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**THE QUALITY OF POLITICAL THEORY EDUCATION
IN THE PROVINCIAL SCHOOLS OF POLITICS IN THE
NORTHWESTERN REGION OF VIETNAM TODAY**

**SUMMARY OF DOCTORAL DISSERTATION
IN POLITICAL SCIENCE**

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INTRODUCTION

1. Necessity of the Thesis

Ideological work is regarded as "an exceptionally important component in the entire activities of the Party; it is a crucial domain for building, nurturing the political foundation of the regime, propagating, educating, mobilizing, and organizing the people to execute revolutionary tasks". Over 90 years of revolutionary leadership, our Party has persistently and creatively carried out ideological work to defend the correctness, scientific value, and enduring vitality of Marxism-Leninism and Ho Chi Minh Thought; to protect "the Political Platform, the Party's line; to protect the people, the Socialist Rule-of-Law State of Vietnam" while simultaneously thwarting the schemes, stratagems, propaganda, distortions, and slanders of hostile, reactionary, and opportunistic political forces aimed at undermining the revolution. Ideological work has contributed to building a politically and ideologically strong Party, establishing a firm social spiritual life based on Marxist-Leninist theory and Ho Chi Minh Thought, and enhancing "the people's trust in the Party, the State, and the socialist regime". Specifically, it has powerfully ignited the spirit of patriotism, self-reliance, national pride and self-esteem, solidarity, mutual affection, dynamism, creativity, and the aspiration for advancement of the Vietnamese people, thereby creating a combined strength for the entire nation in the process of integration and development.

As an important part of the Party's ideological work, political theory education (PTE) equips learners with theoretical knowledge of Marxism-Leninism, Ho Chi Minh Thought, the Party's guidelines, and the State's policies and laws. This process helps learners develop a scientific worldview and methodology, enhance their theoretical thinking, leadership capacity, political fortitude, and revolutionary ethics, enabling them to fulfill their assigned duties effectively. PTE is a crucial content and an objective requirement for shaping and developing the personality of cadres and Party members. PTE directly impacts the thoughts, emotions, ethics, and practical work capabilities of every cadre and Party member in life.

Recognizing the position, role, and importance of PTE in the Party's ideological activities, our Party has consistently focused on and nurtured PTE for cadres and Party members throughout its revolutionary leadership. Currently, the system of PTE institutions from the central to local levels has been restructured, arranged, and consolidated towards streamlining and ensuring interconnectedness and systemic integrity. PTE has undergone many innovations in content, forms, and methods. The synchronized and widespread application of active teaching methods and modern facilities in PTE by lecturers and rapporteurs has yielded positive results.

As a tool of ideological work, provincial political schools, subordinate to provincial and city Party Committees, have the core function of organizing training and fostering for grassroots-level leaders and managers within the political system, as well as local cadres, civil servants, and public employees. This includes providing knowledge of Marxism-Leninism, Ho Chi Minh Thought; Party guidelines and State policies and laws; and specialized expertise in Party building, government administration, Fatherland Front work, and political-social organizations; and other

relevant knowledge. Over the past years, under the continuous leadership and guidance of provincial and city Party Committees and the professional direction of the Ho Chi Minh National Academy of Politics, the national political school system has implemented comprehensive reforms and achieved positive results across many aspects of its work. To date, the organizational structure of these schools has been consolidated in accordance with Regulation No. 09-QĐi/TW dated November 13, 2018, of the Secretariat on the functions, tasks, and organizational structure of provincial and centrally-run city political schools, ensuring both the quantity and quality of their cadre and lecturer contingent. Material facilities and equipment for teaching and learning have been invested in and upgraded; the environment, landscape, and culture of the Party school have received attention, fostering innovation and creativity. Provincial political schools are increasingly fully, deeply, and comprehensively aware of their glorious and honorable role and mission in PTE. By vigorously innovating content, curricula, and teaching methods, adhering closely to local political tasks, and diligently observing discipline, regulations, and Party school culture, the quality of PTE has steadily improved, meeting the demands of cadre work in the national renovation cause. This affirms the role and standing of provincial political schools as the sole cadre training and fostering institutions at the provincial level.

Alongside the national Party school system, political schools in Vietnam's Northwest provinces have strived to overcome the distinctive challenges of mountainous regions, such as geographical conditions, scattered populations, and socio-economic disparities, to fulfill their cadre training and fostering duties. Adhering closely to local political tasks, these schools have annually initiated and implemented cadre training and fostering plans, thereby contributing to consolidating and raising awareness of Marxism-Leninism, Ho Chi Minh Thought, the Party's guidelines, and State policies and laws among cadres, Party members, and the populace, especially ethnic minorities. Through training, fostering, and updating PTE knowledge, the theoretical level, ideological stance, political conviction, and practical capacity of cadres, particularly grassroots and ethnic minority cadres, have progressively improved, contributing to the standardization of cadres as per regulations and meeting the demands of the new situation. To enhance PTE quality, the schools have focused on innovating content and curricula towards practicality, linking theory with practical work and specific local conditions. PTE content is often integrated with the implementation of Party resolutions, socio-economic development programs, poverty eradication, new rural construction, national defense and security, and building strong local political systems. Diversified PTE formats have been implemented; in addition to concentrated training, schools have also organized non-concentrated courses, increased workshops, seminars, thematic discussions, outstanding lecturer competitions, PTE knowledge contests, and intensified the application of information technology in teaching and learning. Emphasis has been placed on compiling materials suitable for target audiences, especially bilingual materials or formats appropriate for ethnic minority communities. This has strengthened "ideological resistance" and the ability to identify and refute erroneous, hostile views, distortions, and sabotage by hostile forces, particularly concerning ethnic, religious, and border issues.

However, despite these achievements, a survey reveals certain limitations in PTE at political schools in the Northwest provinces over the past period. Some curricula and teaching content are slow to innovate, and information updates are not frequent or timely. Notably, some current training and fostering programs and content are outdated but have not yet been replaced. The application of active teaching methods and modern facilities by some lecturers remains suboptimal, thus failing to fully foster learners' activeness, initiative, and creativity. Material facilities and equipment for teaching, learning, and research at the schools are still inadequate and outdated, failing to meet the requirements of educational reform. The organizational model and financial mechanisms of political schools in the Northwest provinces remain inadequate and inconsistent; coordination among departments, sectors, and mass organizations in PTE is sometimes loose and unsynchronized. This situation occurs amidst a complex global and regional political landscape, with an increasingly fierce struggle in the theoretical and ideological spheres. Hostile forces exploit the remarkable achievements of the 4.0 Industrial Revolution, especially the development of computers, digital technology, artificial intelligence, and the explosion of information on social media, to intensify their activities aimed at undermining the theories of Marxism-Leninism and Ho Chi Minh Thought, and distorting the Party's guidelines and State policies and laws, in pursuit of "peaceful evolution" schemes. The targets of these hostile forces are all Vietnamese people, particularly cadres, Party members, and ethnic minorities living and working in remote, disadvantaged, and extremely difficult areas of our country's Northwest provinces.

For these reasons, I have chosen the topic: "The Quality of Political Theory Education at Political Schools in the Northwest Provinces of Vietnam Today" for my doctoral thesis.

2. Research Objectives and Tasks

2.1. Research Objectives

Based on an analysis and clarification of theoretical issues concerning the quality of political theory education and the current state of PTE quality at political schools in Vietnam's Northwest provinces, the thesis proposes viewpoints and solutions to improve the quality of PTE at these schools in the coming period.

2.2. Research Tasks

To achieve the research objectives, the thesis performs the following basic tasks:

- Synthesize relevant research works concerning the quality of PTE at provincial-level political schools.
- Systematize and clarify theoretical issues regarding the quality of PTE at provincial-level political schools.
- Research, survey, and assess the current state of PTE quality at political schools in Vietnam's Northwest provinces today.
- Propose viewpoints and solutions to enhance the quality of PTE at political schools in Vietnam's Northwest provinces in the coming period.

3. Research Subject and Scope

3.1. Research Subject

The research subject of the thesis is the quality of political theory education at provincial-level political schools.

3.2. Research Scope

- **Geographical Scope:** The thesis investigates political theory education at political schools in Vietnam's Northwest provinces (Hoa Binh, Son La, Dien Bien, Lai Chau, Lao Cai, and Yen Bai).

- **Timeframe:** The thesis examines the quality of political theory education at political schools in the Northwest provinces during the period from 2020 to 2025.

4. Theoretical and Practical Bases and Research Methods

4.1. Theoretical and Practical Bases

The thesis is based on the theoretical foundations of Marxism-Leninism, Ho Chi Minh Thought; the Party's viewpoints and guidelines, and the State's policies and laws concerning PTE in general and PTE at provincial-level political schools in particular. The thesis is based on the practical realities of PTE at political schools in Hoa Binh, Son La, Dien Bien, Lai Chau, Lao Cai, and Yen Bai provinces; summary reports, assessments, and actual survey results regarding PTE quality at political schools within the research scope.

4.2. Research Methods

The thesis employs dialectical and historical materialism, and interdisciplinary research methods from Political Science, Sociology, Education, and Psychology (with Political Science as the dominant discipline).

- **Historical and Logical Methods:** The thesis uses historical materials and data, always placing them within specific historical contexts. Concurrently, the evaluation process of phenomena is situated within their objective movement and development, examining their reciprocal relationships with other related phenomena. The logical and historical methods are used to generalize research issues according to defined themes and to present them chronologically based on the publication dates of research works.

- **Analysis and Synthesis Methods:** Used to collect and evaluate information and data from directives, resolutions, conclusions, regulations, projects, etc., of the Central Committee, the Politburo, the Secretariat, the Central Propaganda Department (now the Central Propaganda and Mass Mobilization Department), the Government, the Ho Chi Minh National Academy of Politics, and provincial Party Committees in the Northwest provinces. Specifically, these methods are used to collect and process information from reports, workshop materials, survey questionnaires, and interviews within the survey scope.

- **Comparative Method:** Used to compare and contrast research objectives with research results, and results with resources invested in PTE work, thereby assessing the strengths and weaknesses of each criterion related to PTE quality.

- **Systemic Method:** Used to examine and research issues within a general totality, in interactive relation with other phenomena. With this method, the research problem, which is the quality of PTE, needs to be placed in a dialectical relationship with the innovation of PTE content, curriculum, methods, and results; in a dialectical relationship with the impact of factors such as customs, traditions, and cultural heritage.

- **Public Opinion Survey Method:** Uses questionnaires with a system of questions to survey subjects and objects of PTE to obtain information within the research scope.

- **Interview Method:** Uses a system of questions related to the research problem to interview leaders, experts, scientists, subjects, and objects of PTE within the research scope.

- **Statistical Method:** Used to compile data, facts, and figures obtained during the research and information collection process.

- **Document Research Method:** Involves collecting and organizing relevant documents, from viewpoints and theories to statistical data and scientific works, and analyzing them to clarify issues related to the theoretical basis, methodology, and practical problems posed by the thesis.

5. New Scientific Contributions of the Thesis

- Systematizes, supplements, and develops the theory of PTE quality for political schools in general and those in the Northwest provinces in particular.

- Presents a concept of PTE quality and criteria for assessing PTE quality at provincial-level political schools.

- Proposes fundamental viewpoints and solutions to enhance PTE quality from the perspective of ideological work science.

6. Theoretical and Practical Significance of the Thesis

6.1. Theoretical Significance

- Contributes to clarifying the theoretical basis and criteria for assessing PTE quality at political schools in the Northwest provinces.

- Provides scientific arguments for policy formulation and measures to improve PTE quality.

6.2. Practical Significance

- Contributes to reforming and enhancing PTE quality at political schools in the Northwest provinces today.

- Serves as a basis for provincial-level political schools to guide political centers in PTE content and curriculum.

- Can be used as a reference material in research and teaching in the specialization of ideological work.

7. Thesis Structure Aside from the introduction, conclusion, appendices, and bibliography, the thesis is structured into 3 chapters and 8 sections.

Chapter 1 OVERVIEW OF RESEARCH WORKS RELATED TO THE THESIS

This chapter focuses on synthesizing and analyzing relevant domestic and international research works related to the thesis topic.

1.1. Research Works on Political Theory Education

1.1.1. Research Works by Foreign Authors

Notable works include the doctoral thesis by Bun Phết Xu Ly Vông Xắc (1994) and scientific articles by Triệu Quốc Mẫn (2010), Trương Văn Bắc and Mã Thanh

(2015), Tào Tổ Minh and Trần Đình (2017), Vương Sa (2017), Tổng Quảng Phát (2017), Lisu, Mengzouli (2022), and Keo Say Ma Ni Vông (2024). Generally, these studies have delved into the constituent elements of PTE quality, from theory, methods, and lecturers to technology application and effectiveness evaluation.

1.1.2. Research Works by Domestic Authors

In Vietnam, scholars have conducted extensive research on PTE. Prominent monographs include "Principles of Ideological Work" by Lương Khắc Hiếu (Editor, 2008) [cite: 871, 872, 873, 874, 875] and "Political Education for Vietnamese Students Today" by Trần Thị Anh Đào (Editor, 2010)[cite: 845, 846, 847, 848]. Many doctoral theses have focused on specific aspects, such as Lương Ngọc Vĩnh's (2012) study on the effectiveness of political-ideological education for military academy students[cite: 1007, 1008, 1009, 1010], Đỗ Minh Tuấn's (2016) application of Ho Chi Minh Thought in PTE for university students[cite: 60, 61, 999, 1000, 1001], and Vũ Văn Tuấn's (2019) reforms in PTE for military technical academy students based on Ho Chi Minh Thought[cite: 62, 63, 64, 65, 1002, 1003, 1004]. Trần Huy Ngọc (2018) also focused on innovating methods for students in mountainous regions[cite: 927, 928, 929, 930, 931]. Furthermore, a series of scientific articles by authors such as Lương Ngọc Vĩnh (2022)[cite: 1011, 1012], Nguyễn Sỹ Trung (2022)[cite: 1020], and Vũ Thanh Sơn (2024) [cite: 959] have clarified solutions to enhance PTE quality amidst the Fourth Industrial Revolution and the Party's theoretical work orientation. Overall, domestic research has contributed to systematizing theory, assessing practical realities, and proposing various solutions to reform PTE for diverse audiences and contexts.

1.2. Research Works on the Quality of Political Theory Education

1.2.1. Research Works by Foreign Authors

Foreign scholars, particularly from Laos and China, have produced valuable research on the quality of political theory education (PTE). In Laos, Bun Phết Xu Ly Vông Xắc (1994) focused on enhancing the theoretical thinking level of cadres and Party members, while Keo Say Ma Ni Vông (2024) emphasized the role of Party committees and the creative application of theory to practice in improving the quality of ideological work. In China, studies such as Triệu Quốc Mẫn's (2010) proposed methods for improving teaching quality, including updating theory and integrating academic learning with social practice. Trương Văn Bác and Mã Thanh (2015) focused on the role of the lecturer contingent, and Lisu and Mengzouli (2022) explored the potential of communication technology in enhancing PTE teaching quality. Generally, these works have delved into the constituent factors of PTE quality, encompassing theory, methods, lecturers, technology application, and effectiveness evaluation.

1.2.2. Research Works by Domestic Authors

In Vietnam, research on PTE quality is diverse. It includes monographs analyzing current situations, shortcomings, and proposing solutions, such as Phạm Huy Kỳ's (2010) "Theory and Methods of Research and Political Theory Education" [cite: 894, 895] and Nguyễn Xuân Thắng's (2024) work on innovating and enhancing the quality of theoretical education and cadre training[cite: 978, 979]. Large-scale scientific workshops by the Central Ideological and Cultural Commission (2003)

[cite: 79, 80, 772, 773, 774, 775, 776] and Ho Chi Minh City National University (2015) [cite: 91, 92, 93] have focused on assessment and proposing improvements. Numerous research projects and doctoral theses, such as Trương Ngọc Nam's (Project Leader, 2015) on the quality of training and fostering PTE lecturers[cite: 926], and Nguyễn Tiến Sơn's (2016) on PTE quality for students at physical education and sports universities[cite: 960], along with scientific articles by Trần Huy Ngọc and Nguyễn Thị Ngân (2014) [cite: 927, 928, 929] and Lê Thị Thu Hà (2022)[cite: 855, 856, 857, 858, 859], have deeply analyzed influencing factors and proposed solutions to improve PTE quality, especially in the context of the Fourth Industrial Revolution.

1.3. Research Works on the Quality of Political Theory Education at Provincial Political Schools in General and Those in the Northwest Provinces in Particular

Research on the quality of political theory education (PTE) at provincial political schools, especially in the Northwest region, has attracted significant attention. A notable monograph is "Enhancing the Quality of Intermediate Political-Administrative Theory Training at Provincial Political Schools" by Nguyễn Văn Thắng and co-editors (2019). Doctoral theses and scientific projects have delved into aspects such as improving theoretical thinking capacity for lecturers (Nguyễn Đình Trãi, 2001), applying Ho Chi Minh Thought (Ngô Ngọc Thắng, 2008), and developing lecturer teams in the Northern mountainous provinces (Nguyễn Mạnh Hải, 2015) or the overall quality of lecturers (Nguyễn Thế Sang, 2024). Specifically, Cầm Thị Lai (2012) conducted in-depth research on training and fostering PTE for grassroots-level specialized cadres in the Northwest provinces. Numerous scientific articles also focus on solutions to enhance the training quality for ethnic minority cadres in the Northwest (Cao Anh Đô, 2017), innovating PTE teaching methods suitable for the cultural and psychological characteristics of ethnic minority cadres in the Northwest (Lê Thị Thanh Hà, 2018), and human resource development orientation in the region (Phạm Hồng Quý, 2022; Lê Thuý Hằng, 2023). Overall, these studies emphasize improving the quality of the lecturer contingent, renovating content and teaching methods appropriate to local specificities and learner demographics, and strengthening management and linking theory with practice.

1.4. Results and Issues for Further Research

1.4.1. Achieved Results

Research works have clarified many theoretical and practical issues concerning PTE, including its concept, nature, content, forms, methods, subjects, and objects, across various target groups, fields, localities, agencies, and organizations. They concurrently affirm the important role of this work in developing the worldview and methodology of Marxism-Leninism, educating on the Party's guidelines and viewpoints, and on State policies and laws, thereby fostering unity in perception and action among target groups. Some works have presented systems of criteria for assessing PTE quality from different perspectives. Many studies have evaluated the current state of PTE in Vietnam, clearly outlining achievements, limitations, and underlying causes, particularly the shortcomings in content, curriculum, methods, and management. Notably, some research works have highlighted the contradictions, difficulties, and challenges in enhancing the quality and effectiveness of PTE to meet

Vietnam's requirements in the new context. These are valuable resources for the author to build upon in systematizing and generalizing theoretical and practical issues related to PTE. Some works have specifically surveyed and assessed the current state of PTE at provincial political schools, offering insights into the specific characteristics of the Northwest region and providing valuable foundational data for this thesis.

1.4.2. Issues for Further Research

Although extensive research has been conducted, no comprehensive and systematic study has yet assessed the quality of political theory education (PTE) at political schools in Vietnam's Northwest provinces. This thesis will focus on: (1) further clarifying the theory and developing a specific set of criteria for assessing unique PTE quality from the perspective of ideological work science; (2) identifying influencing factors and specific criteria for evaluating PTE quality at provincial political schools, taking into account the distinct characteristics of the Northwest; (3) surveying and assessing the current situation, causes, and bottlenecks in PTE quality at political schools in the Northwest provinces; and (4) proposing solutions from the perspective of ideological work science to enhance PTE quality at political schools in the Northwest provinces, especially solutions that consider regional specificities and the trend of digital transformation. The thesis aims to address these unexamined issues through practical surveys in the Northwest provinces, ensuring no overlap with previously published works.

Chapter 2

SOME THEORETICAL ISSUES ON THE QUALITY OF POLITICAL THEORY EDUCATION AT PROVINCIAL POLITICAL SCHOOLS

2.1. Political Theory Education and Political Theory Education at Provincial Political Schools

2.1.1. Concept of Political Theory Education

Political Theory Education (PTE) is the organized process of transmitting, acquiring, and applying Marxism-Leninism, Ho Chi Minh Thought, the Party's guidelines, and State policies. This aims to enhance awareness, consolidate conviction, and foster socio-political activism in the learners.

2.1.2. Concept of Political Theory Education at Provincial Political Schools

2.1.2.1. Functions and Tasks of Provincial Political Schools

As public service units directly under provincial and city Party Committees, provincial political schools are responsible for training and fostering in political theory, Party guidelines, and State policies and laws. This includes imparting knowledge and professional skills in Party building, government administration, Fatherland Front work, and political-social organizations, among other fields. Their core tasks involve providing intermediate-level PTE training, fostering state management knowledge, and developing specialized professional skills as per regulations. These institutions are considered crucial PTE mechanisms and local instruments of ideological work.

2.1.2.2. Political Theory Education at Provincial Political Schools

PTE at provincial political schools is the process of disseminating, acquiring, and applying Marxism-Leninism, Ho Chi Minh Thought, and the Party's and State's

guidelines and policies. This aims to enhance awareness, consolidate conviction, and foster socio-political activism among local cadres, civil servants, and public employees.

2.1.3. Constituent Elements of Political Theory Education Activities at Provincial Political Schools

2.1.3.1. Subjects of Political Theory Education

The subjects involved in PTE at political schools are categorized into several groups based on their distinct roles. (1) The leadership and management group comprises the Central Propaganda Department, the Ho Chi Minh National Academy of Politics, provincial and city Party Committees, and the political schools' Party Committees and Boards of Directors. (2) The direct subjects are the lecturers, who transmit knowledge and guide learners. (3) The participating subjects include functional departments, mass organizations, and the learners themselves. (4) The coordinating subjects consist of various provincial departments, agencies, and district/city Party Committees.

2.1.3.2. Objects of Political Theory Education

The objects of PTE are the learners participating in training and fostering programs at the schools. This group consists of cadres, civil servants, and public employees from local authorities and central agencies located in the area.

2.1.3.3. PTE Curriculum and Content

The curriculum and content are divided into two main groups: Firstly, the intermediate-level PTE curriculum covers fundamental topics of Marxism-Leninism, Ho Chi Minh Thought, Party history, the Party's and State's guidelines and policies, the political system, law, state administrative management, and leadership and management skills. Secondly, the fostering and updated PTE programs focus on the results of practical summation, new theoretical developments of the Party, content from new Party documents, and current political affairs at national, international, and local levels. These programs are characterized by their continuous change and updating.

2.1.3.4. PTE Methods and Forms

PTE methodology is a system of pedagogical organization and control by the educational subject over the learning of PTE subjects, utilizing various media, technology, and communication to impart political knowledge and skills to the learners. This methodology encompasses both PTE methods and forms.

PTE Methods: These are the approaches and means for transmitting and acquiring educational content. They include teaching methods used by lecturers and learning methods employed by students.

- **Teaching:** Lecturers combine traditional lecturing with active teaching methods such as Q&A, group discussions, and case studies to foster student initiative and activeness.

- **Learning:** Students acquire knowledge through listening to lectures, discussions, practical exercises, and are assessed through various formats like multiple-choice tests, essays, oral exams, and projects. Self-study and self-education are particularly crucial methods, enabling students to acquire knowledge and life

experiences from external sources to develop mentally and physically, thereby perfecting their character.

- **PTE Forms:** These are the ways in which lecturers and students organize their activities during PTE. PTE is offered through formal courses and extracurricular activities, organized by group or individualized (suitable for learners in remote, ethnic minority areas), and conducted directly in classrooms or indirectly via online platforms, each with its own advantages and disadvantages.

2.1.3.5. PTE Facilities, Infrastructure, and Technology

This category includes the lecturer's spoken word, textbooks, materials, note-taking tools, lecture halls, auditoriums, libraries, online classrooms, internet connectivity, computers, projectors, smartboards, and software for management and teaching.

2.1.3.6. PTE Outcomes

PTE outcomes represent the intellectual, attitudinal, and skill development of learners in accordance with program learning objectives. These are manifested through their level of interaction, exam results, adherence to regulations, and ultimately, their political qualities and competence (political awareness, conviction, and socio-political activism) upon course completion.

2.1.4. Characteristics of Political Theory Education at Provincial Political Schools

Firstly, PTE activities involve multiple stakeholders, from central agencies like the Central Propaganda Department and the Ho Chi Minh National Academy of Politics, to local Party committees, school boards, and provincial departments. Secondly, the target audience for PTE is diverse and extensive, comprising cadres and public employees from central agencies operating in the area, to provincial and grassroots levels, with varying work positions, qualifications, and practical experiences. Thirdly, PTE content possesses both stability, with its core knowledge in the intermediate PTE curriculum, and dynamism, being regularly supplemented and updated through fostering programs.

2.2. Quality and Criteria for Assessing the Quality of Political Theory Education at Provincial Political Schools

2.2.1. Concept of Political Theory Education Quality and Political Theory Education Quality at Provincial Political Schools

2.2.1.1. Concept of Political Theory Education Quality

This refers to the extent to which the objectives and requirements of its constituent elements (subjects, objects, content, methods, and facilities) are met, with its most concentrated manifestation being the learners' political qualities and competence.

2.2.1.2. Concept of Political Theory Education Quality at Provincial Political Schools

This is defined as the extent to which the objectives and requirements of its constituent elements (subjects, content, methods, facilities, and material infrastructure for education) are met, with its most concentrated manifestation being the political qualities and competence of learners upon course completion. When assessing PTE quality, a comprehensive evaluation of all constituent elements is essential: subjects,

curriculum, content, methods, facilities, infrastructure, and the political qualities of the learners.

2.2.2. Criteria for Assessing the Quality of Political Theory Education at Provincial Political Schools

2.2.2.1. Criteria for Assessing the Quality of PTE Subjects

Firstly, the criteria for evaluating the quality of leadership and guidance are assessed through the awareness and responsibility of the provincial Party Committee, the Propaganda and Mass Mobilization Department, and the Organizational Department of the provincial Party Committee, with the Party Committee and Board of Directors of the political school as the core. Secondly, the criteria for the qualities and competence of the lecturer contingent include: political qualities (awareness, attitude, political conduct, loyalty, steadfastness); ethics and lifestyle (concepts, understanding, and exemplary conduct); professional qualifications (knowledge, teaching skills, scientific research). The lecturer contingent must ensure appropriate structure, quantity, quality, PTE teaching capacity, and the ability to link theory with practice.

2.2.2.2. Criteria for Assessing the Quality of PTE Curriculum and Content

The curriculum and content must align with objectives and learning outcomes; ensure scientific rigor, logical coherence, systemic integrity, timeliness, integration, theoretical depth, and practical relevance; and be comprehensively provided in various, easily accessible formats. Evaluation should consider the implementation of higher-level directives and the political school's creative application; the diversity, flexibility, and suitability for target audiences; and its scientific and artistic qualities. Suitability for the target audience is a fundamental criterion.

2.2.2.3. Criteria for Assessing the Quality of PTE Methods

PTE methods should be engaging, diverse, combining traditional and modern approaches based on information technology, and appropriate to content, fostering learner initiative. Learner study methods should be scientific, active, self-directed, and creative. Assessment methods should be diverse, accurate, objective, and fair. PTE forms should be creative, flexible, diverse, combining various approaches based on information technology, appropriate to content, and fostering learner initiative.

2.2.2.4. Criteria for Assessing the Quality of PTE Facilities, Infrastructure, and Technology

Quality is measured by functionality, effectiveness, durability, convenience, and adherence to economic and technical standards. The proper and adequate use of allocated funds and resources, and the effectiveness of their utilization, should be considered. The suitability, synchronicity, and modernity of facilities and equipment (lecture halls, sound systems, lighting, projectors, living facilities, and budget) enhance forms, methods, and content appeal, reduce the workload for educators and learners, and significantly impact PTE quality.

2.2.2.5. Criteria for Assessing the Political Qualities and Competence of Learners (PTE Outcomes)

Firstly, political knowledge, manifested in the level of understanding and ability to apply Marxism-Leninism, Ho Chi Minh Thought, Party guidelines, and State policies and laws. Secondly, political conviction, encompassing interest in

political issues, patriotism, trust in the Party's guidelines, and steadfastness in combating erroneous and hostile viewpoints. Thirdly, socio-political activism, demonstrated through participation in socio-political activities, academic results, adherence to discipline, and the capacity and effectiveness of work upon graduation. These criteria should be considered holistically during assessment.

2.3. Factors Affecting the Quality of Political Theory Education at Provincial Political Schools

2.3.1. Objective Socio-Environmental Factors

The quality of Political Theory Education (PTE) is profoundly influenced by the objective socio-environmental conditions, encompassing domestic and international economic, social, political, and cultural contexts that provide resources and a setting for educational activities. The pedagogical and cultural environment within and outside the school, along with trends of globalization and the Fourth Industrial Revolution, are driving significant changes. These shifts demand that PTE modernize and adapt to information technology and new educational methods that transcend spatial and temporal limitations. Additionally, unique local factors such as natural conditions, culture, population, ethnic composition, and educational levels also exert a substantial influence, necessitating flexible adjustments in PTE curriculum, content, and methods to ensure their suitability and effectiveness.

2.3.2. Factors Pertaining to Political Theory Education Work at Provincial Political Schools

Firstly, the awareness and attention of Party committees at all levels are crucial. This is demonstrated through their leadership role, the issuance of guiding documents, and the active involvement of the Central Propaganda Department, provincial Party committees, and the schools' Party committees and boards of directors in directing, organizing, and ensuring necessary conditions. Secondly, the spirit of innovation, creativity, dedication, and motivation of the cadre and lecturer contingent is pivotal, as they directly determine the effectiveness of content transmission. The quality of this contingent (moral character, professional qualifications, teaching capacity, responsibility) and their exemplary conduct play an essential role. Thirdly, facilities, material infrastructure, and funding are necessary conditions; modern equipment, particularly information technology, helps actualize content and innovate methods, whereas deficiencies impede this process. Finally, the effort, self-initiative, and self-training of each learner are decisive, as the acquisition and transformation of knowledge into conviction and action largely depend on individual characteristics, motivation, and the willingness to self-study and self-improve.

Conclusion of Chapter 2

Provincial political schools are crucial institutions in Party building, with the core mission of training and fostering grassroots cadres and developing their political qualities and competence through PTE. PTE activities at these schools have distinct characteristics, aiming to impart knowledge, foster conviction, and encourage socio-political activism in learners. The quality of PTE is defined as the extent to which it meets the objectives and requirements of its constituent elements (subjects, content, methods, and facilities) and is primarily reflected in the learners' political qualities. Assessing this quality requires specific criteria, considering both constituent elements

and the final outcome (learners' political qualities). It is also influenced by internal factors and the external socio-economic environment, with the educational subject playing a decisive role. Therefore, evaluating PTE quality demands a comprehensive, historical, and specific perspective, combining both traditional and modern methods.

Chapter 3

CURRENT STATE AND ISSUES FOR ENHANCING THE QUALITY OF POLITICAL THEORY EDUCATION AT POLITICAL SCHOOLS IN VIETNAM'S NORTHWEST PROVINCES

This chapter analyzes the characteristics of the Northwest region impacting PTE quality, assesses the current state of PTE quality at regional political schools, including strengths, weaknesses, and causes, and identifies urgent issues needing resolution.

3.1. Some Characteristics Related to the Quality of Political Theory Education at Political Schools in Vietnam's Northwest Provinces

3.1.1. Natural Geographical Characteristics

The Northwest provinces span approximately 50,576 km² with an estimated population of 4.8 million. This region shares borders with Laos and China, features rugged mountainous terrain, and holds a pivotal geo-political position. Its strategic location is vital for both economic development and national security. This characteristic necessitates that PTE approaches be flexible, innovative, and adapted to the limited information access in some areas. PTE content should emphasize local potential and advantages while clarifying the importance of national sovereignty, national unity, international cooperation, and preventing negative foreign cultural infiltration.

3.1.2. Economic Characteristics

The economy of the Northwest provinces is notable for its significant hydropower potential, an agricultural and forestry foundation, and a thriving tourism sector as a key economic driver. However, the region's economy faces numerous challenges, including reliance on natural resources and central government budget, a small economic scale, underdeveloped industry, and limited transportation infrastructure. PTE efforts should analyze the region's economic potential and advantages, clarify social issues arising from large-scale projects (such as hydropower), and guide solutions that harmonize benefits, enhance vigilance, and ensure political security and national sovereignty in the context of international integration.

3.1.3. Socio-Cultural Characteristics

The Northwest is distinguished by its rich cultural diversity, home to over 20 ethnic groups, each with unique traditions, beliefs, and customs. However, the general education level and awareness of political and legal matters remain limited in some areas. The complex terrain and underdeveloped transportation infrastructure further hinder access to information and educational services, restricting cadres' ability to update their knowledge and participate in political education activities. Therefore, PTE requires a sensitive and appropriate approach, along with solutions to enhance

information access (such as through suitable mass media, mobile libraries, or community internet access points) to effectively support PTE in this region.

3.1.4. Overview of Political Schools and Cadre Contingents in the Northwest Provinces of Vietnam

Provincial Political Schools: The organizational structure of political schools has been consolidated in accordance with regulations, comprising a board of directors, two functional departments, and three specialized faculties. These political schools have focused on training and fostering to improve the quality of their lecturer contingent; increasing investment in facilities, equipment, and technology; and innovating PTE content, methods, and forms to suit the practical conditions of the Northwest region. The quality of PTE at political schools in the Northwest provinces has shown positive changes, gradually affirming their role as centers for cadre training and fostering.

Cadre Contingent in the Northwest Provinces: Cadres in the Northwest provinces play a pivotal role in socio-economic development and in maintaining security, order, and cultural identity. They possess a firm political awareness, a patriotic spirit, and strong political convictions. Thanks to policies on cadre planning and training, the quantity and quality of cadres in the Northwest provinces have improved. However, a segment of the cadre contingent still has limited qualifications compared to the national average, facing language and cultural barriers, and experiencing a shortage of local cadres, especially key ethnic minority cadres, in many remote and disadvantaged areas. These limitations in theoretical thinking, management, and knowledge application among some cadres necessitate a strong innovation in PTE. Accordingly, the PTE curriculum needs to be highly practical, focusing on enhancing theoretical thinking capacity and problem-solving skills for the region's specific issues, to effectively meet local political tasks.

3.2. Quality of Political Theory Education at Political Schools in Vietnam's Northwest Provinces - Current State and Causes

3.2.1. Strengths and Causes of Political Theory Education Quality at Political Schools in the Northwest Provinces

3.2.1.1. Strengths

Firstly, awareness and responsibility regarding PTE quality have improved among Party committees, local authorities, political schools, and cadres. This is evident in the issuance of guiding documents, standard political school projects, and resource investment. Secondly, the quality and competence of lecturers (including visiting lecturers) have significantly improved in terms of professional qualifications, PTE knowledge, pedagogical methods, and practical experience, better meeting job requirements. Thirdly, PTE curricula and content are implemented according to regulations, closely adhering to central and provincial Party Committee directives while incorporating practical demands. Notably, the intermediate PTE curriculum has enhanced its systemic, logical, and practical aspects. Fourthly, PTE methods are flexible, applying learner-centered approaches and promoting information technology. Fifthly, material facilities and funding are largely ensured, with many schools investing in infrastructure upgrades and equipment. Sixthly, a significant number of cadres have participated in training and fostering courses at political schools, thereby

contributing to gradually developing a cadre contingent that meets the practical demands of the Northwest provinces in the new situation.

3.2.1.2. Causes of Strengths

Objective Causes: (1) The Party and State's attention to promoting socio-economic development in the Northwest region has created a material foundation and raised awareness and demand for PTE among cadres. (2) The continually refined system of the Party's viewpoints and guidelines, and State policies and laws on PTE, has provided a basis for schools to implement plans effectively. (3) The Ho Chi Minh National Academy of Politics has provided close professional guidance, instruction, and support to enhance the capacity of the cadre and lecturer contingent. (4) Demands from the new practical context of PTE work, especially organizational streamlining, have prompted Party committees at all levels to deepen their awareness and actively innovate PTE.

Subjective Causes: (1) The close attention and direction from provincial Party Committees, People's Councils, and People's Committees in selecting cadres for PTE and issuing supporting mechanisms and policies. (2) Political schools in the Northwest provinces have received increasing investment and undergone organizational and personnel consolidation according to central regulations. (3) The cadre and lecturer contingent continually enhances its qualifications, competence, and sense of responsibility, with most being local individuals who understand local realities and are dedicated and flexible in teaching. (4) Close coordination among departments, sectors, and localities has created favorable conditions for organizing, securing resources, and managing learners.

3.2.2. Limitations, Shortcomings, and Their Causes

3.2.2.1. Limitations and Shortcomings

Firstly, the awareness and responsibility of some Party committees, agencies, units, and learners regarding PTE remain inadequate. Secondly, the organizational structure and cadre/lecturer contingent of political schools in the Northwest provinces exhibit inconsistencies; their quality in some aspects does not meet current PTE demands. Many schools lack allocated personnel, the proportion of lecturers with advanced degrees is low, and the research capacity and practical experience of some lecturers are limited. Thirdly, PTE content and curricula are slow to innovate, remain theory-heavy, lack timely updates, fail to categorize learners adequately, do not fully reflect specific sectoral/field characteristics, and lack interconnectedness. Fourthly, investment in material facilities, equipment, and funding is not synchronized or modern, particularly lacking information technology infrastructure. Funding remains limited and inconsistent across provinces. Fifthly, learners' PTE knowledge after training is sometimes shallow, their political conviction is not truly firm, and their socio-political activism is not high, partly due to a uniform educational approach that does not account for specific characteristics. Sixthly, the readiness for digital transformation in PTE remains low in many aspects, from human resources and content to digital infrastructure and operational management.

3.2.2.2. Causes of Limitations and Shortcomings

Objective Causes: (1) Certain inadequacies in central government documents regarding PTE standards, training decentralization, and policies for cadres, lecturers,

and learners have created difficulties for localities. (2) PTE curricula are primarily issued by the central government, limiting timely adjustments to suit the specific characteristics of the Northwest. (3) Requirements for cadre standardization and the policy of personnel streamlining have created psychological pressure, leading some cadres to pursue PTE mainly to meet qualification standards rather than out of intrinsic motivation.

Subjective Causes: (1) Some Party committees, agencies, units, and cadres do not fully grasp the importance of PTE, leading to neglect or perfunctory learning. (2) Some Party committees and agencies have not adequately focused on cadre work, failing to follow proper cadre procedures and link cadre planning and training with appointments, resulting in a lack of coordination and post-training evaluation. (3) Some provinces have not prioritized strengthening and consolidating the organizational structure; some leadership/management positions are not filled by individuals with appropriate expertise; and some cadres and lecturers lack dedication, with the quality of a segment of lecturers remaining limited. (4) Coordination among agencies and units in organizing PTE is sometimes loose, and post-training quality assessment is not adequately emphasized. (5) Funding remains limited and inconsistently implemented, causing difficulties for PTE activities.

3.4. Issues for Enhancing the Quality of Political Theory Education at Political Schools in the Northwest Provinces

Firstly, there are inadequacies in organizational structure and the lecturer contingent. The demand for improving PTE quality does not align with the current state of an inconsistent organizational structure and a lecturer contingent limited in quantity, high professional qualifications, research capacity, and modern pedagogical methods.

Secondly, there are barriers to innovating educational methods. Efforts to modernize and digitally transform PTE content, forms, and methods face obstacles due to lecturers' limited capacity in applying advanced methods and using information technology, coupled with outdated material facilities and technical infrastructure.

Thirdly, there is an inconsistency between PTE objectives and the educational environment, which still has some limitations and negative aspects. The increasingly high objectives of PTE (aiming to foster qualities and competencies) are not truly compatible with an educational environment where certain limitations and negative aspects are evident in awareness, responsibility, and capacity.

Fourthly, there are inconsistencies between international integration requirements and the ability to access new knowledge and international experience. The demand for international integration in PTE is hampered by the limited ability of the schools and their lecturers to access new knowledge and international experience.

Conclusion of Chapter 3

Chapter 3 analyzes the current state of PTE at political schools in the Northwest provinces, highlighting their strengths, limitations, and underlying causes. Although this work has contributed to enhancing the political fortitude and competence of cadres, it still faces numerous shortcomings. These include insufficient awareness among some Party committees and local authorities, slow innovation in curricula and content, monotonous educational methods, and inadequate material

facilities and lecturer qualifications. These limitations necessitate a comprehensive reform of PTE, encompassing content, methods, personnel, and infrastructure, to meet the criteria for a standard political school and the demands of the new situation.

Chapter 4

VIEWPOINTS AND SOLUTIONS TO ENHANCE THE QUALITY OF POLITICAL THEORY EDUCATION AT POLITICAL SCHOOLS IN VIETNAM'S NORTHWEST PROVINCES IN THE COMING PERIOD

4.1. Viewpoints on Enhancing the Quality of Political Theory Education at Political Schools in the Northwest Provinces

4.1.1. Enhancing Political Theory Education Quality Must Adhere Closely to the Party's Viewpoints on Cadre Training and Fostering in the New Period

It is essential to consistently adhere to and implement the Party's viewpoints on cadre training and fostering in the new period. This is particularly crucial for political schools in the Northwest provinces due to the context of globalization, integration, the demand for streamlined apparatus, and the unique socio-economic difficulties of the region. Political schools must comply with Regulation No. 09-QĐi/TW, organizing training for the correct target groups and standards, linking it with cadre planning and appointments. Concurrently, curricula, content, and teaching methods must be fundamentally reformed in line with the spirit of the 13th National Congress Documents, ensuring scientific rigor, creativity, modernity, linking theory with practice, combining learning with training, overcoming reluctance to study PTE, and proactively updating theory to suit the specific conditions of the Northwest.

4.1.2. Enhancing Political Theory Education Quality Must Ensure the Unity of Theory and Practice in the Educational Process

Improving PTE quality must ensure the unity of theory and practice. In line with the spirit of the 13th National Congress Documents, PTE needs to be linked with practice, not only imparting knowledge but also enhancing cadres' leadership capacity, political fortitude, and ability to solve practical problems, while preventing ideological degradation. Therefore, PTE at political schools in the Northwest provinces must adhere closely to and accurately assess local realities to select appropriate content and methods, helping cadres creatively apply the Party's guidelines and promote regional traditional values. This requires lecturers to continuously enrich their lectures with vivid practical examples, use local experiences to substantiate theory, and deeply understand the unique cultural, economic, and social characteristics of the Northwest to select effective teaching methods.

4.1.3. Enhancing Political Theory Education Quality Must Be Compatible with the Capacity and Cognitive Level of Cadres in the Northwest Provinces

The content and methods of PTE must align with the capacity and cognitive level of cadres, especially in remote, border, and ethnic minority areas where the general educational level is still limited and complex ethnic and religious issues may exist. Due to the diverse terrain and population, PTE must avoid imposing subjective approaches. Instead, it needs to categorize learners to select appropriate content, methods, and allocate lecturers accordingly, with particular attention to ethnic minority cadres. PTE content should be detailed, specific, easy to understand, and

memorable, while methods must be engaging, relevant to daily life, stimulate activeness, and always consider regional, local, and ethnic specificities.

4.1.4. Enhancing Political Theory Education Quality Must Be Linked with Local Political Tasks While Preserving and Promoting the Cultural Identity and Historical Traditions of Northwest Ethnic Groups

Enhancing PTE quality must be linked with local political tasks while simultaneously preserving and promoting the cultural identity and historical traditions of the Northwest ethnic groups. Political schools need to creatively apply the common curriculum to specific local conditions, using local practical arguments to increase persuasiveness and applicability. PTE must aim to build a cadre contingent at all levels that ensures quality, quantity, and appropriate structure, with smooth generational transfer, paying particular attention to training female cadres and ethnic minorities. More importantly, PTE must strengthen national unity, promote cultural and revolutionary traditions, self-reliance, and the spirit of solidarity and friendship in border areas, closely linking with ideological struggle, protecting the Party's ideological foundation, and fostering pride in the Northwest's cultural identity.

4.2. Solutions to Enhance the Quality of Political Theory Education at Political Schools in the Northwest Provinces in the Coming Period

4.2.1. Enhancing Awareness and Responsibility of Party Committees, Local Authorities, Boards of Directors, and Department Leaders of Political Schools in the Northwest Provinces

To leverage achievements and address existing shortcomings, thereby progressively improving PTE quality and meeting the demands of ideological work in the new situation, it is imperative to enhance the awareness and responsibility of Party committees, local authorities, boards of directors, department leaders, and lecturers of political schools in the Northwest provinces.

4.2.1.1. For Party Committees and Local Authorities

Party committees and local authorities must fully grasp the position, role, and importance of PTE in ideological theory work and the Party's cadre organization work, especially amidst the demands of the renovation cause. Firstly, PTE must be identified as a key political task, with comprehensive leadership from content, curriculum, organizational structure, and personnel to financial investment and material facilities management. Secondly, leadership must thoroughly implement and localize central directives on PTE to fit local realities, closely linking PTE training with cadre planning and appointments. They must consolidate the organizational structure and build a cadre and lecturer contingent in accordance with Regulation No. 09-QĐ/TW and Regulation No. 11-QĐ/TW, ensuring leaders and lecturers possess adequate competence, fortitude, and qualifications. Concurrently, increasing financial investment and building modern political school facilities are crucial; issuing specific and unified financial mechanisms and policies, along with appropriate remuneration for educators and learners, prioritizing unique regional beneficiaries. Finally, inter-sectoral coordination must be strengthened by promoting the advisory role of propaganda and mass mobilization committees and establishing close coordination mechanisms among agencies and sectors in PTE.

4.2.1.2. For Boards of Directors and Department Leaders of Political Schools in the Northwest Provinces

Boards of Directors and department leaders of political schools in the Northwest provinces must proactively advise on and closely direct annual training and fostering plans, ensuring they meet practical demands, especially after organizational restructuring, and comprehensively manage the entire PTE process. Concurrently, they must decisively direct the innovation of PTE content and curricula towards integrating theory with practice, continuously updating new knowledge across professional expertise, skills, and work methods. They should intensify investment in and effective utilization of modern facilities and equipment, promote the application of information technology and advanced teaching aids; and innovate teaching methods to suit target audiences, enhancing lecturers' qualifications and professional conduct. They need to vigorously reform management and administration according to modern models, increasing autonomy and accountability, building a professional and democratic work environment, and fostering innovation and digital transformation. Finally, they must effectively implement cadre and lecturer planning and development, with particular emphasis on young cadres who possess competence and dedication; establish mechanisms to encourage dynamism, creativity, and accountability; and advise on policies to attract talent and provide opportunities for lecturers to undertake practical assignments.

4.2.1.3. Enhancing Political Fortitude, Qualifications, and Professional Competence of Lecturer Contingent at Political Schools in the Northwest Provinces

Lecturers must continuously cultivate strong political fortitude, good moral character, steadfastly adhere to objectives, and correctly implement Party guidelines and State laws. Political schools need to develop and implement comprehensive lecturer training and fostering plans, including issuing standards, assessment criteria, classification, and assigning lecturers according to their expertise and experience, aiming to build a contingent with sufficient quantity, a reasonable structure, and meeting standards as per Decision 587/QĐ-TTg. Mechanisms for attracting talent, sending lecturers for fostering and knowledge updates, especially for doctoral-level training and leading experts, are necessary, while also encouraging self-training and the formation of "research groups." Finally, strengthening practical knowledge for lecturers, especially young ones, through rotation and secondment programs for practical experience is crucial. Lecturers must deeply understand local customs, culture, history, language, and current affairs to proactively integrate these into their lectures.

4.2.3. Innovating PTE Content, Curriculum, and Methods at Provincial Political Schools to Meet Practical Demands and Suit the Northwest Region

4.2.3.1. Innovating PTE Content

PTE content must embody the fundamental issues of Marxism-Leninism, Ho Chi Minh Thought, Party guidelines, and State policies, clarifying their scientific significance and value. New knowledge, theoretical issues, and Party viewpoints and breakthrough policies must be regularly updated, reflecting the nation's development aspirations and socio-political realities. Curricula should be "open," concise, scientific, and practical, enhancing problem-solving skills, suitable for all learners,

and adaptable to changes in organizational structure and grassroots tasks. Additionally, theoretical and practical issues, and lessons learned from the Doi Moi process, theories of socialism and the path to socialism in Vietnam, and future national development orientations should be supplemented and developed. Finally, curricula should include specific content related to the cultural values, historical traditions, and socio-economic, national defense, and security development tasks of the Northwest region to enhance cadres' understanding and fortitude regarding this area.

4.2.3.2. Innovating PTE Curriculum to Suit Learners

To innovate PTE curricula to suit learners, core solutions are essential. Firstly, for the intermediate PTE curriculum, a comprehensive review and restructuring are needed to ensure logical coherence, scientific rigor, conciseness, and alignment with cadre work requirements and the post-restructuring organizational model; a new replacement curriculum could be considered to reflect new development trends and organizational structures. Secondly, diversifying PTE fostering programs is crucial, designing specific programs for each sector, field, and job position. These programs should aim to equip learners with knowledge and practical application skills, consolidating their political conviction and attitude, with particular emphasis on scientific, well-structured programs for commune-level cadres within the two-tier local government model. Thirdly, ensuring interconnectedness among programs is vital to thoroughly eliminate content overlap and redundancy, thereby preventing resource wastage. Fourthly, given the unique characteristics of the Northwest region, political schools need to proactively develop specialized fostering programs tailored to the needs and characteristics of cadres working in remote, disadvantaged, ethnic minority, and border areas.

4.2.3.3. Innovating PTE Methods

Lecturers must continuously innovate teaching methods towards a "learner-centered" approach, increasing the application of active learning methods (such as problem-posing, cooperative group learning, case studies, and interactive tools) and effectively combining lecturing with electronic lesson plans and modern facilities to foster learners' proactivity, creativity, and critical thinking. It is crucial to flexibly and synchronously select and coordinate teaching methods appropriate for each target audience and specific content, seamlessly integrating modern facilities with active methods. There should be an emphasis on and increased use of concentrated training formats to allow learners to focus on their studies, research, and discussions, while ensuring compliance with current regulations regarding target age groups. Finally, there must be a strong push for digital transformation and the robust application of scientific and technological advancements across all stages of PTE, from management and administration to teaching and learning. This includes developing a comprehensive digital transformation strategy encompassing the digitalization of learning materials, the development of digital libraries, e-learning systems, and online learning and conferencing platforms, while flexibly combining in-person and online learning formats.

4.2.4. Fostering Learner Activeness, Self-Initiative, and Self-Study in Political Theory Education

To foster learners' activeness, self-initiative, and self-study in PTE, a core solution is to thoroughly implement the "learner-centered" spirit according to Resolution 32-NQ/TW. This emphasizes the role of self-education and self-training in political ideology outside formal class hours, which is crucial for learners in the Northwest to overcome limited learning conditions and develop critical thinking, self-research capacity, and problem-solving skills. It is essential to raise learners' awareness of the importance, responsibility, and benefits of studying PTE, and resolutely overcome "reluctance to study PTE." Collective activities should be used to guide and emphasize the role of self-study. Lecturers need to innovate teaching methods, assign research tasks, check learner preparation, and utilize modern teaching tools such as videos, mind maps, and interactive platforms. Political schools must ensure favorable conditions for self-study, including digital libraries and online resources, encourage learners to organize study groups and research local practical issues, and organize workshops on self-study skills, case analysis, discussion, and debate.

4.2.5. Increasing Investment in Material Facilities and Modern Equipment for Political Theory Education

To increase investment in modern material facilities and equipment for political theory education, two core solutions are essential. Firstly, strong investment in information technology (IT) infrastructure is crucial for the digital transformation process. This includes building robust technological, internet, and data foundations; equipping modern teaching support software (such as Google Classroom, Microsoft Teams, Padlet, Kahoot!); and upgrading the entire IT equipment system for data collection, transmission, storage, and management in a digital environment. Secondly, systematic financial investment is needed to progressively modernize all material facilities and technical infrastructure. This system must meet the standards of a standard political school as per Regulation 11-QĐ/TW.

4.2.6. Strengthening Inspection, Supervision, and Evaluation of Political Theory Education Work

To effectively strengthen the inspection, supervision, and evaluation of political theory education (PTE) work, core solutions are necessary. Firstly, this must be recognized as an essential activity, conducted regularly and continuously, covering all stages of the PTE process, with objective, comprehensive evaluation criteria appropriate to the specific characteristics of the Northwest region. Secondly, developing and implementing periodic inspection and supervision plans is vital, including regular lesson observations and assessing lecturer teaching quality. Thirdly, establishing a mechanism for collecting and processing multi-directional feedback from learners and cadre-utilizing agencies regarding post-training effectiveness is crucial. Fourthly, applying information technology to inspection, supervision, and evaluation through learning management software and data analysis tools is essential for synthesizing results, providing improvement recommendations, and monitoring online classes. Finally, expanding the scope of learner evaluation beyond just

knowledge to include the ability to apply theory to practice, learning attitudes, and participation levels.

Conclusion of Chapter 4

Chapter 4 systematizes guiding viewpoints and proposes six synchronized solution groups to enhance the quality of PTE at political schools in the Northwest provinces. The viewpoints emphasize the necessity of adhering to the Party's guidelines, ensuring unity between theory and practice, adapting to the specific cognitive characteristics of cadres in the Northwest, and linking PTE with local political tasks and the preservation of local cultural identity. The six solution groups focus on: enhancing the awareness and responsibility of relevant stakeholders; improving the political fortitude and competence of the lecturer contingent; comprehensively innovating content, curriculum, and educational methods; fostering learners' self-initiative and self-study; increasing investment in material facilities; and strengthening inspection, supervision, and evaluation. The synchronized implementation of these viewpoints and solutions is a crucial task for the entire political system, especially political schools, aiming to meet the demands of national renovation and sustainable development in the Northwest region, thereby contributing to building a cadre contingent that is "both red and expert" and fit for the new era.

CONCLUSION

Political Theory Education (PTE) holds an extremely important position and role in the Party's ideological work. It contributes to disseminating Marxism-Leninism, Ho Chi Minh Thought, the Party's guidelines, and the State's policies and laws, thereby gradually building a scientific worldview, methodology, strong political fortitude, and firm conviction in the socialist ideal. The study on "The Quality of PTE at Political Schools in Vietnam's Northwest Provinces" provides a comprehensive overview of the current state, achievements, and existing limitations regarding PTE quality at political schools. The thesis has researched and clarified theoretical and practical issues concerning education in general and PTE at political schools in the Northwest provinces in particular, elucidating concepts such as "PTE," "PTE quality," "enhancing PTE quality," and criteria for assessing PTE quality at political schools in the Northwest provinces.

Research findings indicate that in recent years, political schools in the Northwest provinces have made significant efforts to improve PTE quality, contributing to strengthening the ideological stance and political conviction of cadres in the Northwest provinces. However, despite these positive aspects, PTE quality still faces considerable limitations and difficulties. Some prominent issues include: inadequate awareness and responsibility among some Party committees and local authorities; PTE fostering programs and content that are slow to be updated, supplemented, and remain too theoretical; and PTE methods that lack diversity, thus failing to fully foster learners' activeness and initiative. Furthermore, the material facilities for teaching and learning at some political schools remain challenging and deficient.

Based on the analyses presented, the thesis proposes a system of synchronized and feasible solutions to enhance PTE quality at political schools in the Northwest provinces in the coming period. These solutions focus on: (1) Enhancing awareness and responsibility of Party committees, local authorities, school boards of directors, and department leaders; (2) Raising the professional qualifications and competence of the lecturer contingent; (3) Innovating PTE content, curriculum, and methods to meet practical demands and suit the specific conditions of the Northwest provinces; (4) Fostering learners' activeness, self-initiative, and self-study in PTE; (5) Increasing investment in modern material facilities and equipment for PTE; (6) Strengthening inspection, supervision, and evaluation of PTE work.

With its theoretical and practical contributions, the thesis contributes meaningfully to enhancing PTE quality at political schools nationwide in general and in the Northwest provinces in particular. This, in turn, improves the leadership, management, and operational capacity of cadres in the Northwest provinces, meeting cadre work requirements in the nation's new era of ascent. For the theoretical and practical contributions of the thesis to be realized, relevant stakeholders in PTE at political schools in the Northwest provinces need to effectively fulfill their roles within their assigned functions and duties.

Firstly, regarding the Ho Chi Minh National Academy of Politics: It should research and advise the Secretariat to issue new regulations on political schools that align with organizational restructuring and the nation's development trends in the new situation. It should issue new intermediate PTE curricula and fostering programs that update knowledge and skills to meet cadre work requirements in each position after restructuring. The Academy needs to strengthen guidance and unified direction for innovating PTE content and curricula towards being "open," "flexible," "modern," and capable of rapidly updating new theoretical and practical issues. It must ensure that political schools have flexible academic space to supplement specialized topics related to ethnic minority areas, mountainous regions, border areas, and local sustainable development issues, thereby connecting Marxist-Leninist theory and Ho Chi Minh Thought with practical demands in grassroots Party building and state management.

Furthermore, it should prioritize the training and fostering of the lecturer contingent at political schools in the Northwest provinces, ensuring a specialized and systematic approach. The Academy needs to intensify the organization of advanced PTE courses, updating knowledge in politics, economics, culture, society, pedagogical skills, active teaching methods, and modern educational technology. Concurrently, it should develop cooperation programs with reputable domestic and international academies and universities to provide opportunities for lecturers from provincial political schools to engage in academic exchanges, scientific research, teaching internships, and practical field studies.

Secondly, regarding provincial Party Committees, People's Councils, and People's Committees in the Northwest provinces: They should prioritize allocating regular budgets and development investments for political schools, especially for information technology infrastructure, digital libraries, modern teaching equipment, and flexible, creative learning and resting spaces. This investment should be viewed

as an investment in the development of the province's strategic cadre contingent, rather than merely administrative expenditure. Mid-term and long-term plans for facility development should be established, linked to each school's development strategy and ensuring synchronization with the streamlining and consolidation of the political system's organizational structure in the Northwest provinces. It is crucial to issue and implement specific policies to attract and retain highly qualified PTE lecturers. Remuneration must be competitive to motivate the development of a high-quality contingent directly serving the province's PTE work.

Thirdly, regarding the leadership of political schools in the Northwest provinces: They must proactively lead the development of school development strategies aligned with the demands of innovation and integration. It is essential to clearly define the school's mission, vision, core values, and development objectives, ensuring they are compatible with the requirements of fundamental and comprehensive PTE reform and the context of deep international integration. They should promote autonomy and accountability in governance, gradually building smart, modern, and integrated political school models that remain closely aligned with local realities.

It is hoped that the findings and recommendations of this thesis will serve as useful reference materials, contributing to policy formulation and the implementation of practical solutions to continuously enhance the quality of PTE, thereby meeting the increasingly high demands of the national renovation and international integration in Vietnam as a whole, and in the Northwest provinces in particular.

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