustainable development*.

Nguyen Van Tuan (2016), *Talking with science and education*.

Le Thi Thanh Loan (2016), *Financial autonomy - guidelines and policies for opening up public university education in Vietnam*.

Ngo Van Ha (2017), *Ho Chi Minh's Ideology on education and higher education issues in Vietnam*.

Phan Van Kha, Nguyen Loc (2017), *Educational science of Vietnam from innovation to present*.

Vu Thi Quynh (2017), *Current status of development and management of school culture development at teacher training colleges in the Red River Delta*.

Vietnam Institute of Educational Sciences (2017), *International experience in developing the general education curriculum*.

Nguyen Duc Chinh (2018), *Curriculum Development*.

Bui Viet Phu (2018), *International experience in training general teachers from developed nations*.

Ly Viet Quang (2018), *Ho Chi Minh's ideology on education for the issue of fundamental and comprehensive innovation of Vietnamese education today*.

Bui Minh Hien, Nguyen Quoc Tri (Co-editors) (2019), *History of Education in Vietnam*.

Cao Van Phuong, Cao Viet Hieu, Nguyen Van Ut (2019), *Building an open education*.

Nguyen Trung Thanh (2019), *Quality culture in higher education*.

Nguyen Xuan An Viet (2019), *Information on education and training in print newspapers in Vietnam (surveying Nhan Dan, Tuoi Tre, Thanh Nien, Giao Duc and Thoi Dai newspapers from 2005 to 2010)*.

Nguyen Xuan Xanh (2019), *University - Higher Education Institution changed the world from Medieval to Modern*

Mai Ngoc Anh (2020), *State management of higher education: China's experience and recommendations for Vietnam*.

Nguyen Trong Hoai (2020), *Internationalization of education: Practices of the World and evidence of Vietnamese higher education*.

Nguyen Thi Huong (2020), *Developing educational services: practical research in rural areas of Vietnam*.

Tran Mai Dong, Le Nhat Hanh, Phung Vu Bao Ngoc, Mai Truong An (2021), *Experience on internationalization of higher education in some countries in the world: Lessons for Vietnam*.

Nguyen Thi Bich Nguyet (2021), *The role of technology application in teaching and learning in universities today*.

Bui Thanh Thuy (2021), *Promoting international cooperation in the field of education and training in universities in Vietnam today*.

Dinh Van Toan (2021), *Development of Enterprises in Universities: From International Experience to Practices in Vietnam*.

Nguyen Vu Viet (2021), *Research and recommendations on solutions to improve the efficiency and effectiveness of state budget spending on education in Vietnam*.

Hoang Anh Duc, Hoang Giang Quynh Anh, Ho Tuong Linh (2022), *Self-study - Creating a lifelong learning journey*.

Thai Van Thanh (2022), *Research on the coordination model between family, school and community in caring for and educating children at early childhood facilities to meet requirements of fundamental and comprehensive innovation in education and training*.

Tran Trung Tinh (2022), *Autonomy and accountability of high-quality general schools in Vietnam today*.

Nguyen Quoc Vuong (2022), *Long-distance thinking of Vietnamese education*.

My Anh (2023), *Education and training in the Red River Delta region should rise to meet international standards*.

Trinh Thi Anh Hoa (2023), *Research and recommendations on national policy on digital transformation in school management in Vietnam.*

Thai Hoa (2023), *Promoting digital transformation and application of information technology in education and training in Hanoi city.*

Pham Hong Quang, Nguyen Danh Nam (2023), *Changes and solutions to develop the higher education environment in the context of autonomy at universities.*

Nguyen Nam Phuong, Vu Thi Mai Huong, Tran Thi Cam Tu (Co-editors) (2023), *Training skills in organizing educational activities in teacher training.*

Nguyen Thi Thu Thao (2023), *Development of the general education curriculum in China.*

Trang Thi Thuy (2023), *Building a model of traditional cultural value education for high school students through experience activities in craft villages in the Red River Delta.*

Trinh Thi Anh Hoa, Nguyen Duc Minh, Nguyen Le Van Dung, Pham Thi Bich Dao, Trinh Van Ha (2024), *Current status and orientation of educational administration research.*

Tran Thi Hoai (2024), *Research on building a set of criteria for evaluating the quality of online courses at Hanoi National University.*

Nguyen Thanh Thuy, Bui Van Hong, Nguyen Van Tu, Nguyen Ngoc Phuong, Pham Dao Tien (2024), *Current status of ensuring online teaching quality at some universities in Vietnam today.*

1.2.2. Research projects on the leadership of party committees at all levels in education and training, education and training work

Mai Cong Khanh (2016), *Determining human resource training demands for the Northwest region in the 2015-2020 period.*

Phung Thi Phong Lan (2016), *State management of general education in ethnic minority areas in the Northern mountainous region.*

Quy Lam (2016), *Innovation policy on education and training, research and effective application in schools.*

Military Institute of Social Sciences and Humanities (2016), *Party's viewpoints on education and training, science and technology in instruments of the 12th National Congress.*

Nguyen Thi Hong Hanh (2017), *The leadership of Party committees of public universities in Hanoi city to improve the quality of undergraduate training in the current period.*

Bui Ngoc Hien (2018), *Education development policy in the Mekong Delta region*

Tran Huy Ngoc (2018), *Innovation in methods of education on political theory for students of universities in the Northern Midland and mountainous area of Vietnam (Through a survey of Thai Nguyen University and Tay Bac University).*

Nguyen Huu Cuong (2019), *Quality assurance of Vietnamese higher education: Policy and practice in the 21st century.*

Phuong Vu (2019), *Law on Education - Law on Higher Education (revised) - New regulations on the general education curriculum & emulation, reward work in the education sector.*

Nguyen Thi Phuong Chi (2020), *History of Vietnamese education from 1975 to 2000.*

Dinh Quang Hai (2020), *History of education the in Northern region of Vietnam from 1945 to 1975.*

Nguyen Dang Lang (2020), *Developing the teaching staff of Colleges in the Red River Delta region in the context of vocational education innovation.*

Vu Duy Men (2020), *History of Vietnamese education from the 10th century to 1858.*

Ngo Van Hung (2021), *Training and fostering of officers under categories of the Standing Committee of Provincial and Municipal Party Committees in the Red River Delta region at present.*

Tran Khanh Duc (Editor-in-Chief), Duong Thi Hoang Yen, Do Thi Thu Hang, Nguyen Duc Huy, Le Thanh Huyen (2022), *Training management and modern school administration.*

Nguyen Thi Nhu (2022), *the Party's leadership in implementing digital transformation in education and training (2011-2021)*

Nguyen Anh Tuan (2022), *Refresher management for primary school teachers towards development of teaching competency at district level in Hanoi city .*

Dang Van Hai (2023), *Management of career guidance activities for secondary school students in the North Central region to meet the 2018 general education curriculum.*

Tran Kiem (2023), *Basic issues of educational management science.*

Luong Thi Hang My (2023), *Improving the quality of traditional cultural value education through the craft village experience for high school students in the Red River Delta region*

Lam Quang Thiep (2023), *Governance, management and improvement of Vietnamese higher education quality.*

Pham Xuan Manh (2024), *The leadership quality of education and training tasks of grassroots party organizations of teachers' faculties under party committees of military academies and military officer schools today.*

1.3. OVERVIEW ON RESEARCH FINDINGS OF PUBLISHED SCIENTIFIC PROJECTS AND RESEARCH ISSUES TO BE FOCUSED BY THESIS

1.3.1. Overview of research findings of published scientific projects

The published research projects and articles have studied education and training, education and training work and the leadership of party committees at all levels in education and training, education and training work with various different perspectives and approaches, obtaining many important theoretical and practical results, typically:

Firstly, the research projects have clarified the theoretical foundation issues in education and training; stated the role, meaning and importance of education and training for the country.

Secondly, research projects, especially research findings of scientific titles and scientific articles, have closely and accurately assessed the current situation of education and training work in the Red River Delta region in particular and in our country in general with concrete and accurate data, evidence.

Thirdly, some research projects have pointed out practical experiences in innovating the education and training work according to the Party's policies and guidelines.

Fourthly, each research project conducts exploitation from various perspectives and provides different solutions, but all aim at the common goal as building an open education system, serving lifelong learning, fairness and equality, in the direction of standardization, modernization, democratization, socialization and international integration.

Fifthly a few other research projects have initially made explanation, proposals, and recommendation on continuing to solve the problem not only in terms of methodology and epistemology, but also specific recommendations and suggestions in each aspect, for each field, to strengthen education and training work in the future.

Sixthly, research projects by foreign authors and Vietnamese authors studying about foreign countries (China, Japan, England, etc.) indicate that the policies and guidelines on education and training are much humane, progressive and modern. This can be considered

valuable experiences for Vietnam to absorb and apply in order to strengthen and effectively implement the country's education and training work.

Accordingly, the above scientific projects and experiences have made great contributions in both theoretical aspect and practical summary, and served as an important and useful sources of reference for the author to further study and carry out the thesis title, especially providing some materials and approaches to the research object. The author has selectively inherited research findings of the above scientific projects whiling studying and deploying the thesis title.

1.3.2. Research issues to be focused by the thesis

Although various projects have discussed the above leadership of Party committees at all levels in education and training work, due to the specific objectives, scope and objects of research, no projects systematically, in-depth and comprehensively study the theory and summarize the practice of the leadership of provincial Party Committees in the Red River Delta region in current education and training work. Therefore, the research student has chosen this issue as a research title to meet the requirements of timeliness and practical demands.

The thesis will focus on solving the following basic issues:

Firstly, clarifying the theoretical and practical basis on the leadership of provincial Party Committees in the Red River Delta region in education and training work: Research to further clarify the concept on education and training, education and training work in provinces of the Red River Delta region, thereby pointing out the content, methods and clarifying the role and characteristics of education and training work in provinces of the Red River Delta region. In particular, the thesis devotes a considerable amount of time to developing a theoretical basis on the leadership of provincial Party Committees in the Red River Delta region in education and training work; points out the subjects and objects of leadership; researches and discusses, fundamentally and systematically, the content and methods of leadership of provincial Party Committees in the Red River Delta region for education and training work; clarifies the leadership role of provincial Party Committees in the Red River Delta region for education and training work.

Secondly, objectively analyze and evaluate the current situation of the leadership of Provincial Party Committees in the Red River Delta region in education and training work. In particular, the title devotes a considerable amount of time to survey and analyze the advantages and limitations against the leadership of Provincial Party Committees in the Red River Delta region in education and training work; analyzes the causes and draws several experiences on the leadership of Provincial Party Committees in the Red River Delta region in education and training work.

Thirdly, forecast the advantages and difficulties affecting the leadership of provincial Party Committees in the Red River Delta region in education and training work; recommend directions and synchronous and feasible solutions, including new solutions, and provide deeper analysis on breakthrough solutions to strengthen the leadership of provincial Party Committees in the Red River Delta region in education and training work in the future.

Chapter 2

THEORETICAL AND PRACTICAL ISSUES ON THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN THE RED RIVER DELTA IN CURRENT EDUCATION AND TRAINING WORK

2.1. PROVINCE, PROVINCIAL PARTY COMMITTEE, PROVINCIAL PARTY COMMITTEE, STANDING COMMITTEE OF THE PROVINCIAL COMMITTEE PARTY IN THE RED RIVER DELTA

2.1.1. Overview of provinces in the Red River Delta region and their roles

- * *Natural conditions*
- * *Economic characteristics*
- * *Political characteristics*
- * *Cultural and social characteristics*
- * *National defense and security characteristics*

2.1.2. Provincial Party Committee, Standing Committee of the Provincial Party Committee in the Red River Delta region - concept, functions, tasks, powers and roles

2.1.2.1. Provincial Party Committee in the Red River Delta region - concept, functions, tasks, powers and roles

- * *Concept “provincial and municipal party committees in the Red River Delta”*

The Provincial Party Committee in the Red River Delta region is the short name for the Provincial Party Executive Committee; it is the leadership body of the provincial party committee between two provincial party congresses, elected by the congress; conducts the principles of collective leadership, individual responsibility.

- * *Functions of the provincial party committee in the Red River Delta*

Firstly, the leadership function.

Secondly, the inspection and supervision function.

Thirdly, the proposal and recommendation function.

- * *Duties and powers of the provincial party committee in the Red River Delta*

According to Regulation No. 10-QiĐ/TW dated December 12, 2018 by the Central Executive Committee on functions, tasks, powers and working relationships of standing committees of the party committee in provinces and centrally run cities.

- * *Roles of the provincial party committee in the Red River Delta*

2.1.2.2. Standing Committee of the Provincial Committee Party in the Red River Delta - concept, functions, tasks, powers and roles

- * *Concept on Standing Committee of the Provincial Committee Party in the Red River Delta*

The Standing Committee of the Provincial Party Committee in the Red River Delta consists of typical representatives from the Provincial Party Committee members who are elected by the first conference of the Provincial Party Committee after the Provincial Party Congress; it is the leadership body between two sessions of the Provincial Party Committee, operating according to the principle of collective leadership and individual responsibility.

- * *Functions of Standing Committee of the Provincial Committee Party in the Red River Delta*

- Leadership function.
- Inspection and supervision function.
- Proposal and recommendation function.

** Duties and powers of Standing Committee of the Provincial Committee Party in the Red River Delta*

According to Regulation No. 10-QiĐ/TW dated December 12, 2018 by the Central Executive Committee on functions, tasks, powers and working relationships of standing committees of the party committee in provinces and centrally run cities.

2.1.2.3. Roles of standing committee of the provincial committee party in the Red River Delta

2.2. EDUCATION AND TRAINING IN PROVINCES OF THE RED RIVER DELTA REGION

2.2.1. Education and training in provinces of the Red River Delta region - concept, roles and characteristics

2.2.1.1. Concept

Education and training in provinces of the Red River Delta are activities taking place in each province, systematically affecting the spiritual and physical development of human, teaching and training them to gradually acquire the qualities and competences as required; become knowledgeable and professional persons who satisfy the necessary work of themselves, of agencies, units, and localities, contributing to the cause of building and defending the Fatherland; they are a system of teaching - educational measures and agencies of the province.

2.2.1.2. Education and training facilities in the provinces of the Red River Delta and decentralization of management

In the provinces of the Red River Delta, there are preschools (nursery schools, kindergartens); primary schools; secondary schools; high schools. Some universities in the province that are qualified and meet the requirements prescribed by the State are allowed to train at the master's and doctoral levels.

According to the management hierarchy, nurseries, kindergartens, primary schools, and secondary schools are managed by the People's Committee at the district level, directly by the Department of Education and Training at the district level; the People's Committee at the commune level manages the groups of children and independent kindergarten classes in the area; high schools are managed by the Provincial People's Committee, directly by the Department of Education and Training. In addition, some training facilities, such as vocational training centers, district-level continuing education centers are managed by the People's Committee at the district level, directly by the Department of Education and Training at the district level; the provincial secondary schools, colleges and universities are managed by the Provincial People's Committee, directly by the Department of Education and Training.

2.2.1.3. Roles of education and training in provinces of the Red River Delta region

Firstly, as the top important factor in the province's development policies and strategies in every aspect; Education and Training, together with science and technology, are the decisive factors in economic growth and social development of provinces in this region.

Secondly, as a very important factor in building and developing culture in the provinces, making contributions to build an advanced Vietnamese culture imbued with national identity as the spiritual foundation of our society.

Thirdly, as the basis and premise for the development of science and technology in the provinces, making contributions to the development of science and technology in the country; effective international integration in terms of science and technology.

Fourthly, contribute to enhance the quality of Party members of organizations in the province's political system, so that these organizations can be powerful enough to meet

requirements of successfully carrying out the political tasks of the provincial Party Committee.

2.2.1.4. Characteristics of education and training in provinces of the Red River Delta region

Firstly, develop quite equally, receive the cooperation and support from large, high-quality and prestigious universities and research institutes in Hanoi capital, the largest education and training center in our country.

Secondly, conducted at the largest education and training center in our country, with a long history, rich experience, strict teaching and learning, and a strict examination tradition.

Thirdly, inherit and receive the cultural values from a region that is the origin of Vietnamese culture, where various cultural values of the nation are passed down and developed during the course of development, serving as a very important factor in creating the quality of education and training of provinces in this region.

Fourthly, students in provinces of the Red River Delta have a studious tradition, they are persistent to overcome difficulties and hardships to study and progress; educational background of people in the provinces are of the highest level in the country, they always pay great attention to their children's education, and actively participate in educational and training activities.

Fifthly, the curriculum content is being strongly innovated, diversified in types, levels, and fields of study, improved in quality, making contributions to our country's international integration of education and training.

2.2.2. Education and training work in provinces of the Red River Delta region – concepts and contents

2.2.1.1. Concepts on education and training work in provinces of the Red River Delta region

Education and training work in provinces of the Red River Delta region is the task of organizations in the political system from the province to the grassroots level regarding education and training; implemented by these organizations, the core and main of which are the authorities from the province to the commune level under the direction from provincial government, with the participation of relevant organizations and local people to systematically impact the spiritual and physical development, education and training of children in each province so that they gradually acquire the qualities and competencies as required; become knowledgeable and professional people to meet the necessary work of themselves, of agencies, units, and localities, contributing to the cause of building and defending the Fatherland.

2.2.1.2. Contents and methods of education and training work in provinces of the Red River Delta regions

** Contents of education and training work in provinces of the Red River Delta region*

Firstly, the provincial government develops resolutions, decisions, and plans for the province's education and training work to organize implementation.

Secondly, the Provincial People's Committee deploys and implements programs, plans, and schemes on education and training work with the main contents mentioned above.

Thirdly, the Provincial People's Committee coordinates with the Fatherland Front, socio-political organizations of the province and relevant organizations in implementing the Provincial People's Committee's programs, plans and schemes on education and training work.

Fourthly, the Provincial People's Committee conducts a preliminary review, summarizes, and draws experience from the province's education and training work and issues direction to the district-level People's Committees for carrying out this task.

2.3. THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN THE RED RIVER DELTA REGION ON EDUCATION AND TRAINING WORK – CONCEPTS, CONTENTS, METHODS AND ROLES

2.3.1. Concepts

The leadership of Provincial Party Committees in the Red River Delta region in education and training work means the entire activity of the Provincial Party Committee, the Standing Committee of Provincial Committee Party with the participation from Party organizations, officers, and Party members of the Provincial Party Committee; organizations in the political system, relevant organizations, forces and the people of provinces, especially the provincial government and organizations operating in the field of education and training of the province in building and promulgating resolutions and decisions of the Provincial Party Committee, the Standing Committee of Provincial Committee Party on education and training work; leading, directing the organization of implementing and conducting inspection and supervision to successfully implement those resolutions and decisions.

2.3.2. Contents on the leadership of Provincial Party Committees in the Red River Delta region in education and training work

Firstly, the Provincial Party Committee leads the implementation of the Party's resolutions, decisions, conclusions, and tasks, solutions on education and training work in resolutions of the Provincial Party Congresses during each term, focusing on leading the implementation of tasks and solutions of the current term (2020-2025).

Secondly, the provincial Party Committee leads and directs to build a qualified organizational structure of educational and training management authorities, institutions with effective and efficient operations; a team of officers leading, managing, serving education and training work and a team of lecturers with sufficient qualities, competencies, and prestige to meet requirements of the task.

Thirdly, the provincial Party Committee leads and directs the consolidation and development of educational network, pays great attention to disadvantaged areas, improves the quality of education work; expands and improves the quality of training institutions, focuses on necessary sectors, fields, and high-quality human resources training.

Fourthly, the provincial Party Committee leads and directs district-level Party Committees, relevant Party Committees and organizations at all levels regarding their leadership of education and training work within their functions, tasks, and scope of leadership.

Fifthly, the Provincial Party Committee leads the coordination between the government, the Fatherland Front, provincial socio-political organizations, social organizations, socio-professional organizations, relevant organizations and local people in participating in the Provincial Party Committee's leadership in education and training work.

2.3.3. Leadership methods of provincial Party committees in the Red River Delta region in education and training work

Firstly, provincial Party Committees in the Red River Delta region lead the education and training work through resolutions and decisions on on education and training work of the provincial Party Committee and the Standing Committee of the Provincial Party Committee.

Secondly, by leading and directing the provincial government to concretize and institutionalize the resolutions and decisions on on education and training work of the

Provincial Party Committee and the Standing Committee of the Provincial Party Committee into resolutions, decisions, programs, plans, and schemes on education and training work of the provincial government for implementation in the province.

Thirdly, through propagandizing, mobilizing and convincing Party members, organizations and people of the province to deeply aware the content of resolutions and decisions on education and training work of the Provincial Party Committee, the Standing Committee of the Provincial Party Committee, the Provincial People's Council and People's Committee; creating high consensus in implementing these resolutions and decisions

Fourthly, through the organization and personnel work of the education and training management authorities, schools and education and training institutions of the province.

Fifthly, through party organizations, party members and exemplary behaviors of party members working in education and training management authorities, schools, and education and training institutions of the province.

Sixthly, by promoting the role of the Fatherland Front, socio-political organizations, social organizations, socio-professional organizations, economic organizations and local people to participate in the provincial Party Committee's leadership in education and training work.

Seventhly, by inspecting and supervising party organizations and party members in the provincial party committee on implementing resolutions and decisions of the provincial party committee and the standing committee of the provincial party committee on education and training work.

2.3.4. The leadership role of provincial Party committees in the Red River Delta region in education and training work.

Firstly, the sound and effective leadership of provincial Party Committees in the Red River Delta is the decisive factor in successfully implementing the Party's guidelines and policies, the State's policies and laws on education and training work in the province; the tasks and solutions on education and training work in resolutions of the provincial Party Congress.

Secondly, the sound and effective leadership of provincial Party Committees in the Red River Delta in education and training work is the top important factor to determine the development of the province's education and training sector.

Thirdly, the sound leadership of provincial Party Committees in the Red River Delta region in education and training work is a very important factor for education and training to promote its important role in comprehensive development of the province, making contributions to our country's development.

Fourthly, the leadership of provincial Party Committees in the Red River Delta region in education and training work is a particularly important factor to guarantee the effective coordination of organizations in the political system, local organizations, forces and people in improving the quality and effectiveness of leadership in the province's education and training work.

Summary of chapter 2

The leadership of Provincial Party Committees in the Red River Delta region in education and training work means the entire activity of the Provincial Party Committee, the Standing Committee of Provincial Committee Party with the participation from Party organizations, officers, and Party members of the Provincial Party Committee; organizations in the political system, relevant organizations, forces and the people of provinces, especially the provincial government and organizations operating in the field of education and training

of the province in building and promulgating resolutions and decisions of the Provincial Party Committee, the Standing Committee of Provincial Committee Party on education and training work; leading, directing the organization of implementing and conducting inspection and supervision to successfully implement those resolutions and decisions

Chapter 3

THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN THE RED RIVER DELTA REGION ON EDUCATION AND TRAINING WORK - CURRENT SITUATION, CAUSES AND EXPERIENCES

3.1. CURRENT SITUATION ON THE LEADERSHIP OF PROVINCIAL PARTY COMMITTEES IN THE RED RIVER DELTA REGION IN EDUCATION AND TRAINING WORK

3.1.1. Advantages

3.1.1.1. Advantages of leadership content

Firstly, the Provincial Party Committee leads the implementation of the Party's resolutions, decisions, conclusions, and tasks, solutions on education and training work in resolutions of the Provincial Party Congresses of each term, focusing on leading the implementation of tasks and solutions of the current term (2020-2025) in a relatively promptly manner and in accordance with local realities.

Secondly, the provincial Party Committee leads and directs to build a qualified organizational structure of educational and training management authorities, institutions with effective and efficient operations; a team of officers leading, managing, serving education and training work and a team of lecturers with sufficient qualities, competencies, and prestige to meet requirements of the task, obtains various important results..

Thirdly, the provincial Party Committee leads and directs the consolidation and development of educational network, pays great attention to disadvantaged areas, improves the quality of education work; expands and improves the quality of training institutions, focuses on necessary sectors, fields, and high-quality human resources training in a basically complete and timely manner.

Fourthly, the provincial Party Committee leads and directs district-level Party Committees, relevant Party Committees and organizations at all levels regarding their leadership of education and training work within their functions, tasks, and scope of leadership and obtains various remarkable results.

Fifthly, the Provincial Party Committee leads the coordination between the government, the Fatherland Front, provincial socio-political organizations, social organizations, socio-professional organizations, relevant organizations and local people in participating in the Provincial Party Committee's leadership in education and training work to become more and more scientific, effective.

3.1.1.2. Advantages of leadership methods

Firstly, through resolutions and decisions on education and training work of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee which are regular and timely.

Secondly, by leading and directing the provincial government to concretize and institutionalize the resolutions and decisions of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on education and training work into resolutions, decisions, programs, plans, and schemes on education and training work of the

provincial government for implementation in the province which obtain lots of positive changes.

Thirdly, through propagandizing, mobilizing and convincing Party members, organizations and people of the province to deeply aware the content of resolutions and decisions on education and training work of the Provincial Party Committee, the Standing Committee of the Provincial Party Committee, the Provincial People's Council and People's Committee; creating high consensus in implementing these resolutions and decisions which receive great attention, their contents are close to the political tasks of the locality, agency, unit.

Fourthly, through the organization and personnel work of the education and training management authorities, schools and education and training institutions of the province which is increasingly innovated.

Fifthly, through party organizations, party members and exemplary behaviors of party members working in education and training management authorities, schools, and education and training institutions of the province which receive great interest and attention.

Sixthly, by promoting the role of the Fatherland Front, socio-political organizations, social organizations, socio-professional organizations, economic organizations and local people to participate in the provincial Party Committee's leadership in education and training work which is innovated and increasingly effective.

Seventhly, by inspecting and supervising party organizations and party members in the provincial party committee on implementing resolutions and decisions of the provincial party committee and the standing committee of the provincial party committee on education and training work which are performed relatively frequently.

3.1.2. Limitations

3.1.2.1. Limitations on leadership contents

Firstly, the Provincial Party Committee leads the implementation of the Party's resolutions, decisions, conclusions, and tasks, solutions on education and training work in resolutions of the Provincial Party Congresses of each term, focusing on leading the implementation of tasks and solutions of the current term (2020-2025) but the efficiency has not been high.

Secondly, the provincial Party Committee leads and directs to build a qualified organizational structure of educational and training management authorities, institutions with effective and efficient operations; a team of officers leading, managing, serving education and training work and a team of lecturers with sufficient qualities, competencies, and prestige to meet requirements of the task, but not regularly and promptly in some places.

Thirdly, the provincial Party Committee leads and directs the consolidation and development of educational network, pays great attention to disadvantaged areas, improves the quality of education work; expands and improves the quality of training institutions, focuses on necessary sectors, fields, and high-quality human resources training but there are still some limitations.

Fourthly, the provincial Party Committee leads and directs district-level Party Committees, relevant Party Committees and organizations at all levels regarding their leadership of education and training work within their functions, tasks, and scope of leadership but sometimes, the results are not as expected.

Fifthly, the Provincial Party Committee leads the coordination between the government, the Fatherland Front, provincial socio-political organizations, social organizations, socio-professional organizations, relevant organizations and local people in

participating in the Provincial Party Committee's leadership in education and training work but the efficiency has not been high.

3.1.2.2. Limitations on leadership methods

Firstly, through resolutions and decisions on education and training work of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee, but sometimes, the results are not as expected.

Secondly, by leading and directing the provincial government to concretize and institutionalize the resolutions and decisions of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on education and training work into resolutions, decisions, programs, plans, and schemes on education and training work of the provincial government for implementation in the province which have not made much innovation.

Thirdly, through propagandizing, mobilizing and convincing Party members, organizations and people of the province to deeply aware the content of resolutions and decisions on education and training work of the Provincial Party Committee, the Standing Committee of the Provincial Party Committee, the Provincial People's Council and People's Committee; creating high consensus in implementing these resolutions and decisions which are monotonous in terms of form, not attractive and not suitable for each audience..

Fourthly, through the organization and personnel work of the education and training management authorities, schools and education and training institutions of the province which sometimes lacks in tightness and clarity.

Fifthly, through party organizations, party members and exemplary behaviors of party members working in education and training management authorities, schools, and education and training institutions of the province which have not really received much attention in some places.

Sixthly, by promoting the role of the Fatherland Front, socio-political organizations, social organizations, socio-professional organizations, economic organizations and local people to participate in the provincial Party Committee's leadership in education and training work which has not been much innovated in several localities, especially at the grassroots level.

Seventhly, by inspecting and supervising party organizations and party members in the provincial party committee on implementing resolutions and decisions of the provincial party committee and the standing committee of the provincial party committee on education and training work which are not performed regularly.

3.2. CAUSES AND EXPERIENCES

3.2.1. Causes

3.2.1.1. Causes of advantages

Firstly, the close leadership and direction of the Party and the State towards the education and training work.

Secondly, the majority of Party committees from the provincial level to the grassroots level under the Provincial Party Committee in the Red River Delta region fully and correctly perceive the meaning, role and importance of education and training work.

Thirdly, the Fatherland Front, socio-political organizations and people in the provinces of the Red River Delta always pay attention to implementing the policies of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on education and training work.

Fourthly, the sense of responsibility, the efforts of the team of Party members, teachers, managers at all levels and the determination to innovate have contributed significantly to the good implementation of the task of fundamental and comprehensive innovation of education and training.

3.2.1.2. Causes of limitations

Firstly, the awareness of education and training of some Party committees in the provinces of the Red River Delta is still limited.

Secondly, the specialized agencies advising and assisting the Provincial Party Committee in the Red River Delta still have many limitations and shortcomings.

Thirdly, the population size, number of classes, number of students are increasing rapidly, while the conditions of staff, facilities, and teaching equipment have not met the requirements according to the prescribed standards, especially at the preschool and primary levels.

Fourthly, some Party members, teachers, and education managers in the provinces of the Red River Delta have not yet deeply understood the policies and contents of fundamental and comprehensive innovation in education and training.

3.2.2. Experiences

Firstly, thoroughly grasping and creatively applying the Party's viewpoints to have policies and solutions on education and training to meet the requirements of local socio-economic development.

Secondly, strengthening the leadership and direction of Party committees and authorities at all levels in the work of education and training innovation.

Thirdly, promoting the strength of the entire political system in implementing the tasks of education and training work.

Fourthly, strengthening the work of inspection, supervision, interim review, final review, and experience drawing from the implementation of resolutions and policies of the Provincial Party Committee on education and training work.

Summary of Chapter 3

In recent years, the Provincial Party Committee in the Red River Delta has paid attention to leading the work of education and training and achieved important results. However, besides the achieved results, the implementation of this task by the Provincial Party Committee in the Red River Delta still has limitations in both content and leadership methods; there are not many policies and solutions that bring high efficiency in leading education and training work.

Chapter 4

MAIN DIRECTIONS AND SOLUTIONS TO STRENGTHEN THE LEADERSHIP OF THE PROVINCIAL PARTY COMMITTEE IN THE RED RIVER DELTA REGION IN EDUCATION AND TRAINING WORK IN THE COMING TIME

4.1. ADVANTAGES, DIFFICULTIES AND DIRECTIONS TO STRENGTHEN THE LEADERSHIP OF THE PROVINCIAL PARTY COMMITTEE IN THE RED RIVER DELTA REGION IN EDUCATION AND TRAINING WORK IN THE COMING TIME

4.1.1. Advantages and difficulties to strengthen the leadership of the Provincial Party Committee in the Red River Delta region in education and training work in the coming time

4.1.1.1. Favorable Factors

Firstly, the country's renovation over the past 35 years has achieved great achievements of historical significance, including achievements in education and training, and will achieve greater achievements in the coming years, continuing to encourage and motivate Provincial Party Committees in the Red River Delta to rise up to lead education and training work effectively.

Secondly, the resolutions and decisions of the Party and State on education and training, especially the guiding viewpoints, tasks and major solutions of the Resolution of the 13th National Party Congress; the National Strategy on Education... Resolution of the 14th National Congress, in which the contents on education and training will be strongly implemented and achieved effectively.

Thirdly, the Party Congresses at all levels in the Provincial Party Committee and the Provincial Party Congresses in the Red River Delta for the 2025-2030 term will be conducted and successfully conducted, creating great advantages for the Provincial Party Committees to lead the education and training work in the coming years to achieve better quality and efficiency.

Fourthly, the people of the Red River Delta have a tradition of studiousness; the Party Committee, government and people are always interested in overcoming difficulties, being proactive, creative, creating all favorable conditions for children to study and achieve results.

Fifthly, the coordination of activities and support of educational and training institutions in the Red River Delta for educational and training work in the provinces; the strong development of science and technology, especially the Fourth Industrial Revolution (4.0) is an important factor for Provincial Party Committees to effectively lead educational and training work.

4.1.1.2. Disadvantaging Factors

Firstly, the qualifications and capacity of many Provincial Party Committee members and some members of the Standing Committee of the Provincial Party Committee in the Red River Delta have not yet met the increasingly high requirements of leadership in education and training work in the provinces in the new development period of the country.

Secondly, the quality and effectiveness of implementing the Party's resolutions, decisions and conclusions on education and training work are still limited.

Thirdly, the delay in developing and promulgating the Education Strategy in the period of industrialization and modernization of the country in the period of 2021-2030, with a vision to 2045.

Fourthly, investment and budget allocation for education still face many difficulties and limitations; the autonomy mechanism of schools, training institutions, and vocational education is not yet complete, with many inappropriate points.

Fifthly, the degradation and negativity in the education and training sector in the whole country in general, and in the provinces of the Red River Delta in particular, have not been fundamentally prevented and pushed back.

Sixthly, the negative aspects of the market economy, openness, and international integration have had a strong impact on the education and training sector in the provinces of the Red River Delta, causing complications and negativity that significantly hinder the strengthening of leadership in education and training work by Provincial Party Committees;

4.1.2. Directions to strengthen the leadership of the Provincial Party Committee in the Red River Delta region in education and training work in the coming time

Firstly, creating a fundamental change in the awareness and responsibility of organizations in the political system from the province to the grassroots level and local people, especially the Provincial Party Committee, district and commune levels, and Party members and officers on the role of education and training; the need to strengthen the leadership of the Provincial Party Committee on current education and training work.

Secondly, building correct resolutions of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee in education and training work, focusing on leadership and direction of implementation; attaching importance to leading the implementation of the Education Development Strategy for the period 2021-2030, with a vision to 2045, and innovating and improving the quality of general education and vocational education.

Thirdly, focusing on leadership and direction to promote the tradition of studiousness of the people in the Red River Delta, effectively utilizing the education and training system and facilities serving education and training in the locality creates a strong driving force to successfully implement the resolutions of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on education and training.

Fourthly, focusing on improving the quality of the team of teachers and educational managers with sufficient qualities, capacity and prestige equal to the task; attaching importance to meeting the requirements of implementing the Party's policy on autonomy in general schools, especially secondary and high schools; socializing education.

Fifthly, encouraging and motivating the government, the Fatherland Front and socio-political organizations, force organizations and people to participate in strengthening the leadership of the Provincial Party Committee on education and training work, attaching importance to inspection, supervision, and auditing; preventing and strictly handling negative aspects in education and training activities.

4.2. MAIN SOLUTIONS TO STRENGTHEN THE LEADERSHIP OF THE PROVINCIAL PARTY COMMITTEE IN THE RED RIVER DELTA REGION IN EDUCATION AND TRAINING WORK IN THE COMING TIME

4.2.1. Raising awareness and responsibility of Party committees at all levels, Party organizations, officers, Party members, and organizations in the political system on strengthening the leadership of the Provincial Party Committee in education and training work

Firstly, raising awareness and responsibility of Party committees at all levels, the political system in the province, officers, Party members, especially key officers of Party organizations and authorities on key issues of education and training, education and training

work, promoting the tradition of studiousness of the people and strengthening the leadership of the Provincial Party Committee in education and training work.

Secondly, improving the quality of conferences to disseminate resolutions of the Party, the Provincial Party Committee, the Standing Committee of the Provincial Party Committee on education and training organized by the Provincial Party Committee and district Party Committees; attach importance to the dissemination of resolutions on education and training in the Party Committees of communes, wards, towns and in the subordinate Party cells.

Thirdly, the Party Committees at district and commune levels should strengthen leadership and direction in organizing and implementing the resolutions of the Party, the Provincial Party Committee, the Standing Committee of the Provincial Party Committee on Education and Training in the Fatherland Front, socio-political organizations and local people.

Fourthly, the close leadership, increasing the practicality of conferences, scientific seminars, scientific topics at provincial and district levels on improving the quality of education and training and strengthening the leadership of the Provincial Party Committee on education and training; attaching importance to conferences on implementing the autonomy of education and training institutions, socializing education and training.

Fifthly, the Provincial Party Committee and District Party Committees should strengthen leadership and innovation, improve the quality of activities of mass media agencies to propagate education and training, contributing to raising awareness and responsibility of officers, Party members and local people on strengthening the leadership of the Provincial Party Committee on education and training work.

4.2.2. Building the Provincial Party Committee, the Standing Committee of the Provincial Party Committee, specialized agencies advising and assisting the Provincial Party Committee to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training work in the coming years

4.2.2.1. Building the Provincial Party Committee, the Standing Committee of the Provincial Party Committee to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training work in the coming years

Firstly, improving the quality of planning work of the Provincial Party Committee, the Standing Committee of the Provincial Party Committee for all terms, promoting training, fostering, improving all aspects of qualifications and working capacity for officers in the planning of the Provincial Party Committee, the Standing Committee of the Provincial Party Committee and incumbent officers, paying attention to training and fostering in the fields of education and training.

Secondly, building the Provincial Party Committee, the Standing Committee of the Provincial Party Committee in terms of quantity and reasonable structure, in which attention is paid to ensuring the structure of Provincial Party Committee members working in the field of education and training.

Thirdly, the development of a training plan for Provincial Party Committee members and members of the Standing Committee of the Provincial Party Committee elected at the Provincial Party Congress for the 2025-2030 term and the organization of implementation.

Fourthly, the improvement of the capacity to participate in the development of resolutions and decisions of the Provincial Party Committee on education and training work and the capacity to organize practices in this field of Provincial Party Committee members.

Fifthly, the encouragement, motivation and facilitation of Provincial Party Committee members and key officials working in the field of education and training to do well in self-

study and self-training to improve their qualifications in all aspects, especially qualifications in the field of education and training and related sciences, working capacity, political qualities and ethics, and lifestyle.

4.2.2.2. Building specialized agencies to advise and assist the Provincial Party Committee to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training work in the coming years

Firstly, thoroughly grasping and raising correct and unified awareness of Regulation No. 04-QDi/TW dated July 25, 2018 of the Secretariat on the functions, tasks, powers, and organizational structure of specialized agencies to advise and assist the Provincial Party Committee and City Party Committee, creating a basis for implementation.

Secondly, continuing to innovate and arrange the organizational structure of specialized agencies to advise and assist the Provincial Party Committee to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training work.

Thirdly, building a team of officers and civil servants, especially key officers, heads of specialized agencies advising and assisting the Provincial Party Committee with sufficient qualities, capacity and prestige equal to the task to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training work.

Fourthly, preparing well and implementing the examination for recruiting leaders and managers of specialized agencies advising and assisting the Provincial Party Committee; effectively attracting and employing talented people to work in these agencies.

4.2.3. Improving the quality of building, promulgating and organizing the implementation of resolutions of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on education and training; attaching importance to specialized resolutions on education and training

Firstly, building a correct, scientific and feasible plan for building and promulgating resolutions of the Provincial Party Committee, the Standing Committee of the Provincial Party Committee on education and training work.

Secondly, strengthening leadership and direction in drafting resolutions of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on education and training work to ensure quality, especially specialized resolutions on education and training work.

Thirdly, innovating and improving the quality of conferences of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on discussing and deciding on the contents of the upcoming resolution on education and training work.

Fourthly, innovating and improving the quality of leadership and direction of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee in organizing the implementation of resolutions of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on education and training work.

Fifthly, maintaining the routine of interim review, final review, and drawing experiences in formulating and organizing the implementation of resolutions of the Provincial Party Committee and Standing Committee of the Provincial Party Committee on education and training work.

4.2.4. Continuing to innovate and reorganize the apparatus of management agencies, educational and training institutions; building a team of teachers and educational managers of the province with quality to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training work

4.2.4.1. Continuing to innovate and reorganize the apparatus of management agencies, educational and training institutions of the province to be streamlined, effective and efficient to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training work

Firstly, continuing to thoroughly grasp the Resolution of the 6th Central Committee, Session XII of the Party on the organization of the apparatus of the political system; Resolution of the 8th Central Committee, Session XI on education and training; Conclusion No. 51-KL/TW dated May 30, 2019 of the Secretariat on continuing to implement this Resolution, in innovating and reorganizing the apparatus of the provincial education and training management agencies.

Secondly, reviewing the functions and tasks of the provincial education and training management agencies, innovating and streamlining the organization of these agencies to make them more compact and effective.

Thirdly, merging the provincial education and training management agencies in a reasonable manner, bringing about efficiency according to the instructions of superiors.

Fourthly, editing, supplementing and perfecting the functions and tasks of the education and training management agencies, leading and directing the development and implementation of working regulations.

Fifthly, based on the functions and tasks of each education and training management agency that have been identified, the Provincial Party Committee and the Standing Committee of the Provincial Party Committee lead and direct these agencies to accurately determine the job positions and the number of officers and civil servants needed for implementation.

4.2.4.2. Improving the quality of the teaching staff and educational management staff of the province to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training

** Improving the quality of the teaching staff*

** Improving the quality of the educational management staff of the province*

4.2.5. Promoting the role of the Fatherland Front, socio-political organizations and the people in participating in the leadership of the Provincial Party Committee in education and training; strengthening the work of inspection, supervision, audit, timely and strict handling of violations

4.2.5.1. Promoting the role of the Fatherland Front, socio-political organizations and people in the Red River Delta provinces in participating in strengthening the leadership of the Provincial Party Committee in education and training work

Firstly, the Party Committees at the commune, district, and provincial levels, and the Standing Committee of the Provincial Party Committee, shall strengthen leadership and direction of the Fatherland Front and socio-political organizations to continue to innovate, reorganize the apparatus, and improve the quality of operations to effectively participate in strengthening the leadership of the Provincial Party Committee over education and training work.

Secondly, building a contingent of high-quality officers of the Fatherland Front and socio-political organizations with sufficient qualifications and capacity to effectively participate in strengthening the leadership of the Provincial Party Committee over education and training work.

Thirdly, Party Committees at all levels shall strengthen leadership and direction of coordination between the Fatherland Front and socio-political organizations with each other and with the provincial, district, and commune authorities in participating in strengthening the

leadership of the Provincial Party Committee over education and training work.

Fourthly, the Fatherland Front and socio-political organizations should not only propagate and mobilize their members; but also to propagate, mobilize, gather and guide local people to participate in strengthening the leadership of the Provincial Party Committee in education and training work.

Fifthly, creating favorable conditions for the Fatherland Front, socio-political organizations and people to effectively participate in strengthening the leadership of the Provincial Party Committee in education and training work.

4.2.5.2. Strengthening the inspection and supervision work of the Provincial Party Committee; attaching importance to inspection and auditing to promptly and strictly handle violations; closely coordinating between provincial Party Committees in the Red River Delta in leading education and training work;

Firstly, the Provincial Party Committee and the Standing Committee of the Provincial Party Committee deeply understand and strictly and effectively implement the provisions of the Party Charter on inspection and supervision work.

Secondly, the Provincial Party Committee and the Standing Committee of the Provincial Party Committee focus more on leading the inspection and supervision work of the Provincial Party Committee's Inspection Committee and selecting and using appropriate forms and methods of inspection and supervision, achieving effectiveness in inspecting and supervising the implementation of resolutions and decisions of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on education and training work.

Thirdly, the Standing Committee of the Provincial Party Committee attaches importance to leading and directing party organizations operating in the functional agencies of the provincial government to lead these agencies to conduct inspections, audits, and promptly and strictly handle violations in education and training.

Fourthly, closely combining the inspection and supervision work of the Provincial Party Committee with the inspection, audit, and handling of violations in the field of education and training.

Fifthly, closely coordinating between Provincial Party Committees in the Red River Delta in leading education and training work.

4.2.6. Strengthening the leadership of the Party, facilitating the facilitation of departments, branches, and central agencies for Provincial Party Committees in the Red River Delta to effectively lead education and training work

4.2.6.1. Strengthening the Party's leadership over Provincial Party committees in the Red River Delta in leading education and training work

Firstly, The Political Bureau and the Secretariat can conduct leadership and direction to summarize the implementation of Resolution 8 of the 11th Central Committee dated November 04, 2013 on Education and Training and Conclusion No. 51-KL/TW dated May 30, 2019 on continuing to implement Resolution 8 of the Central Committee, and can issue a new Resolution or Conclusion to replace it.

Secondly, the Political Bureau and the Secretariat strengthen leadership and direction to promote the implementation of research to clarify theoretical and practical issues directly related to innovation and improvement of the quality of education and training.

Thirdly, the Political Bureau and the Secretariat strengthen leadership and direction of the Central Inspection Committee to conduct inspections and supervision of provincial Party committees in the Red River Delta in leading education and training work.

4.2.6.2. Central departments, branches and agencies create favorable conditions for Provincial Party committees in the Red River Delta to effectively lead education and training work

Firstly, specialized agencies advising and assisting the Party Central Committee are deeply aware of their responsibility for strengthening the leadership of education and training work of provincial Party committees in the Red River Delta, actively and proactively creating favorable conditions for provincial Party committees to effectively carry out this work.

Secondly, ministries, especially the Ministry of Education and Training, strengthen creating favorable conditions for provincial Party committees to effectively strengthen their leadership of education and training work.

Thirdly, the Central Committee of the Vietnam Fatherland Front and the leading agencies of each socio-political organization at the Central level facilitate provincial Party committees in the Red River Delta to effectively lead education and training work.

Fourthly, state universities and research institutes in Hanoi facilitate provincial Party committees in leading education and training work.

Summary of Chapter 4

Strengthening the leadership of the Provincial Party Committee in the Red River Delta region in education and training work in the current period requires the implementation of many synchronous solutions. Based on the analysis and forecast of factors affecting the leadership of the Provincial Party Committee in the Red River Delta region in education and training work, to strengthen the leadership of the Provincial Party Committee in the Red River Delta region in education and training work, it is necessary to focus on implementing synchronous solutions.

CONCLUSION

The leadership of Provincial Party Committees in the Red River Delta region in education and training work means the entire activity of the Provincial Party Committee, the Standing Committee of Provincial Committee Party with the participation from Party organizations, officers, and Party members of the Provincial Party Committee; organizations in the political system, relevant organizations, forces and the people of provinces, especially the provincial government and organizations operating in the field of education and training of the province in building and promulgating resolutions and decisions of the Provincial Party Committee, the Standing Committee of Provincial Committee Party on education and training work; leading, directing the organization of implementing and conducting inspection and supervision to successfully implement those resolutions and decisions.

In recent years, the Provincial Party Committees in the Red River Delta have deeply recognized and always attached importance to the leadership of education and training work, which has many advantages and achieved great results, contributing significantly to the development of all aspects of the province. However, in the process of leading education and training work, the Provincial Party Committees still have shortcomings and limitations. The Provincial Party Committees have clearly recognized these shortcomings and limitations, identified the causes, and have been looking for solutions to promote advantages and overcome shortcomings and limitations. Through the process of the provincial Party Committees leading the work of education and training work in recent years, valuable experiences can be drawn: *Firstly*, thoroughly grasping and creatively applying the Party's viewpoints to have policies and solutions on education and training to meet the requirements of socio-economic development in the locality. *Secondly*, strengthening the leadership and direction of Party Committees and authorities at all levels in the work of education and

training innovation. *Thirdly*, promoting the strength of the entire political system in implementing the tasks of education and training. *Fourthly*, strengthening the work of inspection, supervision, preliminary and final reviews, and drawing experience from the implementation of resolutions and policies of the provincial Party Committee on education and training work.

Strengthening the leadership of the Provincial Party Committee in the Red River Delta for education and training work in the coming time, many synchronous and feasible solutions must be implemented. It is possible to study and implement the solutions proposed by the thesis: *Firstly*, raising awareness and responsibility of Party committees, Party organizations, Party members, and organizations in the political system on strengthening the leadership of the Provincial Party Committee in education and training work. *Secondly*, building the Provincial Party Committee, the Standing Committee of the Provincial Party Committee, specialized agencies advising and assisting the Provincial Party Committee to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training work in the coming years. *Thirdly*, improving the quality of building, promulgating and organizing the implementation of resolutions of the Provincial Party Committee and the Standing Committee of the Provincial Party Committee on education and training; attaching importance to specialized resolutions on education and training. *Fourthly*, continuing to innovate and reorganize the apparatus of management agencies and education and training institutions; building a team of teachers and educational managers of the province with quality to meet the requirements of strengthening the leadership of the Provincial Party Committee in education and training. *Fifthly*, promoting the role of the Fatherland Front, socio-political organizations and people in participating in the leadership of the Provincial Party Committee in education and training; strengthening inspection, supervision, auditing, and timely and strict handling of violations. *Sixthly*, strengthening the leadership of the Party, facilitating the creation of favorable conditions by the central departments, branches and agencies for the provincial Party Committees in the Red River Delta to effectively lead education and training./.

LIST OF PUBLISHED WORKS OF THE AUTHOR RELATED TO THE THESIS TOPIC

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